Self-determination is an essential component of all successful transitions from school to adult life. In terms of school-based transition services, self-determination refers to students’ ability to understand the options available to them after high school, and apply their knowledge and skills to direct themselves along a pathway that aligns with their personal preferences, interests, and strengths through the fulfillment of short- and long-term goals. An individual’s capacity to engage in self-determined behavior acts as a predictor of academic success (Konrad, Fowler, Walker, Test, & Wood, 2007), postsecondary outcomes (Wehmeyer & Palmer, 2003; Wehmeyer & Schwartz, 1997), and overall quality of life (Lachapelle et al., 2005). Self-determined behavior includes, but is not limited to: planning, goal setting, self-awareness, self-monitoring, choice/decision making, problem solving, and self-advocacy (Field, Hoffman, & Porch, 1997; Loman, Vatland, Strickland-Cohen, Horner, & Walker, 2010).

Families and schools play vital, interconnected roles in the promotion of self-determination in children and young adults with disabilities. Parent (Zhang, 2005) and educator (Pierson, Carter, Lane, & Glaeser, 2008) perspectives on the value of self-determination in the lives of students with disabilities has a major impact on the opportunities students have to engage in self-determined behavior, as well as students’ perception of their own capacity to become self-determined. This article provides an overview on recent research into parent, educator, and student perceptions of the importance of self-determination in the lives of students with disabilities.
What is Self-Determination?

The self-determination literature base covers a vast collection of research across multiple disciplines including philosophy, psychology and politics. Literature related to self-determination in the context of special education and rehabilitation includes over 20 years of research into the construct of self-determination, as it relates to students with disabilities including intervention, assessment, curriculum and instruction, and the relationship between self-determination and secondary and postsecondary outcomes. Although the field of special education has not adopted a single model of self-determination, Wehmeyer (1996) has provided one of the most expansive and commonly used definitions, defining self-determination as “acting as the primary causal agent in one’s life and making choices and decisions regarding one’s quality of life free from undue external influence or interference” (p. 24).

Stakeholder Perceptions of Student Self-Determination

Parent Perceptions. Researchers have examined parental perceptions of self-determination as it relates to the lived experiences of their children with disabilities from a variety of angles including the importance of self-determination, the alignment of self-determination beliefs and practices across home and school settings, and the impact of culture on self-determination.

Importance. Across five studies that included parental perspectives, a majority of the 772 parent participants placed considerable importance on the development of self-determination knowledge and skills for their children regardless of child age, disability category, or culture (Carter, Lane, Cooney, Weir, Moss, & Machalicek, 2013; Carter, Trainor, Owens, Sweden, & Ye, 2010; Shogren, 2012; Van Gelder, Silitongton, & Pugh, 2008; Zhang, Landmark, Grenwelge, & Montoya, 2010). Carter and colleagues (2013) reported that at least 60% of the 627 predominately white parents of children with ID and/or autism surveyed valued each of the seven components of self-determination included on the Self-Determination Instructional Domains Survey (Wehmeyer, Agran, & Hughes, 2000) as very important. Specifically, 70% of parents rated five of the skills (choice making, decision making, problem solving, self-management/self-regulation, and self-awareness/self-knowledge) as very important, and 60% of parents rated the remaining two skills (goal setting and self-advocacy) as somewhat important for their children (Carter et al., 2013).

Both qualitative studies on culturally diverse families also found that a majority of participants emphasized the significance of self-determination in the lives of their children (Shogren, 2012; Zhang et al., 2010). Shogren (2012) reported that, although participant understanding of self-determination varied, all seven mothers viewed it as important for their children with severe disabilities. Participants placed particular emphasis on the importance of their children developing communication and self-advocacy skills in order to be able to “a) protect themselves and manage their supports and services as adults and b) [be] included in the community [with] strong social support networks” (Shogren, 2012, p. 175). While a study of cultural differences in parental understanding of and practices related to self-determination did not expressly ask participants to rate the importance of self-determination for their children with disabilities, parent responses generally favored the promotion of select self-determined
behaviors in the home setting across cultures (Zhang et al., 2010). All 20 parents in the study reported encouraging their children to practice independent living skills at home, 17 (85%) reported including their children in family based decision making to some degree, 13 (65%) discussed goals including postsecondary goals with their children, and 13 (65%) actively engaged their children in problem solving dialogues (Zhang et al., 2010).

**Fostering self-determination at home.** There is a wealth of practical and user-friendly resources available to parents and guardians interested in promoting self-determination in the home environment. Below are just a few examples:


**Home/school divide.** The disconnect between parent and teacher evaluations of student self-determination abilities (Carter et al., 2010; Van Gelder et al., 2008) points to a possible tension between parents and educators around the operationalization of self-determination in schools. Significantly lower parental ratings, compared to teacher ratings, of the number of opportunities students had to practice self-determination in school suggested a lack of effective communication between educators and parents around school-based practices to promote self-determination (Carter et al., 2010). All of the mothers in the Shogren (2012) study voiced particularly strong views about the negative impact of educator reluctance and/or inability to participate in open dialogue about self-determination and the transition planning process as a whole. The participants highlighted negative teacher reactions to parental attempts at collaboration, particularly around discussions of postsecondary goals, which led to the violation of parent trust and a break down of the collaborative process. Increasingly mistrustful of school personnel and without open lines for communication, the mothers reported promoting child self-determination at home, with little to no regard to whether or not their efforts aligned with school practices (Shogren, 2012).

**Strategies for bridging the home/school divide.** Parents/guardians and educators share joint responsibility for the promotion of self-determined behavior in students with disabilities. Below are some strategies for creating and maintaining open and clear lines of communication around school and home objectives and practices related to self-determination development:

- Families:
  - Actively seek out information about a) how your child’s school defines and promotes self-determination, b) how classroom-based and school wide self-determination practices impact your child, and c) how you can work with school personnel to align school and home self-determination strategies.
Discuss self-determination with your child, and develop clear family practices to promote self-determination for your child in the home.

Maintain open lines of communication with educators including sharing a) how your family defines and implements self-determination, b) how home and school practices align and conflict, and c) your vision for your child’s future.

Educators:

- Communicate clearly with students and families your and/or your school’s definition of self-determination, as well as all classroom-based and school-wide efforts to promote self-determination.
- Provide time and space for conversations with families a) about how school efforts to promote self-determination align and/or conflict with home efforts, b) to clarify any confusion and/or misconceptions about school programming, and c) to make adjustments to individual interventions, if necessary.
- Acknowledge to family members that you may be the expert on teaching and learning related to self-determination, but that parents/guardians are the experts on their individual children and how self-determination fits into their home environment.

Impact of culture on self-determination. Two studies provided information on the impact of culture on parents’ perceptions of their children’s self-determination. Much of the conflict between schools and the mothers in the Shogren (2012) study arose from what the participants perceived as an overemphasis on independence versus interdependence in school programs. From the vantage point of Hispanic mothers, teacher efforts to define self-determination in terms of long-term independence led to an instructional emphasis on a narrow set of skills that did not accommodate diverse family practices and reflected educators’ lack of cultural understanding. The mothers defined interdependence as a life-long communal experience requiring familial goals rather than individualized goals for successful postsecondary outcomes.

Overwhelmingly parents across cultures supported the self-determination of their children with disabilities, but operationalized it differently (Shogren, 2012; Zhang et al., 2010). For instance a number of Hispanic mothers noted that they placed less emphasis on their sons’ independence around meal preparation because males were not expected to cook in their culture (Shogren, 2012), while European American parents focused more of their energy on finding resources to help their children move out of the family home than culturally diverse parents (Zhang et al., 2010). Interestingly, differences that emerged around parental practices to promote self-determination in their children with disabilities did not always fall along cultural lines, but were family specific. All of the parents focused on the skills necessary for their children to live self-determined lives according to their perceptions of each individual child’s needs and each family’s unique definition of self-determination.

Strategies to teach self-determination in culturally diverse classrooms. All educators must develop an awareness of how self-determination instruction and practice intersects with students’ cultures and home environments. Below are some resources on developing culturally responsive classroom environments, in which to promote self-determination for all students:
Educator Perceptions. Five qualitative studies included data on the perceptions of educators about student self-determination. In spite of some variability across disability categories (Carter et al., 2010), grade levels (Stang, Carter, Lane, & Pierson, 2009) and settings (Carter et al., 2008; Stang et al., 2009; Van Gelder et al., 2008), as well as caveats about their capacity to deliver effective self-determination instruction (Carter, Lane, Pierson, & Stang, 2008; Lane, Carter, & Sisco, 2012; Stang et al., 2009), the 1,597 teachers and paraprofessionals surveyed demonstrated an overwhelming belief in the importance of self-determination for their students.

Student characteristics and school setting. According to researchers, teachers rated the capacity of students with learning disabilities (LD) to engage in self-determined behavior significantly greater than the capacity of students with emotional and behavioral disorders (EBD) or cognitive disorders (CD), and perceived students with EBD as having greater capacity than students with CD (Carter et al., 2010). Teachers in the study also perceived that students with LD had significantly more opportunities to engage in self-determined behavior at home than students with EBD and CD, but perceived no significant differences across disability categories for self-determination opportunities at school (Carter et al., 2010). The study also found that when they controlled for age and gender that teachers judged students with better social skills as having a greater capacity to engage in self-determined behavior, and more opportunities to be self-determining at home (Carter et al., 2010). Similarly, researchers found a relationship between increases in student problem behaviors and decreased teacher perception of student capacity (Carter et al., 2010).

Grade levels. Elementary, middle and secondary educators all rated self-determination instruction as moderately or highly important with variability across grade levels in terms of importance ratings of individual self-determination instructional domains and frequency of actual instruction (Carter et al., 2008; Lane et al., 2012; Stang et al., 2009). Key findings related to educator perceptions of the importance of the development of choice making, decision making, problem solving, self-management/self-regulation, self-awareness/self-knowledge, goal setting and self-advocacy skills for students with disabilities include:

- Half of elementary and middle schoolteachers surveyed rated six of the seven instructional domains of self-determination as very important for their students, only excluding choice-making skills (Stang et al., 2009).
- Similarly at least 50% of high school teachers rated each of the seven domains as very important, with problem-solving rated significantly higher than the other domains (Carter et al., 2008).
- Seventy percent of paraprofessionals at the elementary and secondary school levels rated all seven domains as very important (Lane et al., 2012).
Elementary and middle school teachers placed the same amount of importance on self-determination in general, but middle school teachers reported providing self-determination instruction more frequently (Stang et al., 2009).

Problem-solving skills were taught the most frequently across grade levels with 65.45% of elementary and 60.3% of middle school teachers (Stang et al., 2009); 69.37% of elementary and 61.90% of secondary paraprofessionals (Lane et al., 2012); and 67.3% of high school teachers (Carter et al., 2008) reporting that they often provided instruction in this domain of self-determination.

More than half of elementary and middle school teachers also reported that they provided frequent instruction in self-management/regulation (Stang et al., 2009), while more than half of high school teachers often focused instruction on self-management and decision-making (Carter et al., 2008).

Elementary and middle school teachers taught self-advocacy/leadership and self-knowledge the least frequently (Stang et al., 2009), high school teachers choice-making and self-advocacy (Carter et al., 2008), and paraprofessionals goal setting/attainment (Lane et al., 2012).

Educator Assignment. Teacher perception of the importance of self-determination instruction and the frequency with which it was taught in classrooms is related in part to both teacher subject area (Carter et al., 2008) and teacher area of expertise (Carter et al., 2008; Stang et al., 2009). Key findings include:

- Educators teaching both academic and elective classes rated choice-making, decision-making, and self-management/regulation as more important than teachers of only academic classes, and reported providing instruction in these areas more frequently (Carter et al., 2008).
- Humanities teachers were the most likely, and foreign language and science teachers were the least likely to prioritize self-determination skill instruction (Carter et al., 2008).
- Elementary and middle general educators viewed self-determination skills as less important than special educators, but both reported providing similar levels of self-determination instruction (Stang et al., 2009).
- High school special educators rated providing instruction in the self-advocacy/leadership and self-awareness/knowledge domains as significantly more important than general educators, but researchers did not find significant differences in instructional time allotted by the two groups (Carter et al., 2008).

Educator Knowledge. Researchers found that educators who reported greater familiarity with the general concept of self-determination placed greater importance on self-determination instruction and consequently spent more time teaching relevant skills to students (Lane et al., 2012). The study also indicated that increased training and professional development around self-determined behaviors increased educators’ familiarity with self-determination (Lane et al., 2012). Below are some resources educators can use to learn about self-determination, the role it plays in the lives of students with disabilities, and how to incorporate self-determination instruction into all classrooms:
Students with Disabilities Perceptions. A limited number of studies have been conducted on the perceptions of people with disabilities about their own self-determination and the significance it plays in their lives. The self-determination perspectives of only 231 students with disabilities were captured across four studies. All student participants were transition aged (14 – 21), largely European American (72%), and male (65%). Student perspectives included 105 participants with learning disabilities (LD), 74 with emotional behavioral disabilities (EBD), and 52 with either cognitive (CD) or intellectual disabilities (ID). Given the impacts of gender, age, context, cognitive ability, and culture on the individual development of self-determination knowledge and skills (Wehmeyer et al., 2011), this small sample represents a woefully inadequate cross section of students with disabilities in terms of their beliefs about and perceptions of their own self-determination.

Perceptions of personal self-determination. Three studies captured how students with disabilities perceived their personal self-determination through the lenses of global self-determination (Van Gelder et al., 2008), adaptive capacity (Carter et al., 2010), and of general performance (Trainor, 2007). Students generally had a positive perception of their self-determination knowledge and skills. Students with EBD rated themselves in the moderate range in terms of global self-determination across school settings (Van Gelder et al., 2008), and students with LD, EBD, and CD rated their capacity to engage in self-determined behavior significantly higher than both their parents and their teachers (Carter et al., 2010). Trainor (2007) also found that student participants believed in their own self-determination abilities, as demonstrated by the examples they provided about instances of personal choice- and decision making, self-advocacy, and goal-setting and attainment. Further investigation, however, uncovered significant gaps in participants’ ability to make connections between their strengths, areas of need, and personal goals, due to lack of self-knowledge and/or information about secondary and postsecondary options (Trainor, 2007).

Self-Determination Development. Two qualitative studies explored how people with disabilities understood self-determination, in terms of their individual acquisition of self-determination knowledge and skills (Ankeny & Lehmann, 2011; Trainor, 2007). According to researchers, factors found to influence self-determination for students with disabilities included adult supports, goal setting and attainment, and the IEP/Transition planning process.
Participants in both studies emphasized the power that other people had to either enhance or diminish their development of key self-determination knowledge and skills. Young adults in the Ankenny and Lehmann (2011) study reported that adult support at home and school was a vital component of their self-determination development, but that often adults went too far in their attempts to shelter them from failure. Specifically, overly protective adults inhibited participants’ abilities to make decisions, problem solve, experience both success and failure, self-advocate, and even to become self-aware by limiting their exposure to discussion about their disabilities (Ankenny & Lehmann, 2011). Trainor (2007) also highlighted positive and negative interactions that the Latina female students in her study had with adults. Positive adult interactions included opportunities adults provided participants to engage in self-determined behavior as family care givers, peer mentors, and self-advocates (Trainor, 2007). Negative adult interactions included lack of culturally sensitivity on the part of school staff in reference to student transition planning and behavioral expectations (Trainor, 2007).

As previously mentioned, Trainor (2007) reported that the seven adolescent girls in her study lacked sufficient self-awareness and knowledge about postsecondary options to set and attain goals that were clearly connected to their strengths, interests and areas of need. Specifically, the participants struggled to make distinctions between their preferences and strengths, and often set postsecondary goals for themselves that were not aligned with their current academic, social/emotional, or behavioral aptitudes (Trainor, 2007). Goal setting and attainment also came up as an important element of self-determination development in Ankeny and Lehmann’s (2011) study. Participants discussed the importance of continually setting and working towards goals, and stated that they learned these skills by watching and model the behavior of key family members, rather than at school.

Ankeny and Lehmann (2011) highlighted the IEP and the transition planning process as a missed opportunity to develop and promote student self-determination, on the part of teachers and schools. Only one out of four participants in the study had ever played a significant role in her IEP meeting, prior to enrolling in a college-based, secondary transition program (Ankeny & Lehmann, 2011). Trainor (2007) focused on the break down in the transition planning process around informing students of their options, and setting clear, specific, reasonable postsecondary goals as a major barrier to student self-determination development.

**Self-determination resources for students.** Schools and families must provide space for students to learn about and practice self-determination. Below are just a few resources that support self-determined action in students:

Students cannot learn how to act in a self-determined manner without adult support. Families and educators need to learn about and apply self-determination theory, in order to provide comprehensive, individualized, aligned opportunities for students both at home and at school. Below are some key sites helpful to all stakeholders:

- [http://www.beachcenter.org/default.aspx](http://www.beachcenter.org/default.aspx) - Beach Center on Disability
- [http://www.imdetermined.org/#sthash.odHNXsCu.dpbs](http://www.imdetermined.org/#sthash.odHNXsCu.dpbs) - I’m Determined
- [http://www.ou.edu/content/education/centers-and-partnerships/zarrow/transition-education-materials.html](http://www.ou.edu/content/education/centers-and-partnerships/zarrow/transition-education-materials.html) - Zarrow Center for Learning Enrichment: Transition Education Materials

**About the Author**

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**References**


**Mobility Management: Innovative Transportation Strategies to Support Youth Transition**

*Dr. Judy Shanley*

*Asst. Vice President, Education & Youth Transition, Easter Seals, Chicago*

Hooray - you are thinking about transportation to support the transition of youth with disabilities to college or work. However, access to transportation looks dismal - you live in a rural area and traditional modes of transportation like buses and trains are scarce. You know that without mobility and transportation options, students will not be able to go to college or successfully get to work.

The picture is bleak – until you learn about mobility management practices in your community. Mobility management is an approach to designing and delivering transportation services that starts and ends with the customer. It begins with a community vision in which the entire transportation network—public transit, private operators, cycling and walking, volunteer drivers, and others—work together with customers, planners, and stakeholders to deliver the transportation options that best meet the community’s needs. Mobility management is supported through Federal policy and grants available by the US Department of Transportation, Federal Transit Administration.

And you are thinking...what does this mean to me and youth with disabilities? Mobility management means more options, it means opportunities to create coordinated transportation systems so that everyone that needs a ride, gets a ride! The following are strategies to leverage mobility management:

- Get involved in the mobility management systems in your community. Learn about the human services coordinated transportation plan that guides the variety of transportation options in a community. Contact your local metropolitan planning organization (MPO) or your state Department of Transportation to learn about local mobility management efforts. [Link to national directory of MPOs](#).
• Learn about potential grant opportunities with your transportation colleagues. Find out about grant programs through your State DOTs and public transit agencies. Link to a national directory of public transportation agencies.

• Access a free national database of mobility management practices. Learn about innovative strategies such as volunteer driver programs, travel training, shared vehicle or shared ride programs that can support youth if traditional transportation options are not available. Link to mobility management information practices database.

The National Center for Mobility Management is funded by the Federal Transit Administration to help build mobility management systems at the state, regional, and local levels. Access resources, acquire free technical assistance, and participate in forums to support the transportation needs of youth as they transition to college or employment.

HEATH Resource Center at the National Youth Transitions Center (NYTC) Collaborative Announcements!!

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 next meeting will take place in January 2015. For additional information on the program, please email TaKeisha Bobbitt at tbobbitt@aapd.com.
Applications Open for the 2015 Paul G. Hearne AAPD Leadership Awards

This year, AAPD will once again recognize outstanding individuals personifying leadership, advocacy, and dedication to and for the disability community at large. Two individuals, emerging as leaders in the cross-disability civil rights movement will each receive a cash award in order to help them continue their progress as leaders and further connect their work with the national grassroots of AAPD. The recipients of the 2015 Hearne Leadership Awards will also have an opportunity to meet and network with national disability leaders at the AAPD Leadership Gala in Washington, DC in March 2015. U.S. residents with any type of disability are eligible to apply. Self-nominations are preferred. Submissions are due January 2, 2015. For more information and to apply visit: http://www.aapd.com/take-action/the-aapd-hearne-leadership-awards-program.html. If you have any questions, please email awards@aapd.com.

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
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 Spring '15 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, you may also receive tuition assistance through a grant for pre-service special educators. 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.

Transition Headliners

College Mental Health Resources

Transitions Research and Training Center (RTC) provides several mental health resources for transition-aged youth and young adults that can be useful in navigating the college environment. In addition, these resources can be useful to educators and families serving young adults with mental health conditions. The resources highlighted, focus on issues such as accommodations and current youth experiences in college, include the following papers and tipsheets: (1) Transitions RTC State of the Science Paper: Supporting the Education Goals of Young Adults with Psychiatric Disabilities, (2) Experiences & Perspectives of Young Adults College Students with Serious Mental Health Conditions, (3) Tipsheet 2: Getting Accommodations at College, and (4) Tipsheet 5: My Mental Health Rights.

Youth to Work Coalition

The Youth to Work Coalition webpage of NSTTAC provides Work Based Learning Experiences (WBLE) examples for schools, businesses, youth service professionals, families, and youth with disabilities. The types of WBLE highlighted include career exploration, job shadowing, working sampling, service learning, internships, apprenticeships, paid employment, and mentoring. In addition, individuals can access archived presentations of WBLE as well as presenter guides/handouts from the webinars. Success stories of WBLE are also shared on the Youth to Work Coalition webpage. Individuals or businesses can submit their own success story as well. To learn more about submissions, please go to: http://www.nsttac.org/ytw/success-stories.
Workforce Innovation and Opportunity Act (WIOA) Resources

President Obama signed the Workforce Innovation and Opportunity Act (WIOA) that reauthorized the Workforce Investment Act (WIA) of 1998. WIOA will assist transitioning youth with disabilities with pre-employment transition services to prepare them to seek and retain competitive integrated employment. To assist states and local communities, CLASP has created a resource page on their website highlighting specific areas in meeting WIOA requirements. All resources listed are based on research and best practices in the field. The areas of focus include: career pathways for youth adults; youth; adult education and basic skills; workforce development and workforce training; subsidized employment; and job quality.

NCWD/Youth Infobrief Families and College and Career Readiness: What Schools can do to Engage Families in the Individualized Learning Plan (ILP) Process

The National Collaborative on Workforce and Disability (NCWD) published an InfoBrief in September highlighting strategies on what schools can do to engage families in the Individualized Learning Plan (ILP) process. ILP’s are designed to engage all students, including students with disabilities, in planning the transition from high school to postsecondary life. Family involvement in ILP’s can assist youth in thinking and planning for college and career. To learn more about ILP’s as well as college and career readiness, please go to: http://www.ncwd-youth.info/families-and-college-and-career-readiness.

IDEA Partnership’s National Community of Practice on Transition Youth Role in the Transition Process Webinars

The IDEA Partnership’s National Community of Practice on Transition have coordinated with youth leaders to develop three webinars that focus on the youth role in the transition process from high school to adult life. In the spring, youth leaders from Pennsylvania, District of Columbia, Delaware, Michigan, and Virginia shared their own thoughts and ideas on leadership development and self-determination in the webinars. In May 2014, youth leaders presented outcomes and understandings from the conversations from the webinars at the National Capacity Building Institute in Charlotte, NC. The recordings of the webinars, powerpoint presentations, and handouts are now archived on IDEA Partnership’s Sharedwork site. To listen to the webinars and obtain copies of the presentation, please go to: http://www.sharedwork.org/web/building-a-meaningful-youth-role/wiki/-/wiki/Main/Webinars+-+Youth+Transition.

Division on Career Development and Transition (DCDT) Fast Fact Sheets

The Division on Career Development and Transition (DCDT) published Fast Fact Sheets highlighting pertinent issues relating to secondary transition for youth with disabilities. The fact sheets cover a range of issues from inclusion into general education, community experiences, parental involvement, independent living, vocational education, self-determination, and many more topics! The fact sheets offer specific application methods for teachers, administrators, and families. In addition, at the end, there is a section on additional information and resources that will link to new websites.
To see all the fact sheets and the variety of topics relating to secondary transition, please go to: http://community.cec.sped.org/dcdt/publications/fast-facts.

Lifelong Learning Skills for College and Career Readiness: An Annotated Bibliography

The College & Career Readiness & Success Center published an annotated bibliography centered on lifelong learning skills (e.g., pre-kindergarten to workforce) for college and career readiness. The annotated bibliography is designed to assist stakeholders (e.g., Local and State Education Agencies as well as Higher Education Institutions) on how to best prepare students for college and career readiness. The annotated bibliography consists of three guiding questions:

- What are lifelong learning skills?
- How can lifelong learning skills be accurately identified and assessed?
- How can lifelong learning skills be fostered and/or taught by practitioners, including administrators and teachers?

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.

Creating Access to Opportunities for Youth in Transition from Foster Care

The American Youth Policy Forum (AYPF) developed a policy brief focused on creating access to opportunities for youth in transition from foster care. The policy brief highlights the challenges that youth in transition face as they transition from foster care. The discussion is focused on three areas of need for youth in transition: sustainable social capital, permanency supports, and postsecondary opportunities. In addition, the policy brief presents potential programs and solutions for individuals who work with youth in transition from foster care. Read the policy brief here.

US Department of Labor’s Virtual Workplace Flexibility Toolkit

The U.S. Department of Labor has launched its online Workplace Flexibility Toolkit to provide employees, job seekers, employers, policymakers and researchers with information, resources and a unique approach to workplace flexibility. Workplace flexibility policies and practices typically focus on when and where work is done. The toolkit adds a new dimension - an emphasis on flexibility around job tasks and what work is done.

Funded by the department's Office of Disability Employment Policy in partnership with the department's Women's Bureau, the toolkit makes more than 170 resources easily accessible, particularly for workers and job seekers with complex employment situations, such as parents of young children, single parents, family caregivers, mature workers, at-risk youth, ex-offenders, and individuals with disabilities, including veterans with disabilities and people with HIV/AIDS.
The toolkit, which can be accessed here and points visitors to case studies, fact and tip sheets, issue briefs, reports, articles, websites with additional information, other related toolkits and a list of frequently asked questions. It is searchable by type of resource, target audience and types of workplace flexibility, including place, time and task. New information will be added to the Workplace Flexibility Toolkit as it is identified.

Conference, Webinar and Forum Opportunities

January 8, 2015, 8:00 a.m.-4:00 p.m.
5th Annual Postsecondary & Career Education Conference
Washington, DC

The Office of the State Superintendent of Education’s (OSSE) Postsecondary and Career Education Conference is an annual event that serves as a catalyst for the sharing of best practices, exploring of new trends, networking with one’s peers, and participating in professional development for the District of Columbia’s college and career education access providers.

“Connect to Success: Postsecondary Achievement for All,” is the theme for the 2015 conference, which will offer up to 15 dynamic workshops including group brainstorming sessions, panel discussions, and presentations that highlight current conversations in the postsecondary and career education landscape. The conference discussions will include “Starting the Conversation: Engaging Families on Postsecondary Transitions”, “FAFSA: Opening Doors to Postsecondary”, “Postsecondary Transitions for Students with Disabilities”, “Creating and Sustaining a College Going Culture”, and “Dispelling Myths: The Truth about Community College”.

The 5th Annual Postsecondary and Career Education Conference is open to educators, college access providers, and those engaged in workforce development across the District of Columbia. Please join us for a day of meaningful discourse, networking and collaboration.

No cost for attendance, but space is limited. Contact: Office of the State Superintendent of Education (OSSE) for more information. Register now to attend!
Call for Papers Deadline: January 18, 2015
Autism Society’s 46th Annual Conference on Autism Spectrum Disorders
July 8-11, 2015
Denver, CO

The Autism Society’s National Conference and Exhibition is the only event to consistently bring together professionals, individuals on the autism spectrum, family members and advocates. Energetic forums provide in-depth presentations that cover what’s new in the field of autism and explore how to improve existing services and supports. This Call for Papers is seeking presentations that address the full range of issues facing those affected by autism today, provide best practices, practical skills/knowledge and cutting edge research on topics of interest to those affected by autism. Of particular interest are sessions with content appropriate for intermediate to advanced audiences. Content areas include early intervention, education, employment, quality of life, behavior, communication, social skills, biomedical interventions, mental health and others.

The varied expertise and experiences of presenters enables attendees to learn how to more effectively advocate and obtain needed services and supports. The ultimate goal of the Autism Society’s Conference is to empower family members, individuals on the spectrum and professionals to make informed decisions. Overall conference content addresses the full range of the autism spectrum and encompasses lifespan issues. Presentations in Spanish are also encouraged.


Submissions are due by Sunday January 18, 2015. All submissions must be made through our online system.

Questions?
Please call 800-3-AUTISM or email conference@autism-society.org

January 21-23, 2015
16th International Conference on Autism, Intellectual Disability, & Developmental Disabilities
Clearwater Beach, FL

The Division on Autism & Development Disabilities (CEC) will host the 16th International Conference in Clearwater Beach, Florida. The conference will present the latest research and best practices on teaching individuals with Autism & Developmental Disabilities. For more information about the conference, please go to: http://daddcec.org/Portals/0/CEC/Autism_Disabilities/Conventions/2014/2015%20DADD%20Conference%20Brochure.pdf.
Call for Proposals Deadline: January 26, 2015
2015 Pennsylvania Community on Transition Conference
Navigating the Road to Success: Expect, Educate, Empower, Employ
State College, PA

The 2015 Pennsylvania Community on Transition Conference theme is focused on “Navigating the Road to Success: Expect, Educate, Empower, Employ”. To submit a Call for Proposal, please go to: http://www.secondarytransition.org or http://www.pattan.net.

This year’s conference is scheduled for July 22nd – 24th, 2015 at the Penn Stater Conference Center and Hotel in State College, PA. Please share the call for proposal form with all of your network stakeholders. The deadline for conference proposal submissions is – January 26, 2015
Please direct any questions or concerns regarding this year’s conference to: paconf2015@gmail.com

January 27, 2015
Related Service Providers in Transition Planning and Services
Webinar, 3:00-4:30 p.m. EST

Save the date! National Secondary Transition Technical Assistance Center (NSTTAC) will host a webinar on “Related Service Providers in Transition Planning and Services” on Tuesday, January 27 from 3 – 4:30 PM EST. You do not need to register for the webinar and it will be archived at NSTTAC’s website. The webinar will be presented by related service providers (OT, PT, SLT) regarding their critical role in quality transition planning and services. At the time of the webinar go to http://tadnet.adobeconnect.com/nsttac/ and listen in via your computer, or you may let the system dial out to your number for phone access. If you can only access the presentation by phone, dial 1-877-512-6886 and conference id 145 430 4088.

February 18-21, 2015
Learning Disabilities Association (LDA) 52nd Annual International Conference
Chicago, IL

LDA will be hosting the 52nd Annual International Conference at the Hilton in Chicago, IL. The conference presents best practices and latest research in teaching students with learning disabilities. The conference encourages adults with learning disabilities and ADHD; teachers of special education and general education; counselors, social workers, education policy advocates, parents; principals and administrators; researchers, medical, and mental health professionals; and college student support personnel to attend the conference. For more information about the conference, please go to: http://ennect.com/e2512/p19445.aspx.
Poster Deadline: March 11, 2015
Undergraduate and Graduate Student Poster Competitions
15th Annual Multiple Perspectives on Access, Inclusion & Disability:
Intersections and Independence
Columbus, OH

Poster Submissions are Due no later than March 11, 2015

The Multiple Perspectives Conference encourages students to network with professionals, the community, and scholars who share their interests in disability at its annual student poster reception. A generous gift from the Ethel Louise Armstrong Foundation will fund awards (Graduate Research - $500; Undergraduate Research $200, Art & Performance $200 and Community Service $100, Class Projects $200 at this year’s competition.

Submissions may be based on:

1. Class Projects & Papers (Award goes to Department to support future projects)
2. Independent & Supervised Student Research
3. Community Service & Applied Problem Solving from Service Learning Classes or student organizations
4. Art & Performance

Posters can take a variety of forms including print material mounted on poster board or display panels or arranged on a table; PowerPoint presentations, web pages or video presentations from your laptop.

- Presentation materials must fit on a 3’x6’ table or along 6’ or less of wall space
- Presentation materials should present the information in 10 minutes or less
- Presenters or their designee must be present to interact with the audience
- Presenters must provide their own equipment

Visit these sites for tips on developing a poster presentation:

- [http://denman.osu.edu/resources.aspx](http://denman.osu.edu/resources.aspx)
- [http://writing.colostate.edu/guides/speaking/poster/index.cfm](http://writing.colostate.edu/guides/speaking/poster/index.cfm)
- [http://www.plu.edu/~libr/workshops/multimedia/posters.html](http://www.plu.edu/~libr/workshops/multimedia/posters.html)
Students and teams of students who wish to present a poster must send the following information to ADA-OSU@osu.edu no later than March 11, 2015.

1. Title
2. Short Title - 12 word maximum
3. Poster Format (Print, Model, PowerPoint, Video, ...)
4. Description of their proposed poster topic – 250 word maximum
5. E-mail address, phone number, and surface mail address of coordinating presenter
6. As appropriate, university, department, grant, course or student organization affiliation
7. A letter of support from a faculty member or organization advisor associated with the project
8. Name of individual, Department or Organization to receive cash award should the project win.

Early submissions are encouraged. Submissions will be reviewed as they arrive. Conference fees will be waived and lunch provided for all accepted presenters.

Please Note:
The full conference fees will be waived and lunch provided for presenters of accepted proposals. Presenters are responsible for their own travel and lodging.

**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.

**May 18-19, 2015**
**31st Pacific Rim International Conference on Disability and Diversity**
**Call for Proposals Due: January 30, 2015**
**Honolulu, HI**

The 31st Pacific Rim International Week on Disability and Diversity: "Deep Impact" will take place at the Hawaii Convention Center, Honolulu, Hawaii on May 18 & 19, 2014. Submit a proposal to present at the conference. Please visit http://www.pacrim.hawaii.edu/submissions/deadlines to learn proposal requirements. For more information, email prcall@hawaii.edu. Proposal submission deadline is on January 30, 2015. Visit the website at http://www.pacrim.hawaii.edu/ to learn more about the conference.
Congress Bundestag Youth Exchange (CBYX)

Spend an academic year in Germany living with a host family and attending a German school. Attend a four- to eight-week orientation and language camp. This program is open to high school students (ages 15-18), graduating seniors of vocational studies (age 18), and young professionals (undergraduates ages 18-24). **Deadline: December 2014-February 2015.** Learn more: [www.usagermanyscholarship.org/](http://www.usagermanyscholarship.org/).

Youth Leadership Programs

Travel abroad for three to four weeks to gain firsthand knowledge of foreign cultures and collaborate on solving global issues. Current programs operate in Africa, Asia, Europe and Latin America. Some programs draw from a national applicant pool while others are limited to a region or group of states. You may have the opportunity to host an exchange participant as well as travel abroad. Deadlines vary. Learn more: [http://exchanges.state.gov/us/program/youth-leadership-programs](http://exchanges.state.gov/us/program/youth-leadership-programs).

SILVER CROSS Ability Achievement Scholarship

The SILVER CROSS Ability Achievement Scholarship is calling students with disabilities who use a manual wheelchair, power wheelchair, or mobility scooter to apply for this scholarship program. Students must meet the following criteria:

- Enrolled at an accredited college or university within the US or Canada as an undergraduate or graduate student
- Must complete at least one full year of college/university
- Use a manual wheelchair, power wheelchair, or mobility scooter
- Minimum 3.0 GPA
- **Deadline: December 2015**
- Legal resident of US or Canada or have a valid student visa

For more information and application, please go to: [http://www.silvercross.com/scholarship.html](http://www.silvercross.com/scholarship.html)

1800wheelchair.com Scholarship

1800wheelchair.com is calling students (high school and college) with disabilities to apply for the 2015 1800wheelchair.com Scholarship program. The program will award two $500 scholarships. The entries must be **postmarked by January 30, 2015**. For more information about eligibility and how to apply, please go to: [http://www.1800wheelchair.com/scholarship/](http://www.1800wheelchair.com/scholarship/)
Kennedy-Lugar Youth Exchange and Study Abroad (YES Abroad)

Study in local high schools and live with host families in countries in the Middle East, Africa, Asia, and the Balkans. **Deadline: January 7, 2015.** Learn more: [http://www.yes-abroad.org](http://www.yes-abroad.org).

Learning Ally’s National Achievement Awards

Learning Ally will present three $6,000 scholarships and two special honor $2,000 scholarships to high school seniors with learning disabilities. Learning Ally is seeking high school seniors with learning disabilities to recognize them for academic excellence, outstanding leadership, and service to others. **Deadline: January 15, 2015.** For more information about eligibility requirements and application process, please go to: [https://naa.learningally.org](https://naa.learningally.org).

2015 DO-IT Scholar Application

DO-IT Scholars with the University of Washington is recruiting high school students for their capstone program. Students must be sophomores or juniors in Washington State, interested in attending college, have a disability, and want to meet/work with other students with disabilities. Scholars are loaned computer equipment and adaptive technology while at college. Scholars attend a summer program for three summers at the University of Washington at Seattle. **Deadline: January 30, 2015.** For more information, go to: [http://www.washington.edu/doit/Brochures/Programs/application.html](http://www.washington.edu/doit/Brochures/Programs/application.html).

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 Member, undergraduate student, graduate student. Maximum award: $1,500-$2,500. **Deadline: January 31, 2015.**

Michael Yasick ADHD Scholarship by Shire

The Michael Yasick ADHD Scholarship by Shire recognizes and supports individuals with ADHD in the US who are pursuing higher education at a college, vocational school, or technical school in the United States. The Scholarship includes a $2,000 monetary award and a prepaid year of ADHD coaching from the Edge Foundation to assist in the transition to higher education.

Fifty recipients will be selected in 2015, based on community service, volunteer and extracurricular activities, and a personal essay describing how ADHD has impacted their lives.

Shire, a global specialty biopharmaceutical company, sponsors the Scholarship as part of its work to support patients who are diagnosed with ADHD, their families and the professionals who help them.
The scholarship program is for legal residents of the United States diagnosed with Attention-Deficit/Hyperactivity Disorder (ADHD) who are accepted to or will be enrolled in an undergraduate program at an accredited college, university, trade school, technical school, or vocational school in the United States. Students who are enrolled in graduate programs are not eligible for this scholarship.

Applicant must be a legal resident of the fifty (50) United States or the District of Columbia. Void where prohibited by law. Contest is subject to all federal, state, and local laws and full rules and regulations.

At the time of submitting this application, each applicant must be diagnosed with ADHD and under the care of a licensed health care provider for ADHD, although no specific future or ongoing plan of management or treatment for applicant's ADHD is required in order for applicant to be eligible for the Program.

All paper applications and supporting documentation must be postmarked by February 18, 2015. Online applications including the letter of recommendation must be submitted by February 18, 2015, 8:00 PM Eastern Standard Time.

For information on the Michael Yasick ADHD Scholarship by Shire, including the full rules and regulations, please visit www.ShireADHDscholarship.com

The Travelers Protective Association (TPA) of America Scholarship Trust for the Hearing Impaired

Every year, the TPA disseminates a scholarship for students who are deaf and hard of hearing. The scholarship fund can be used towards mechanical devices, medical or specialized equipment or specialized education as well as speech classes, notetakers, interpreters, etc. All applications are due March 1, 2015. For more information on the application process, please go to: http://www.tpahq.org/scholarshiptrust.html.

Council of Citizens with Low Vision International (CCLVI) Scholarships

The CCLVI provides three scholarship opportunities to individuals with low vision. The Fred Scheigert Scholarship Program awards three full-time college students with low vision with $3,000. The Dr. Sam Genensky Memorial Video Magnifier Award awards multiple video magnifiers to students and adults with low vision. The Carl Foley Graduate Scholarship Program awards graduate students with low vision. Deadline: March 1, 2015. For more information on eligibility and application requirements, please go to: http://www.cclvi.org/scholarship.htm.

American Council of the Blind 2015 Scholarship Program

The American Council of the Blind is offering a scholarship to high school and college students who are blind. Students must have certification of legal blindness from their ophthalmologist, optometrist, or physician to apply for this scholarship. Deadline: March 1, 2015. For more information on the eligibility requirements, please go to: http://www.acb.org/scholarship.
Microsoft DisAbility Scholarship

Students with disabilities interested in obtaining an undergraduate degree in computer science or related technical disciplines are requested to apply for the Microsoft scholarship program. The scholarship will go towards the 2015-2016 academic year. Microsoft selects candidates based on eligibility, quality of application, interest in software industry, commitment to leadership, and financial need. All applications must be received by March 15, 2015. For additional information on the application process, please go to: http://www.microsoft.com/enus/diversity/programs/microsoftdisabilityscholarship.aspx.

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

Add to your Favorites!
(Websites)

Community College Webpage--Updated

The Office of Career, Technical and Adult Education, U.S. Department of Education, has updated their Community College webpage. They have developed a new “Resources” section that has helpful information for high school and college students, student veterans, and adult college students. To learn more, go to Community College Resources. In addition, there is section focused on STEM resources for community colleges. College students can learn about internship opportunities offered in the STEM fields on this webpage. To access the STEM webpage, go to: http://www2.ed.gov/about/offices/list/ovae/pi/cclo/stem.html?src=header.
Center for Parent Information and Resources

The Center for Parent Information and Resources has an in-depth resource library on educational issues important to parents and families. In the resource library, they have a section focused on Transition from School to Adult Life. In addition to having resources, the website offers individuals the opportunity to find their parent center located in their state. There is an interactive map that highlights all the U.S. States and territories. To find the nearest parent center, please go to: http://www.parentcenterhub.org/find-your-center/.

Wisconsin Technical College System (WTCS) Disability Services Webpage

The WTCS Disability Services Webpage has several resources that can help high school and college students, parents, disability support service providers, and teachers prepare for the transition from high school to college. The WTCS developed guides and resources that focused on the following topics including: Accommodations, Autism Spectrum Disorders, Records/Confidentiality, Disability Documentation, Captioning, WI Access Text. To review the guides and resources, please go to: http://mywtcs.wtcsystem.edu/instruction-student-services/student-support-services/disability-services.
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National Secondary Transition Technical Assistance Center, “NSTTAC Notes”, Charlotte, NC, which can be found at http://www.nsttac.org;
DSSHE-L Listserv, which can be found at https://listserv.buffalo.edu/cgi-bin/wa?A0=DSSHE-L;
Pacer’s National Parent Center on Transition and Employment, “Reference Points”, Bloomington, MN, which can be found at http://www.pacer.org;
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.