

# HEATH Resource Center at the National Youth Transitions Center Newsletter

National Clearinghouse on Postsecondary Education for Individuals with Disabilities  
Winter Edition 2012/2013



The HSC Foundation

## HEATH Resource Center at the National Youth Transitions Center

THE GEORGE  
WASHINGTON  
UNIVERSITY  
WASHINGTON, DC

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

<http://www.hscfoundation.org/aboutus/publications/NYTCbrochure.pdf>

### Resources from the Department of Labor's Employment and Training Administration to Ease the Transition to Work

By: Jennifer Kemp

The workplace can be an unknown and seemingly scary world for youth preparing to graduate from postsecondary education. Steps can be taken to ease the transition to work and the U.S. Department of Labor's Employment and Training Administration (ETA) provides resources that benefit disadvantaged youth, including youth with disabilities, in this process. Research shows that youth with disabilities who have paid work experiences prior to leaving school are more likely to enter the labor market and become economically self-sufficient.

[http://www.nsttac.org/sites/default/files/Predictors\\_of\\_In-school\\_and\\_post-school\\_success\\_8-16-11.pdf](http://www.nsttac.org/sites/default/files/Predictors_of_In-school_and_post-school_success_8-16-11.pdf).

**The Workforce Investment Act (WIA)** formula-funded youth program serving eligible low-income youth, ages 14-21, who face barriers to employment represents one resource that is available to provide youth with disabilities employment experiences. Funds for youth services are allocated to state and local areas based on a formula distribution. Service strategies, developed by workforce providers, prepare youth for employment and/or post-secondary education through strong linkages between academic and occupational learning. Local communities provide youth activities and services in partnership with the WIA One-Stop Career Center System and under the direction of local Workforce Investment Boards. To find the nearest One-Stop Career Center, visit: <http://www.servicelocator.org/>. To view a detailed program description go to [http://www.doleta.gov/youth\\_services/pdf/Youth\\_One\\_Pager\\_latest.pdf](http://www.doleta.gov/youth_services/pdf/Youth_One_Pager_latest.pdf).

Under Title I of WIA, funds are provided to states and local workforce areas to deliver a comprehensive array of youth workforce development services: tutoring, alternative secondary school offerings, summer employment opportunities directly linked to academic and occupational learning, paid and unpaid work experiences, including internships and job shadowing, occupational skills training, leadership development, supportive services, adult mentoring, counseling, and follow-up services. Programs are also required to make available additional supportive services, like child care, housing assistance, and health and mental health services in order to help youth fully engage in and benefit from programs.

Eligible WIA youth must be low-income, in- or out-of-school, aged 14-21 with one or more of the following barriers to employment:

- is deficient in basic literacy skills;
- is a school dropout;
- is homeless, a runaway or foster child;
- is pregnant or parenting;
- is an offender; or
- requires additional assistance to complete an educational program, or to secure and hold employment (including youth with disabilities). It is important to note that when determining income eligibility for youth with disabilities, only the income of the youth with a disability is considered and not the family's income level.

## Explore ETA's Communities of Practices (CoP)

Through [workforce3one.org](https://www.workforce3one.org), ETA has created an e-learning, knowledge sharing Webspaces that offers workforce professionals, employers, economic development, and education professionals a dynamic network featuring innovative workforce solutions. Online learning events (chats and webinars), resource information, and tools help organizations learn how to develop strategies that enable individuals and businesses to be successful in the 21<sup>st</sup> century economy. See <https://www.workforce3one.org/>.

Two communities are most relevant to HEATH Resource Center readers—the youth connections and disability and employment communities.

### Youth Connections

This CoP is a tool to discuss and share promising practices, offer technical assistance, and network with colleagues in the workforce development and youth leadership fields. Check it out at <https://youth.workforce3one.org/page/home>.

### Disability and Employment

Learn about successful strategies and model programs of service delivery in the workforce system to improve employment outcomes of youth and adults with disabilities. Go to <https://disability.workforce3one.org/>.

### Additional Online Tools

**Youth Resource Connections (YRC)** is a technical assistance update published monthly by the U.S. Department of Labor, Office of Youth Services. The YRC provides important announcements and information for state and local practitioners, youth, and other partners interested in youth development. [Subscribe to Youth Resource Connections](#)

**Summer Jobs+** is a DOL Web portal that connects youth ages 16-24 who are seeking summer and year-round employment to local employers. Visit [Summer Jobs+](#) for additional information.

**Scholarship Search.** Explore more than 7,000 scholarships, fellowships, loans, and other financial aid opportunities. Users can choose searches on keywords or characteristics like disability. For more information, please go to:

<http://www.careerinfonet.org/scholarshipsearch/ScholarshipCategory.asp?searchtype=category&nodeid=22>.

**My Next Move** ([www.MyNextMove.org](http://www.MyNextMove.org)) gives individuals three main ways to explore careers, including an online O\*NET interest assessment, and then provides an easy-to-read, one-page profile of each occupation highlighting important knowledge, skills, abilities, technologies used, simplified salary and outlook information, and links to find specific training and employment opportunities.

**mySkills myFuture** ([www.mySkillsmyFuture.org](http://www.mySkillsmyFuture.org)) enables job seekers and intermediaries to match a worker's occupational skills and experiences with the skills needed in other occupations, in order to facilitate their career mobility and economic prospects. For any occupation, users can get a list of job listings in their local area (i.e. state or zip code) and click directly through to the hiring company's website. mySkills myFuture is designed for use as either a self-help tool or with the assistance of expert advisers.

#### **About the Author:**

Ms. Kemp works for the U.S. Department of Labor (DOL), Employment and Training Administration, where she leads the youth policy and performance team. Prior experience at DOL include more than 10 years at the Office of Disability Employment Policy where held the following positions: youth policy team supervisor; senior policy advisor; a year detail to the House Appropriations Committee; grants manager of national, state, and youth grants; and national program manager of High School/High Tech. Previously, Jennifer served as the Special Assistant to the Chairman of the President's Committee on Employment of People with Disabilities. She began her Federal career through a Workforce Recruitment Program internship at the Department of Defense.

Her past work experience also includes several years in the fields of international education and higher education. Ms. Kemp completed her undergraduate work at the University of Michigan and holds a graduate degree from Vanderbilt University. She lives in Washington, DC, with her husband, sons, and dog. She may be reached at [Kemp.Jennifer.N@dol.gov](mailto:Kemp.Jennifer.N@dol.gov).

## Thinking About Different Student Populations

By: Marisa Allison

Each semester faculty, adjuncts, lecturers, and teaching assistants across the nation walk into classrooms on the first day carrying the typical beginning of semester items: a student roster, note cards for student information, flash drives with first lectures, dry erase markers, and copied syllabi. On those syllabi we have been instructed to place a message about disability services to assure students that each one of them has an equal chance to be successful in our classes. What we never know walking into the classroom on the first days of class are the student needs that we will be encountering. What I did not know on a particular first day of class is how unprepared I was to be able to teach students with visual impairments. Far beyond the addition of a disability statement placed on my syllabi, my pedagogy was about to take a dramatic change in order for this course to be made accessible to these students. I, like many others, was terrified that first day of class, but I did what I needed to do to meet the needs of these students, often burning the midnight oil trying to research different teaching methods to make sure that they were able to "see" what every other student had the ability to see.

When I displayed charts in class, I made sure to describe what they looked like to my students. When I showed a video, I sat beside them and described what was being displayed. When one of them had to go to the library to collect sources for a term paper, I guided her through the aisles myself to find the books she had chosen to read for her paper. At one point I had to figure out a way to describe a bell curve, which meant meeting after class hours to "draw" it on this student's hand with my finger. What is most frightening about situations, such as this, is that instructors are frequently given little if any advanced notice that they might need to make changes to their courses to ensure accessibility for all students. In a recent policy report, the Center for the Future of Higher Education noted two problems that have plagued contingent faculty: 1) "just-in-time" hiring practices and 2) limited access to pedagogical resources (Street, Maisto, Merves, and Rhoades, 2012). According to this report, more than one-third (35%) of contingent faculty noted that they were given three weeks or less notice to prepare to teach their courses (Street et al., 2012) in the best case scenario. In the worst cases (e.g. for those holding multiple appointments) 66% these

faculty members were given three weeks or less notice. This is not enough time to prepare for a class in general and especially if that class is host to students who have special needs. Though contingent faculty may go through their entire careers without having any students with visual impairments, they will undoubtedly teach different student populations than they are prepared to teach, students who will have different needs or face different dilemmas. Due to the unique place contingent faculty hold within the academy, often teaching introductory level courses, they tend to be the first faculty members that students meet and they need to be prepared to meet the needs of all of their students.

In the 2011 New Faculty Majority Foundation (NFMF) Survey, faculty were asked if they were teaching a different student population than they were used to dealing with on a daily basis. Though the majority of them (82%) said that they were not, about 18% of contingent faculty said they were or were partially teaching a different student population than they were used to during the Fall 2011 semester (New Faculty Majority Foundation, 2012). In response to this question, faculty wrote about their experiences teaching different student populations. One population that they brought up most often were "at-risk" students who faced many barriers to their success. Some of these students include adult/non-traditional students, students with physical and mental disabilities, English as a Second Language (ESL) students, Early Start high school students, and a growing population of student veterans, many of whom served in combat zones. Each of these groups of students have specific needs that should be addressed to give them equal opportunities to be successful, and faculty are not being given the tools they need in order to meet these varying needs in their classrooms.

There are two things that could be noted looking back over the semester when I had these students who were visually impaired: 1) students who have special needs are not being adequately served when faculty are not given training or advanced notice so that they can prepare their classes, and 2) universities should provide faculty, especially contingent faculty, compensation for the actual time spent ensuring the accessibility of their courses to all students. At the end of the semester, the 3 credit hour course I taught had turned into an almost full time job, making sure that these students had equal opportunities, even with the help of the overworked disability services personnel at the university and mentors I had within my

department. In response to our survey findings, the New Faculty Majority Foundation recommends colleges and universities pursue training for all faculty, especially adjunct faculty, to address the needs of their "at-risk" student populations. Since contingent faculty are frequently on the front lines of teaching these students, investing in their training is an important way to ensure that all students have equal opportunities in our college and university classrooms.

#### **About the Author:**

Marisa Allison is a Research Intern and Doctoral student in Sociology at George Mason University, specializing in higher education. Her email is [malliso6@masonlive.gmu.edu](mailto:malliso6@masonlive.gmu.edu).

About New Faculty Majority Foundation...

New Faculty Majority Foundation supports the work of New Faculty Majority: The National Coalition for Adjunct and Contingent Equity with complementary programming. Its mission is to educate the public about the impact of the contingent faculty crisis on educational quality and the public good, and to mobilize a broad coalition of constituencies to support ethical reform. A complimentary copy of the survey instrument, as well as qualitative and quantitative findings can be found at: <http://www.nfmfoundation.org/NFMF-Back-to-School-Survey.html>. For more information on New Faculty Majority, please go to [www.newfacultymajority.org](http://www.newfacultymajority.org).

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Street, Steve, Maria Maisto, Esther Merves, and Gary Rhoades. 2012. *Who is Professor "Staff": And How Can This Person Teach So Many Classes?* Center for the Future of Higher Education Policy Report #2.

## Counseling Students Who Need A "Plan B"

By: Bille Streufert

When it comes to education and careers, pain often comes in the form of "no." Some seniors do not land their dream job or are denied admission into graduate school. First or second-year students may not be accepted into their chosen major or get rescinded later for insufficient grades. Some alumni may be unable to pursue their preferred career because they are limited geographically or they fail the license or certification exam. Many athletes who dreamed about playing for a professional team are never drafted.

Dr. Nancy Schlossberg's theory of transition provides a valuable perspective when we assist these students. She suggests that some people find nonevents, which they had counted on to occur but do not happen as hoped, as painful as actual events such as the death of a family member or friend. Our work as career counselors begins in acknowledging these students' grief, especially because others in their support system may disenfranchise their loss.

The techniques below are not designed to fix or treat students who are coping with nonevents. As Dr. Alan Wolfelt shares when he describes his work with the grieving, "Companioning is about going to the wilderness of the soul with another human being; it is not about thinking you are responsible for finding the way out." Instead, the strategies below help us walk beside students during a difficult time and ultimately encourage them to persist in college.

**Be proactive.** First, take action to make sure the student finds you. Contact the directors of programs with admissions criteria or enrollment standards, such as nursing, education, or dental hygiene. Inquire about the process for notifying students and ask to be included in their procedures. This may mean that your contact information is provided in a notification letter or that the faculty member introduces the student to you immediately after their conversation.

**Permit and normalize a variety of emotions.** Assess previous encounters with loss and the coping techniques that were helpful. Grief is often messy. Students may be angry at the admissions committee or prospective employer

one day and sad the next. Bridges' transition model suggests that any resistance is normal. Permitting diverse feelings and processing the thoughts associated with them will help students accept the nonevent.

**Identify what is lost and what is still possible.** Collect and review the facts to help students acknowledge the reality of the loss. Exploring the factors that led to their failure or rejection may improve their future performance. If students still desire to pursue the job or career they initially chose, help them assess the probability of their success. For example, students who are denied admission into a nursing program may discover that other institutions have similar academic standards or prerequisites to your university. Often through this research students will realize that they must accept the existence of the nonevent.

**Examine the underlying factors that attracted them to their initial career choice.** You can then explore other careers that possess the same attributes and joy as their previous option. Perhaps they were drawn to nursing because they wanted to work in a healthcare setting and help others. If so, ask if they prefer to work with data, people or things. Depending on their answer, you can share information on occupations such as child life specialists, healthcare social workers, radiological technicians, or clinical laboratory scientists. Some students may have initially selected traditional careers, such as nursing, because they were unaware of alternatives. Others may be reluctant to let go of their former decision because they mistakenly believe that only one perfect career exists. Examine and evaluate these thoughts together to determine their accuracy.

**Partner with students' academic advisors.** Some students may inquire about the fastest alternative degree paths because they do not want to delay their graduation date. Academic advisors will be able to conduct degree audits in all the academic disciplines that interest them. You can then share information about the popular career paths for these programs or identify the overlapping courses among the options they are considering, which will give them more time to engage in informed decision-making.

**Become familiar with financial aid and academic standing criteria.** Students who have experienced a nonevent as the result of academic difficulty may be unable to satisfy the criteria needed to receive financial

aid. Both the institution and federal government will have standards, which often include both the student's cumulative grade point average (GPA) and completion rate. Nearly every student relies on financial aid and removing it jeopardizes their enrollment. Help students assess their options and collaborate with their advisor to formulate a plan for the future. For example, students may be able to finish their degree and improve their GPA if they elect to repeat courses or request academic amnesty.

**Explain the value of a college degree.** In the face of loss, some students may lose hope and give up on college altogether. Share information about the earning potential and employment rate of college graduates compared to non-graduates. For example, the [Bureau of Labor Statistics](#) reports that individuals with only a high school diploma have nearly double the unemployment rate of people with a bachelor's degree and earn \$415 less per week. As the result of their broad, interdisciplinary focus, liberal arts graduates are also prepared for numerous careers and can choose from a variety of occupations.

**Facilitate reality testing.** Once students have selected alternative careers, help them confirm their decision. Arrange information interviews or job shadows. Locate relevant employment or volunteer opportunities. Encourage them to visit with the faculty in these academic disciplines to learn more about the courses, common challenges, and support services. Time is often of the essence for these students, so you may need to move forward quickly.

**Assess students' self-efficacy.** Some students may internalize the hiring or admissions decision and mistakenly believe that it reflects their overall competency. If these thoughts go unchecked, they could inhibit their performance in the future, especially if the nonevent becomes public. For example, future employers may see nursing courses on a student's transcript and inquire about it. Have students practice sharing their story as if in a job interview or conversation with a friend to help them become comfortable explaining it. Identify and celebrate students' strengths. If possible, connect them with others who have coped with the same loss.

**Inquire about their support system.** Share with students that the nonevent may cause family members or partners to grieve, too. This may exacerbate an already heavy burden for students or produce a sense of guilt. If students

have not already shared the news with these individuals, role play this conversation together. Encourage students to share the information they have collected and the options they are considering. If necessary, offer to participate in a conversation with everyone so that the student can find support and hope.

**Finally, acknowledge the growth produced by their grief.** Loss often teaches us that pain and joy are not mutually exclusive. Through the worst and often most unanticipated circumstances, people discover the strongest in themselves. Celebrate this triumph. It not only affirms that they will survive and be okay, but also serves as an inspiration for all of us.

#### **About the Author:**

Billie Streufert is the director of Career Services at the University of Sioux Falls in South Dakota. She earned her Master's Degree in Counseling and Student Personnel from Minnesota State University and has nearly ten years of experience in career and academic planning. She may be reached at [billie.streufert@usiuouxfalls.edu](mailto:billie.streufert@usiuouxfalls.edu).

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

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

This past quarter highlighted The Ivymount School & Programs. Ivymount School and Programs provides school- and community-based services for children and young adults with special needs from throughout the Washington metropolitan area. The school program serves more than 200 students, ages 4 - 21, with speech and language impairments, learning disabilities, intellectual disabilities, health impairments, and Autism Spectrum Disorders. Ivymount Outreach Programs serve students, teachers, and parents to support children with learning and developmental challenges in the community through assessments, consultation, program development and professional education. The goal in all of the programs is to help children and young adults achieve their highest level of development and independence to live with dignity and self-respect. Ivymount School has been twice recognized as a Blue Ribbon School of Excellence by the U.S. Department of Education. Founded in 1961, Ivymount celebrated its 50th anniversary in 2011.

**Website:** [www.ivymount.org](http://www.ivymount.org)

### **Contact Information:**

Contact Person: Molly L. Whalen, Director of Development & Communications

Email: [mwhalen@ivymount.org](mailto:mwhalen@ivymount.org)

Phone: (301) 469-0223

## **Summer Internship Opportunity!**

### **AAPD 2013 Internship Program**

AAPD is pleased to announce that they are now accepting applications for the 2013 Summer Internship Program. If you are currently an undergraduate, graduate, or recent graduate and self-identify as a person with any type of disability, you are eligible to apply. The application is available on the AAPD website:

<http://www.aapd.com/applicants/summer-internship-applicants.html>. AAPD's

Summer Internship Program is a ten-week experience offering participants an opportunity to work in either the public or private sector. Interns receive a stipend, travel to and from Washington DC, and accessible housing. Please feel free to contact [internship@aapd.com](mailto:internship@aapd.com) with questions.

**Application due date: January 11, 2013**

### **National Youth Transitions Resume Database**

The National 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 contact Teresa Nguyen at [ytf@aapd.com](mailto: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, 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 Facebook Page!**

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

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

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

## **Transition Special Education Distance Education Certificate Program George Washington University**

There is still time for candidates to enroll in the Spring '13 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 their application. Candidates should attempt to complete and submit the application and supporting documents by December 1st. This will allow sufficient time for their application to be reviewed and approved, which must take place before they can register for class. For further information or additional questions, please contact Dr. Michael Ward, Program Coordinator, by e-mailing [mjward@gwu.edu](mailto:mjward@gwu.edu).

# Transition Headliners!!

## **NCWD/Youth Videos By and For Youth Discuss Disclosure and Personal Assistance Services**

NCWD/Youth has posted [eight videos](#) for and by youth with disabilities. The [411 on Disability Disclosure video](#) features youth with disabilities discussing how their decisions to disclose their disabilities have affected them at school, at work, and in social situations. This video is a companion to the publication, [The 411 on Disability Disclosure: A Workbook for Youth with Disabilities](#). Three shorter video clips from the full video are also available online. In the video, [Making Your Move to Managing Your Own Personal Assistance Services \(PAS\)](#), youth share how they use personal assistance services (PAS) and what's involved in finding and managing their own services. This video is a companion to the publication, [Making the Move to Managing Your Own Personal Assistance Services \(PAS\): A Toolkit for Youth with Disabilities Transitioning to Adulthood](#). Three shorter video clips from the full video are also available.

## **ODEP Unveils Skills to Pay the Bills Videos**

The U.S. Department of Labor's (USDOL) Office of Disability Employment Policy [unveiled a series of videos](#) to complement its *Skills to Pay the Bills: Mastering Soft Skills for Workplace Success* training curriculum—a creative program of interactive, hands-on activities that educators and youth service

professionals can use to help young people prepare for employment. The videos portray workplace scenarios related to enthusiasm and attitude, teamwork, communication, critical thinking and problem solving, networking, and professionalism. [Read the USDOL news release.](#)

## **United States Department of Veteran Affairs**

The Post 9/11 GI Bill provides opportunities for student veterans with disabilities to obtain on-the-job training, apprenticeships, and non-college degree programs. The Department of Veterans Affairs provides a step-by-step process to apply for education benefits as well as educational and vocational counseling services. In addition, the website highlights the Post 9/11 GI Bill and other programs for student veterans with disabilities. The federal benefits from health care to education are highlighted for veterans, dependents, and survivors on the website. Please see the 2012 online edition which features print and eReader editions: [http://www.va.gov/opa/publications/benefits\\_book.asp](http://www.va.gov/opa/publications/benefits_book.asp).

## **NCWD/Youth Releases InfoBrief on Family Guideposts**

NCWD/Youth has released the InfoBrief, [The Guideposts for Success: A Framework for Families Preparing Youth for Adulthood](#), which examines how the [Guideposts for](#)

[Success](#) can be used as a framework from which families of youth with disabilities can consider the support needs of their youth during the transition planning process. This information will also be helpful to professionals seeking strategies to effectively partner with families, and to advocates looking to empower families in the transition process. The brief is [available online](#).

### **Disabled American Veterans**

The Disabled American Veterans (DAB) is a non-profit organization that is designed to serve veterans with disabilities and their families. DAB provides free and professional assistance to veterans and their families in obtaining services and assistance from government agencies. DAB offers employment resources for veterans seeking employment opportunities. DAB has the Jesse Brown Memorial Youth Scholarship Program to present to youth that give their time to the Department of Veterans Affairs Voluntary Service (VAVs) programs. For more information about the scholarship, please go to: <http://www.dav.org/volunteers/Scholarship.aspx>.

### **Personal Assistance Services Toolkit Now Available in E-Reader Format**

The U.S. Department of Labor's Office of Disability Employment Policy's popular publication *Making the Move to Managing Your Own Personal Assistance Services (PAS)* is [now available for e-readers](#) in both ePub and mobi formats. This toolkit is designed for youth with disabilities

who are planning to live independently in the community but need help with daily tasks. It offers concrete steps to hiring, managing and paying for personal assistance services. [Access the PDF version on NCWD/Youth's website.](#)

### **AHEADD**

AHEADD helps college students to succeed academically and socially at some of the country's most competitive colleges. AHEADD coaches, mentors, and encourages self-advocacy for college students with: Autism Spectrum Disorders; Attention Deficit Disorder (ADD); Attention Deficit Hyperactive Disorder (ADHD); Dyslexia; Learning Differences; and Non-Verbal Learning Disability (NVLD). <http://www.aheadd.org/>

### **NCWD/Youth Releases Policy Brief on Health Care Transition**

NCWD/Youth has released the Policy Brief, [Transition's Missing Link: Health Care Transition](#). Drawing on a number of recent health care-related reports, this Policy Brief identifies strategies for improving health care transition for youth with chronic conditions and disabilities. The brief is [available online](#).

### **Autism Transition Handbook**

This wiki provides a wealth of information for students with Autism Spectrum Disorders as they plan to transition to college. Topics include choosing the right school and self-advocacy skills. This site also provides

information for students with intellectual disabilities.

[http://www.autismhandbook.org/index.php/Post-secondary\\_Education](http://www.autismhandbook.org/index.php/Post-secondary_Education)

### **NCWD/Youth Releases InfoBrief on Universal Design for Learning in Workforce Development Programs**

NCWD/Youth has released the InfoBrief, [Everybody Learns, Everybody Works: Using Universal Design for Learning in Workforce Development Programs](#). This brief for professionals who work directly with youth in workforce development programs explains the principles of Universal Design for Learning (UDL), an educational model that makes any general curriculum accessible to all learners, regardless of learning style. The brief describes how UDL principles can be used in work experiences and training settings to more effectively and efficiently engage all youth, including youth with disabilities. The brief is [available online](#).

## **Conference, Webinar, and Forum Opportunities!**

**Call for Papers!**  
**25<sup>th</sup> Annual At-Risk Youth National Forum**  
**Deadline: December 7, 2012**  
**Conference: February 17-20, 2013**

The 25th Annual At-Risk Youth National FORUM is inviting innovative, skilled presenters who have excellent ideas, proven programs, and research to share in the areas of (1) dropout prevention, (2) family and community engagement, (3) curriculum and instruction, (4) career readiness and technical

education, (5) changing school culture, (6) specific populations, (7) school and program safety, and (8) economic development through education. All requests to present at the 25th Annual At-Risk Youth National FORUM, "Investing for a Lifetime: Education is Economic Development" are processed online in order to better serve you. At this time we are accepting presentation requests for presenters and co-presenters.

<http://www.dropoutprevention.org/contact/contact.htm>

**December 7, 2012**

**12:00-1:30 pm**

### **Beyond the Numbers: Data Use for Continuous Improvement of Programs Serving Disconnected Youth**

The American Youth Policy Forum (AYPF) will present a Forum/Webinar for the release of their report, "Beyond the Numbers: Data Use for Continuous Improvement of Programs Serving Disconnected Youth." AYPF has been conducting in-depth studies to examine how three high-achieving youth-serving programs, Diploma Plus Network, Our Piece of the Pie, and Roca, use data as a tool for continuous program improvement and ongoing accountability.

<https://secure.aypf.org/np/clients/aypf/event.t.jsp?event=1015>

**December 10-11, 2012**

**National Disability Inclusion Leadership Development Institute**  
**Arlington, VA**

The National Disability Inclusion Leadership Development Institute, sponsored by the National Service Inclusion Project (NSIP), is designed to meet the needs both of experienced leaders in the national service field seeking state of the art approaches and new leaders seeking to implement disability inclusion capacity building. It will offer skills

training and information on training resources and peer networks for providing research-based training on effective practices in disability inclusion.

<http://serviceandinclusion.org/institute2012/index.php>

**December 12, 2012**

**DC Metro Business Leadership Network  
Expanding Inclusion: Transitioning Youth  
National Youth Transitions Center**

**8:30 am - 12:00 PM**

Getting ready for Section 503 changes? Thinking about Linkage Agreements? Looking to a new source of talent? Consider a talent pipeline of Transitioning Youth who eager to start their careers! Learn how other businesses and leading non profit organizations have tapped into those who are transitioning from high school to work as successful employees. Keynote, Richard G. Luecking, Ed. D. President of TransCen, will share his organization's perspective based on more than twenty-five years dedicated to improving educational and employment outcomes for people with disabilities. Dr. Anne Deschamps, Senior Research Associate, TransCen, will discuss positive outcomes and replicable business practices for Human Resources practitioners. Jessie MacKinnon, Chief Operating Office, National Youth Transitions Center and Vice President, Programs & Partnerships, The HSC Foundation will provide an overview on the many non-profits that are members of the collaborative and how employers can build successful relationships with them.

Cost: \$45 Members; \$90 Non-Members  
Because there is a limited capacity for this event, we recommend advanced registration. Click on the link below to register online and reserve your seat. [Register](#)

**December 12, 2012**

**Think College!**

**Legislation, Advocacy and Systems Change**

**2:00 PM EST - 3:30 PM EST**

This webinar will review the important legislative and policy changes that have directly and indirectly affected postsecondary education for students with intellectual disabilities.

<https://events-na6.adobeconnect.com/content/connect/c1/839220836/en/events/catalog.html?folder-id=1024238594>

**Call for Papers!**

**Autism Society's 44<sup>th</sup> Annual Conference on  
Autism Spectrum Disorders**

**Pittsburgh, PA**

**Deadline: Monday, January 7, 2013**

**Conference: July 10-13, 2013**

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 in energetic forums for 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. The call for papers is open on the Autism Society website at [www.autismsociety.org/conference](http://www.autismsociety.org/conference).

Submissions are due by January 7, 2013. All submissions must be made through our online system. Questions? Please email [conference@autism-society.org](mailto:conference@autism-society.org)

#### **Call for Papers!**

**Pacific Rim International Conference on Disability and Diversity**

**Deadline: Monday, January 7, 2013**

**Conference: April 29 & 30, 2013**

The theme for the 29th Pacific Rim International Conference on Disability and Diversity—Being in Community—embraces the ideals of all people living together harmoniously and happily in a barrier-free world without fear of exclusion from social, economic or political life.

Pacific Rim International Conference on Disability and Diversity is now accepting proposals. Submissions will be considered for poster presentations, interactive roundtables, 30-minute topical presentations, 60-minute breakout presentations, 90-minute seminar/colloquium, and 120-minute interactive workshops. Space is limited so each submission will be evaluated for content and relevance by a review committee.

Each proposal can be submitted under only ONE topic area and must include an abstract synopsis of 50 words or less. The abstract synopsis will be included in the participant program if the proposal is accepted. Please see

<http://www.pacrim.hawaii.edu/submissions/> for more information.

**January 22, 2013**

**Think College!**

**Preparing for What? Employment and Community Participation**

**2:00 PM EST - 3:30 PM EST**

This webinar will discuss factors related to job outcomes for students with ID who are attending PSE programs and present a case study of a program in CT that addressed these issues and improved their employment outcomes as a result.

<https://events-na6.adobeconnect.com/content/connect/c1/839220836/en/events/catalog.html?folder-id=1024238594>

**February 6, 2013**

**Think College!**

**College-Based (Dual-Enrollment) Transition Programs**

**2:00 PM EST - 3:30 PM EST**

In this webinar, the speakers discuss the policies and practices that they have been developed to promote successful college experiences for students while they are still in high school.

<https://events-na6.adobeconnect.com/content/connect/c1/839220836/en/events/catalog.html?folder-id=1024238594>

**February 13-16, 2013**

**Learning Disabilities Association 50<sup>th</sup> Annual International Conference**

**San Antonio, Texas**

Sponsored by the Learning Disabilities Association (LDA) of America, the LDA Conference is the largest meeting on learning disabilities in the world, featuring over 300 workshops and exhibits presenting the latest

in LD research, effective teaching techniques and strategies, and critical policy issues, with opportunities to network with experts in LD and colleagues and earn graduate or continuing education credits (CEUs). The 2013 Conference is in San Antonio, Texas.

<http://ldaamerica.org/index.cfm>

### **Apply!**

#### **Maryland Youth Leadership Forum**

**Application Deadline: February 28, 2013**

**Forum: June 25-28, 2013**

The application period for the Maryland Youth Leadership Forum (MD-YLF) is now open. MD-YLF will be held June 25 - 28<sup>th</sup> at Bowie State University. This 4 day, 3 night forum is a great opportunity for students with disabilities, who are juniors or seniors in High School, to learn about self-advocacy, independent living, leadership, and accommodations, etc. If you know of students (in Maryland) who have leadership qualities or potential, please share the attached application with them.

<http://www.heath.gwu.edu/news/maryland-students-apply-for-the-maryland-youth-leadership-forum-md-ylf/>

### **March 11, 2013**

#### **Road Maps to Common Core Success Indianapolis, IN**

"Road Maps to Common Core Success," an Education Week Leadership Forum, will be held twice, in Indianapolis, IN, March 11, 2013; and White Plains, NY, March 21, 2013. Each will be a daylong event, with state and district leaders and education experts sharing their common core implementation experiences, and new ideas on curricula, teacher training, and assessment. Deadline for reduced-rate early bird registration: January 9, 2013.

[http://www.edweek.org/events/common-core-success/?intc=EM\\_EWLF9\\_11.6](http://www.edweek.org/events/common-core-success/?intc=EM_EWLF9_11.6)

### **March 20, 2013**

#### **Think College!**

#### **College Perspectives and Issues**

**2:00 PM EDT - 3:30 PM EDT**

This webinar will discuss issues important to consider from the college perspective related to programs for students with intellectual disabilities.

<https://events->

[na6.adobeconnect.com/content/connect/c1/839220836/en/events/catalog.html?folder-id=1024238594](https://events-na6.adobeconnect.com/content/connect/c1/839220836/en/events/catalog.html?folder-id=1024238594)

### **April 3-6, 2013**

#### **CEC 2013 Convention & Expo**

**San Antonio, Texas**

The CEC 2013 Convention and Expo will take place at San Antonio, Texas. This is a wonderful professional development opportunity for professionals in the field of special education. Hot topics will presented on teacher evaluation, culturally responsive interventions, co-teaching and collaboration, STEM instruction for students with exceptionalities, evidenced-based instructional strategies, common core state standards, technology, restraint and seclusion, autism, disproportionality, and classroom management.

Registration and housing are open for this conference. For more information, please to go

<http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ConventionExpo/default.htm>

**April 17, 2013**

**Think College!**

**Family Perspectives**

**2:00 PM EDT - 3:30 PM EDT**

This webinar will provide a guide to and through college, through the experiences of several parents who have been there.

<https://events-na6.adobeconnect.com/content/connect/c1/839220836/en/events/catalog.html?folder-id=1024238594>

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

#### **National Federation of Independent Business: Young Entrepreneur Awards**

The National Federation of Independent Business (NFIB) Young Entrepreneur Awards program raises awareness among the nation's youth of the critical role that private enterprise and entrepreneurship play in the building of America. Maximum award: \$10,000 in tuition assistance. Eligibility: high school seniors. Deadline: December 17, 2012.

<http://www.nfib.com/yef/yef-programs/young-entrepreneur-awards>

#### **2013 Emerging Leaders Summer Internship Program**

The Emerging Leaders summer internship program for college and graduate students with disabilities for 2013 is underway! Emerging Leaders offers paid summer internships at many of America's leading corporations. These companies are members of the National Business & Disability Council ([www.nbdc.com](http://www.nbdc.com)) and are proactive in

recruiting qualified people with disabilities. To be considered for an internship, a student must be enrolled in the fall as an undergraduate or graduate student and have at least a 2.5 GPA and 60 credits. More information regarding student criteria can be found on the web site at [www.emerging-leaders.com](http://www.emerging-leaders.com). Please note: the application deadline is December 31, 2012. <http://www.heath.gwu.edu/news/2013-emerging-leaders-summer-internship-program/>

#### **VSA International Young Soloists Competition 2013 Seeks Entries**

The VSA & Accessibility Department at the Kennedy Center seeks entries in the 2013 VSA International Young Soloists Competition. The Kennedy Center invites entries from musicians ages 14-25, with a disability, for the Competition. It is open to international and domestic applicants; individuals and ensembles of two to five members; and musicians of all genres. Application deadline: January 15, 2013.

[http://www.kennedy-center.org/education/vsa/programs/young\\_soloists.cfm](http://www.kennedy-center.org/education/vsa/programs/young_soloists.cfm)

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

American Institute of Aeronautics and Astronautics Foundation Classroom Grants encourage excellence in educating students about math, science, technology, and engineering. Eligibility: current AIAA Educator Associate or AIAA Professional members actively engaged as K-12 classroom educators. Maximum award: \$200. Deadline: rolling.

<https://www.aiaa.org/Secondary.aspx?id=3199>

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

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

<http://www.pacer.org/publications/possibilities/>

## **Federal Student Aid Grant Program Fact Sheet**

Federal Student Aid has created a fact sheet that provides an overview of the major federal student aid grant programs. The federal government provides grant funds for students attending colleges, including career colleges and universities. Grants, unlike loans, do not have to be repaid. (A Spanish version is

at: <http://tinyurl.com/yz2zheg>.)

Available in pdf (1 page, 164 KB).

<http://tinyurl.com/yf5t5tb>

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

This guide provides information for those who help youth from foster care and unaccompanied homeless youth to secure financial aid for postsecondary education or training programs. It describes how to respond to new FAFSA questions 55-60 that will determine federal financial aid status for these students. A section on sensitive communications is also included. This guide will be useful for financial aid professionals, independent living coordinators, guidance counselors, financial aid counselors, social workers and advocates who are helping youth to secure the maximum allowable financial aid.

[www.casey.org/Resources/Publications/ProvidingEffectiveFinancialAid.htm](http://www.casey.org/Resources/Publications/ProvidingEffectiveFinancialAid.htm)

## **Scholarships and Internships for Latino Students with Disabilities**

The World Institute on Disability (WID) has a five-year grant to establish the National Technical Assistance Center for Latinos with Disabilities living in the United States, through Proyecto Vision. Proyecto Vision's website has a list of scholarship opportunities for college students who are Latino and who are living with disability.

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

## **The Washington Center Scholarship**

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

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

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

## **Autism After 16**

The Autism After 16 website is a new resource designed for students and parents. Topics are wide ranging from transition to health care. Staff writers are primarily parents of students with ASD or individuals with ASD.

<http://www.autismafter16.com/article/09-06-2011/transition-undefined>

## **Center for Analysis of Postsecondary Education and Employment (CAPSEE)**

The Center for Analysis of Postsecondary Education and Employment (CAPSEE) carries out research in [partnership with five states](#)—Florida, Michigan, North Carolina, Ohio, and Virginia—to better understand the employment and earnings benefits associated with a broad range of postsecondary

education pathways, including those at the subbaccalaureate level. CAPSEE also seeks to identify policies that improve completion rates along pathways leading to strong economic returns. The Center was established in summer 2011 through a [grant](#) from the Institute of Education Sciences of the U.S. Department of Education.

<http://capseecenter.org>

## **New Ticket to Work**

Education Commission of the States is an organization that helps state policymakers shape educational policy. ECS informs policymakers in the states by gathering, analyzing and disseminating information about current and emerging issues, trends and innovations in state education policy. The Education Commission of the States (ECS) Web site offers links to ECS publications; education news; information on education issues, state comparisons, research studies database, events, and blogs and newsletters.

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

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- Katherine McCary, Executive Director, DC Metro Business Leadership Network;
- Catherine Fowler, National Secondary Transition Technical Assistance Center;
- Ryan Easterly, Manager, National Youth Transitions Center at The HSC Foundation;
- John Gugerty's Listserv;
- National Center on Secondary Education and Transition E-News, which can be found at <http://www.ncset.org/enews>;
- Disability.Gov

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