

HEATH Resource Center at the National Youth Transitions Center Newsletter

National Clearinghouse on Postsecondary Education for Individuals with Disabilities
Fall Edition 2013



The HSC Foundation

HEATH Resource Center at the National Youth Transitions Center

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

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

On the Road to Better Outcomes: Understanding Seamless Transition
Ann Deschamps, Ed.D.,
TransCen, Inc.

There is an emerging view which holds that the culmination of public education for all youth with disabilities should lead to productive and meaningful careers - not just for some youth, or most youth, but all youth. Fortunately, by combining good transition practice with effective collaboration, the odds of a lifetime of employment and satisfying careers are increased significantly. An effective way to do this is by ensuring students with disabilities experience a seamless transition from school to life after school.

What is seamless transition?

Seamless transition occurs when the first day after school exit looks the same for youth with disabilities as their last day of school. That is, they exit

school directly to integrated employment and/or postsecondary education, with supports in place. Thus, the movement from school to employment, postsecondary education, and adult life is "seamless" because there is no interruption of service and support after leaving high school.

Transition to Employment

Integrated employment refers to jobs held by people with disabilities in typical workplace settings where the employer directly hires them and the majority of persons employed are not workers with disabilities. The individuals with disabilities earn at least minimum wage, and they are paid directly by the employer. In other words, the outcome of transition would not be a segregated disability focused service, but rather the same type of job any youth, with or without a disability, would expect. To the youth with disabilities transitioning to employment, the formal transformation from an official "student" receiving special education to an "adult" employee is barely noticeable. Thus, the "gold standard" of transition to employment becomes youth exiting school already employed in an integrated job with prospects to remain employed in that job until they decide to move to another.

Transition to Postsecondary Education

The notion of seamless transition applies to students with disabilities transitioning to postsecondary education as well. The "gold standard" of transition in this circumstance becomes youth exiting school, already accepted into a postsecondary education option of his or her choice; knowledgeable of the supports they need to succeed in a new education environment. In many cases, these students have initiated the necessary steps to ensure they have what they need to succeed. This can include working with an Office of Disability Supports on a college campus or the equivalent department of postsecondary education training program.

Many students with disabilities transition to both part time employment and part time education after high school. Knowing what supports are necessary to succeed after high school is critical if they are going to succeed in both environments. Part of seamless transition includes students learning about their strengths and weaknesses, their disability, and how they can compensate for the limitations due to disability in different environments. During this discovery process, students experiment with different accommodations to determine what works best for them. High school is

perfect time and environment to undertake this experimentation. This knowledge about necessary supports and accommodations is not only critical during the transition process, but can serve the student as they make more and more transitions in adulthood.

Components of Seamless Transition

The components of an effective seamless transition model includes several important features that build on research and practice that identify optimal transition service delivery which has resulted in integrated employment or postsecondary education. Work experience and jobs during secondary school are key indicators of post-school employment success (Carter, Austin, & Trainor, 2012). Expectations of integrated employment by the youth, their families, and their teachers are critical (Carter et al., 2012; Simonsen & Neubert, 2013). The collaboration of multiple service systems, a critical piece of seamless transition, help ensure employment success is sustained during the final years in secondary school and into the graduate's post school life. Indeed, for seamless transition to occur, coordination and collaboration is required between schools and post-school agencies. This allows for added assistance to help the youth obtain and keep an integrated job or successfully navigate to postsecondary education. In practice, the features of seamless transition service include:

1. work experiences throughout secondary school years to help students identify interests, skills and supports relevant to the attainment of realistic career goals and adult employment;
2. employment in integrated settings during their last year of school where they are hired directly by the employer;
3. non-work activities performed in normalized community settings (e.g., using stores, services, leisure activities, etc.);
4. adult agency employment specialists working in conjunction with school personnel before school exit;
5. cost sharing resources of the school system, vocational rehabilitation (VR), mental health agency (MHA) and intellectual/developmental disabilities (I/DD) agency; and,
6. an outcome of paid work and or successful admission into the postsecondary education option of their choice with post-school support in place before school exit. (Luecking, 2013)

A hallmark of seamless transition models is the focus on student-driven, individualized transition plans. Each student's schedule is unique and determined through a person-centered planning process. If the student is transitioning to employment, he spends the bulk of his time working in the community. When the student is not working, he is engaged in a variety of other preferred community-based learning opportunities (e.g., shopping, community recreation events, and taking classes at the local community college). If the student is transitioning to postsecondary education, he is on track to meet the necessary academic requirements of the program he is planning to attend. In both cases, students are learning about what supports they need to have to be successful in different environments as well as building their resume with work experience critical to success after high school.

Ensuring service integration at the point of transition for students with ongoing support needs requires the commitment of the individual, his/her family, the school system, VR, MHA, and I/DD, and community rehabilitation providers (CRPs). While individual communities have various existing programs and funding structures that may impact the implementation of seamless transition service, collaboration among schools and post-school agencies is a common and essential ingredient to ensure a seamless transition for transitioning youth and their families. A seamless transition cannot occur without collaborative partners in the process. Table 1 summarizes each partner and their respective roles.

Table 1: *Roles and Responsibilities of Stakeholders in Seamless Transition**

Stakeholders	Roles/Responsibilities
Youth	<ul style="list-style-type: none"> • Identify strengths • Express preferences • Participate in job search activities • Participate in transition planning • Commit to employment plan
Families	<ul style="list-style-type: none"> • Participate in IEP and transition planning meetings • Share youth's strengths, interests, and support needs • Help youth negotiate with other transition partners • Advocate for youth's goals • Share contacts and networks for potential job

	<ul style="list-style-type: none"> opportunities • Provide feedback to transition partners
School Systems	<ul style="list-style-type: none"> • Convene partners for collaborative transition planning • Make referrals to postsecondary services such as VR and I/DD services • Provide instruction and work experiences in authentic work environments • Work collaboratively with a CRP to ensure students are in an integrated jobs at the point of transition • Document and report student progress and status after exit (Indicator 14)
State VR Agencies	<ul style="list-style-type: none"> • Attend IEP/transition planning meetings • Open cases on eligible individuals prior to school exit • Authorize and pay for services needed to find/sustain employment • Contract with CRP to provide job finding and support services
State I/DD Agencies	<ul style="list-style-type: none"> • Participate in transition planning • Collaborate with other transition partners to ensure that youth have appropriate documentation to qualify and access services • Open cases on eligible individuals upon school exit • Contract with CRP to provide on-going job support
State Mental Health Agency	<ul style="list-style-type: none"> • Collaborate with school system to ensure teachers are aware of community mental health supports and programs in the local area • Collaborate with transition team (school system, VR, youth, family) to link to supported employment or other mental health program
Community Rehabilitation Providers	<ul style="list-style-type: none"> • Participate in transition planning • Enter into contractual agreements with school systems and VR to facilitate work-based experiences and provide job development and job coaching before and after school exit • Serve as a vendor for VR, Mental Health, and I/DD agencies to provide job coaching after school exit

* Table Adapted from Table 1: Roles and Responsibilities of Various Stakeholders in Seamless Transition Model in The Road Ahead: Transition to

Adult Life for Persons with Disabilities (3rd Edition), Keith Storey & Dawn Hunter (Editors), Amsterdam, The Netherlands: IOS Press
Chapter 6: Point of Transition Services and Collaboration among Schools and Agencies

In any seamless transition model, the goal is to ensure that each youth exits school in an integrated job with the necessary supports and services in place to maintain that job or successful placement in the postsecondary education program of their choice. In order for this to happen, the following should occur:

1. adoption of a belief system that aims to provide the necessary supports and services so that students with disabilities may access employment;
2. identification of collaborating partners to implement seamless model of services (e.g., VR, MHA, I/DD, MHA, CRPs, public schools, families);
3. identification of students who are receiving special education services, need support to transition successfully, and are eligible for funding from VR system; and,
4. implementation of model components that includes discovery (e.g., self-determination, self-advocacy, career exploration), work-based experiences, paid employment, linkages to post-school support, and early involvement with CRPs.

The schools are typically responsible for ensuring that each student has an individualized schedule that is based on their interests for work and preferences for recreation and other off-work activities. For students eligible for long-term supports after high school, there are opportunities throughout the day to participate in activities in their community and meet with their chosen adult agency to pursue employment in the community. For students who are not eligible of long-term supports but are eligible for state VR services, this is the opportunity to receive job placement assistance, ideally leading to a seamless transition. The collaborating transition partners meet regularly and communicate often to discuss each youth's eligibility and access to funding and support services. The transition partners work closely with the youth and the family to address barriers to employment (e.g., benefits management, transportation, etc.). Cooperation among collaborating stakeholders with clearly defined roles is crucial to ensuring seamless outcomes for youth. Too often, successful transition collaboration relies on one individual bringing everyone together. When that person moves on, the collaboration collapses. For effective collaboration to occur, each partner agency

has to be committed to their role in the process. This reduces the reliance on one particular individual and focuses instead on the partnership among all agencies.

Maryland Seamless Transition Collaborative

One recent example of the seamless transition model is in Maryland where the state VR agency (Division of Rehabilitation Services, DORS) along with several key agency and community partners piloted a seamless transition model that included a sequential delivery of specific transition services for youth with disabilities beginning three years prior to school exit. The goal of the Maryland Seamless Transition Collaborative (MSTC) is to ensure the following are in place at the point of school exit for each student with a disability: (a) an active DORS case; (b) linkage to a community rehabilitation provider, as necessary; and (c) individualized paid inclusive employment and/or enrollment in post-secondary education. The latter constitutes the ideal, or optimum, measure of seamless transition, that is, employment or enrollment in post-secondary education is in place when the student exits secondary education.

MSTC Flow of Services

As illustrated in Figure 1, the MSTC model is a systematic delivery of key transition services, which occur during the last three years of the students' secondary education with the intended outcome of each student exiting school employed in an individualized, integrated job of choice and/or enrolled in postsecondary education prior to school exit. Targeted students are those who are eligible for vocational rehabilitation services from DORS, receive special education or 504 services, are expected to need supports and service linkages in order to seamlessly transition, and have consented to receive the services. MSTC services begin in the 10th grade, or three years prior to projected school exit, and continue through post-school follow-up. In the 10th grade, students enrolled in the model begin a process of discovery designed to assist them in identifying preferences, attributes, strengths, and goals which will inform transition planning and services. They start identifying supports and accommodations they need to be successful after high school. Central to the model is the active involvement of the DORS VR counselor in each student's transition planning and receipt of services. In 11th grade, or two years prior to projected school exit, a VR counselor is assigned to the student and formally opens a case. The application process is initiated for projected post-school support services, including as applicable and appropriate post-secondary education, developmental disabilities services, or

MSTC Intervention Components

Discovery

Before work experiences and employment begin, students undergo a process to explore their strengths and to uncover their employment interests, goals, and support needs. The process is adapted from what Condon and Callahan (2008) call Discovery. Students participate in a facilitated process in which professionals, family members, and friends identify particular student strengths, needs, and preferences. Formal career assessment may be used as a supplement to this exploration when specific information is needed to complete the picture of student characteristics. During the discovery process tasks, skills, and other potential workplace contributions are observed in typical student environments and discussed with the student. Knowledge of student interests, skills, and support requirements can also be augmented as the student participates in individualized authentic work experiences described below. Information obtained during the discovery phase is documented in a *Positive Personal Profile* (Tilson & Cuozzo, 2001; Luecking, 2009) that is used as the basis for the individualized career planning and setting goals for life after high school.

After the students develop a Positive Personal Profile, students also receive self-determination instruction so that they may acquire self-knowledge and self-empowerment to direct and advocate for career and life choices (Wehmeyer & Palmer, 2002). They apply these skills as they participate and make informed decisions during transition planning, are directly involved in the IEP process, and are actively engaged in decisions and activities related to the transition to post-school settings.

Individualized work-based experiences

The strengths, interests, and experiences identified and documented through the discovery process guide the development of multiple individualized work-based experiences. Experiences could include combinations of informational interviews, job-site tours, job shadowing, volunteer job/job sampling, and unpaid or paid internships. These individualized work experiences begin no later than two years before the student exits from school and are intended to inform the job development efforts required for the student to acquire an individualized paid job in an integrated work setting prior to school exit. In many cases, CRPs assist in developing work experiences with local employers

and provide on-the-job support. This early engagement provides an opportunity for CRPs to get to know the student and become the student's personal agent, as needed, in negotiating later paid employment. This is a typical example of systems linkages and collaboration, another MSTC component is summer paid internships.

Summer paid internships, through a DORS sponsored program known as Summer Employment for Youth, are made available to students typically during the summer before their last year of high school. Those students who are pursuing a regular diploma and who typically have limited time available during the regular academic year benefit from this work experience opportunity because frequently their rigorous academic course load and extra curricular activities preclude them from working during the school year. The wages are paid to the students directly by the employer or through an agreement with a third party.

Individualized paid inclusive employment

Employment is not only the desired culminating outcome of transition services; it is a critical intervention in the MSTC flow of services. The intent is for every student to have, prior to school exit, at least one paid employment experience where the student is directly hired by an employer and where the other workers are primarily people without disabilities. For many students this entails a standard competitive job with the prevailing wage. For others, the job may be customized with tasks, productivity, and schedules negotiated to meet the student and employer needs in a similar fashion as that defined by the U.S. Department of Labor (ODEP, 2006). In all cases, the intent is that the job development and support is individualized to student interests and characteristics, as opposed to placements that are conveniently available but not necessarily well suited for individual students. Individualized paid inclusive employment provides a skill and resume building experience. In many cases, this employment experience leads directly to ongoing post-school employment; and ultimately, a seamless transition from school.

Family supports

Throughout the MSTC flow of services, supports are provided to family members through involvement in discovery activities, input into work experience and job search planning, informational meetings, formal events

such as transition fairs, and direct training in benefits management for those families of youth receiving SSI or SSDI. It is desirable, to the greatest extent possible, for families to play a key role in identifying individual preferences and supports that are relevant to transition planning and transition activities. In addition, collaborating partners have various responsibilities to facilitate family understanding of, and linkages to, post-school services as well as understanding each agency involved and their role.

Early vocational rehabilitation agency case initiation

The MSTC model features the active participation of DORS counselors in each student's transition plan. A designated DORS counselor is assigned to each school system participating in MSTC. Students are referred to DORS upon identification as a participant in the MSTC model and, as noted, case initiation occurs no later than the second school year prior to projected school exit. The DORS counselor works with the student and family to develop the Individualized Plan of Employment that is updated as necessary throughout the student's participation in the model's services. The DORS counselor is immediately positioned to authorize applicable VR services that may be required as students progress through the MSTC flow of services.

System linkages & collaboration

Students who participate in MSTC services require some level of transition support before, during, and after school exit. Almost all require some level of support to prepare for, find, and succeed in employment. A collaborative team structure, called a project management team, brings together the critical partners in each demonstration site to organize the collaboration necessary to make this support available throughout the MSTC process. The project management team is a cross-functional group of professionals that has a clear role and responsibility for supporting individuals with disabilities as they pursue their chosen career path. Typically, this team of professionals represents the school district, DORS, postsecondary education (e.g., community college, technical schools), mental health agency, intellectual and other developmental disabilities services, One-Stop Centers, and local CRPs who may have an immediate or projected role in supporting the students in their transition. The purpose of this team is to coordinate the delivery of services for all participating students so that services are readily provided as needed and so that continuous, uninterrupted services are available as students exit school. The project management teams are constructed to

operate in a similar fashion as local Interagency Transition Teams (Stodden, Brown, Galloway, Mrazek & Noy; 2004), with an additional and primary focus on individual students. The membership of the project management teams insures that students are referred and linked to services needed to support post-school employment and/or post-secondary education well in advance of school exit, usually in the 11th grade, or second to last year of secondary school. Throughout the duration of the project, the project team meets monthly to discuss individual students and their specific circumstance. The regular meetings ensure time to troubleshoot barriers that arise during the transition period.

Coordination with teachers and instructional staff

Linking academic coursework and curriculum with work-based experiences often make the student's academic/life skills studies relevant and keeps them engaged in school so they are not only better prepared for the transition to adult employment but they are less likely to drop out of school (NASSET, 2005). For MSTC, student participants maintain their connection to those educational services they would ordinarily receive in the absence of the MSTC model. In addition, with MSTC, educational personnel have additional opportunities to collaborate with the DORS counselors, CRP representatives, and others who may be involved in the activities associated with the other MSTC components. These activities may be part of or adjunctive to existing curricular focus. However, they are essential complements to curriculum so that effective seamless transition may occur. As noted, DORS counselors and CRP representatives may participate in IEP meetings and discovery activities. Conversely, teachers will contribute, for example, to the development of the Positive Personal Profile and related work experience and employment development activities as well as participate in monthly meetings.

Ideally, by the end of a youth's secondary school career, there are strong relationships between school professionals and family members. In seamless transition, families have opportunities to build relationships with the other transition partners who will support their youth into adulthood as well as responsibilities as an active partner in the transition process. A shift has occurred amongst the partners from passive consultation to active planning and shared responsibility and resources. The final goal: a seamless transition for every student regardless of disability.

The content from these two publications have been reprinted for the HEATH article with permission.

Luecking, D. M. & Luecking, R. (2013). *Translating research into a seamless transition model*, Manuscript submitted for publication.

Simonsen, Stuart, Luecking, & Certo (2013) Chapter 6: Point of Transition Services and Collaboration among Schools and Agencies in The Road Ahead: Transition to Adult Life for Persons with Disabilities (3rd Edition), Keith Storey & Dawn Hunter (Editors), Amsterdam, The Netherlands: IOS Press

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



Power in Numbers: A Profile of American Voters with Disabilities Media Recap

On June 12, 2013, the Youth Transitions Collaborative released findings from ["Power in Numbers: A Profile of American Voters with Disabilities,"](#) the first survey of its kind to study the political impact of people with disabilities, their families and caregivers. Press outreach included an advance media teleconference, where representatives from the Collaborative and maslansky + partners, who conducted the research, discussed the survey findings before the public release. For more details about what was shared with media, please see the survey's [press release](#).

The survey release was covered by CBS Radio, and in an interview with Dan Raviv, a national correspondent for CBS News, Will Swenson from United Cerebral Palsy highlighted its key findings. The interview aired originally on July 12 and was featured on morning and afternoon programs of approximately 20 affiliates nationwide, including those located in Atlanta, Boston, Buffalo, Charlotte, Chicago, Dallas, Detroit, Grand Rapids, Las Vegas, New York City, Philadelphia, Portland, Raleigh, San Francisco, Seattle, St. Louis and Washington, DC.

Additional coverage of the "Power in Numbers" survey includes the article, ["Poll Finds Disability Community Politically Engaged,"](#) on Disability Scoop, which was also mentioned in [UCP's SmartBrief e-newsletter](#). The survey was also featured in a blog post [Autism Policy and Politics](#).

Friday, July 12, 2013 Like 19k Follow @disabilityscoop 19.1K followers About | Advertise | Get E-Mail News New! Jobs

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HOT TOPICS: Disability History Caregivers on the Rise Best States for Services Special Education



States Get Ranked On Disability Services

Arizona is the place to be when it comes to services for people with intellectual and developmental disabilities, according to a new national ranking.

Poll Finds Disability Community Politically Engaged

A new poll finds that those touched by disabilities are turning out to vote in high numbers and care deeply about candidate views on supports and services.

Researchers Identify Possible Cause Of 1 In 4 Autism Cases

Nearly a quarter of autism cases could be due to antibodies found in the mother's blood during pregnancy that interfere with fetal brain development, researchers say.

Hundreds Respond To Last-Minute Down Syndrome Adoption Plea

A posting on Facebook seeking an adoptive family for an unborn child with Down syndrome who would otherwise be aborted has yielded hundreds of responses from interested moms and dads.

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Do You Need Money for College? Federal Student Aid at a Glance 2013-2014

The Federal Student Aid at a Glance 2013-14 is a two-page publication that highlights the following information:

1. What is federal student aid?
2. Who gets federal student aid?
3. How do you apply for federal student aid?
4. What are the current federal student aid programs for 2013-14?

If you want to find more information and resource on scholarships, please go to studentaid.gov/scholarships. For all other information regarding eligibility on financial aid, please go to studentaid.gov/eligibility.

[\(http://www.heath.gwu.edu/publications/do-you-need-money-for-college-federal-student-aid-at-a-glance-2013-14/\)](http://www.heath.gwu.edu/publications/do-you-need-money-for-college-federal-student-aid-at-a-glance-2013-14/)

2013-2014 HEATH Financial Aid Information Publication!!!

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!! Please go to our website to obtain your own copy of the publication!! (<http://www.heath.gwu.edu/publications/2013-2014-heath-financial-aid-information/>)

Individuals are Encouraged to Participate in National Disability Employment Awareness Month!!

October is National Disability Employment Awareness Month, and all individuals are encouraged to participate. The purpose of National Disability Employment Awareness Month is to educate about disability employment issues and celebrate the many and varied contributions of America's workers with disabilities.

Held annually, National Disability Employment Awareness Month is led by the U.S. Department of Labor's Office of Disability Employment Policy, but its true spirit lies in the many observances held at the grassroots level across the nation every year. Employers of all sizes and in all industries are encouraged to participate in NDEAM.

For specific ideas about how individuals can support National Disability Employment Awareness Month, visit the ODEP website at www.dol.gov/odep/. Suggestions range from simple, such as putting up a [poster](#), to comprehensive, such as implementing a disability education program. Regardless, all play an important part in fostering a more inclusive workforce, one where every person is recognized for his or her abilities — every day of every month.

**Save The Date: The 2013 LEAP Awards Evening
Wednesday, November 13, 2013
John F. Kennedy Center for the Performing Arts
Atrium on the Roof Terrace
Reception at 7:00 p.m.
Dinner and Program at 7:30 p.m.**

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

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 contact Frances Vhay at ytf@aapd.com. Once a resume is received individuals will be asked to complete a short form which details their occupational and geographic preferences, etc.

Resume Guidelines

All resumes should include the following:

- Objective statement (a 1-2 sentence statement regarding your skills, interests, or career aspirations to give employers a better sense of the type of employment you are seeking)
- Contact information (Name, Address, Phone Number, and Email Address)
- Education history
- Work history
- Volunteer experience
- Professional skills
- Font size no smaller than 11 pt.
- Word or PDF format
- Maximum of 2 pages

Follow the National Youth Transitions Center Facebook and Twitter Page!

The National Youth Transitions Center officially has a Facebook page (at www.facebook.com/thenytc)! If you or your organization has a Facebook account, please "Like" the NYTC page. 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 at the NYTC Facebook and Twitter Page!

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 '14 cohort for our 12-credit Transition Special Education Certificate Program. Students who have enrolled in this program will be given priority when being considered for admission to the Master's program and all credits earned will be easily transferred. Candidates who decide to apply to this program using ApplyYourself, the on-line application system, can use the link: <https://app.applyyourself.com/AYApplicantLogin/ApplicantConnectLogin.asp?id=GWUGRAD>. Please list only official degree transcripts that indicate completion of a Bachelors and/or Masters. Listing all colleges attended may delay approval of your application. This will allow sufficient time for your application to be reviewed and approved, which must take place before they can register for class. **Deadline: Rolling Admissions.** For further information or additional questions, please contact Dr. Michael Ward, Program Coordinator, by e-mailing mjward@gwu.edu.

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

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

Deadline: November 1, 2013

Secondary Special Education and Transition Services: Acquired Brain Injury Master's Degree Program with Teacher Licensure

Prepare to become a special education teacher to serving school age children and youth with traumatic and acquired brain injuries. The program includes on-campus and on-line coursework, and is possible to complete within two years.

The George Washington University was the first post-secondary institution in the nation to have developed and implemented a specialized graduate degree program, geared toward training professionals in the field of special education and brain injury. The brain injury special educator may work directly with children with acquired brain injury (ABI) or with the school teams and families who support them.

The curriculum is focused on training teachers to work in high need school districts and high poverty schools where the incidence of pediatric brain injury is very high. Students are offered the opportunity of specialized coursework, high quality supervised practica and internships, as well as ongoing school and community-based mentorship opportunities. For more information on the ABI focus, please contact Theresa Sacchi Armstrong at tjsacchi@gwu.edu. **Deadline: Rolling Admissions.**

Call for Applications for Youth Action Council on Transition - Apply by September 13th

Are you a youth, age 12-25, who wants to develop leadership and advocacy skills and become a leader in your community who improves opportunities and services for all youth?

Are you a professional or organization who wants to increase youth voice, leadership, and youth-adult partnerships within your organization and community?

If so, apply for the [Youth Action Council on Transition \(Youth ACT\)](#)!

The [Youth Action Council on Transition \(Youth ACT\)](#) is a national project to get more youth involved as leaders and partners with adults and youth-serving

organizations to improve youth transition outcomes. NCWD/Youth will select four teams consisting of two emerging youth leaders (youth, ages 12-25, who have disabilities or are allies of the disability community), one adult partner, and a sponsoring organization to participate in this four-year initiative. Each team will:

- Attend the annual national training conference in Washington, D.C. (Dates to be announced; travel expenses will be covered by NCWD/Youth)
- Receive training in youth leadership and advocacy skills; youth-adult partnership strategies; youth transition policies; and issues affecting youth with disabilities.
- Create a local plan for how the team will work together year-round.
- Form and facilitate their own local youth peer group that will meet regularly to discuss youth transition issues and engage in leadership and advocacy activities.
- Participate in monthly national conference calls and quarterly webinars or video conferences with all the Youth ACT teams.
- Partner with NCWD/Youth to create national youth-driven materials and tools on youth leadership and transition topics and to develop a youth-driven national change agenda.

There's **no cost** to participate and each Youth ACT team will receive a small stipend of \$3,000 to use for team expenses. Youth ACT is led by the National Collaborative on Workforce and Disability for Youth (NCWD/Youth) at the Institute for Educational Leadership with funding from the U.S. Department of Labor's Office of Disability Employment Policy (ODEP).

The **application deadline is September 13, 2013**. Learn more about this opportunity and download the application online at: <http://www.ncwd-youth.info/youth-act>. Questions? Contact NCWD/Youth at farrj@iel.org or ph. [\(202\) 822-8405 Ext. 145](tel:(202)822-8405).

Transition Headliners!!

A Collaborative Interagency, Interdisciplinary Approach to Transition from Adolescence to Adulthood

The Association of University Centers on Disabilities developed a publication entitled, *A Collaborative Interagency, Interdisciplinary Approach to Transition from Adolescence to Adulthood*. The publication is designed to enhance transition services for students with disabilities and dialogue between key stakeholders and agencies. The paper discusses self-determination and transition; perspectives on transition; transition through a cultural lens; importance of interagency collaboration; and recommendations and policy implications. To receive a PDF copy of the paper, please go to:

http://www.aucd.org/template/news.cfm?news_id=8881&parent=16&parent_title=Home&url=%2Ftemplate%2Findex.cfm%3F

My Mental Health Rights on Campus

This tip sheet provides information for students with mental health conditions attending college. Students are advised of their rights at college, including privacy rights. They are given information regarding how to access assistance for their mental health issues on campus, if necessary. A link to a guide for students seeking help for mental illness is included at the end of the sheet.

<http://labs.umassmed.edu/transitionsrtc/resources/publications/RightsonCampusTipSheet5.pdf>

Get Going Pocket Guide

The *GET Going Pocket Guide* is a travel trouble-shooting tool to help individuals living with Autism and other challenges as they travel independently on public transportation. *GET Going (Guiding Everyday Travel)* was created collaboratively by The Daniel Jordan Fiddle Foundation, Easter Seals Project ACTION, Easter Seals Autism and Feeley Consulting to help promote the use of public transportation for community integration so that individuals can safely navigate traveling with confidence.

<http://www.djfiddlefoundation.org/get-going-guide.cfm>

Disability Law Handbook

The Southwest ADA Center published an updated version of the Disability Law Handbook. The handbook highlights important parts of disability laws in a question and answer format. Disability laws such as the Americans with Disabilities Act, Rehabilitation Act, Individuals with Disabilities Education Act, Air Carrier Access Act, and Civil Rights of Institutionalized Persons Act are discussed in the handbook. To download a free copy, please go to

https://adata.org/lawhandbook?utm_source=ADA+Handbook+Updated+Availble&utm_campaign=DLH&utm_medium=email

OECD Report on Postsecondary CTE in the U.S. Released

The [Organization for Economic Cooperation and Development \(OECD\)](#) released an OVAE- and National Center for Education Statistics (NCEES)-funded report, [A Skills beyond School: Review of the United States](#), on the state of postsecondary CTE in the United States on July 10 at a special event hosted by the [New America Foundation](#). The report is part of the OECD's [Skills beyond School](#) project, which reviews postsecondary education and training in more than 20 countries in the context of their preparation of younger people and adults for technical and professional jobs. Research for the U.S. country report was conducted from May 2012 through March 2013, and included two visits to the United States as well as case studies of Florida, Washington, and Maryland. To read the rest of the press release, go to: <http://www.ed.gov/edblogs/ovae/2013/07/19/oecd-report-on-postsecondary-cte-in-the-united-states-now-available/>

What Does it Really Mean to Be College and Work Ready?

The National Center on Education and the Economy (NCEE) released a report entitled, *What Does It Really Mean to Be College and Work Ready*, a study that examined findings for Mathematics and English literacy in the community college setting and what is required for success in the first year. On May 7th, during a day-long meeting, key education and policy leaders joined NCEE to discuss the results of the study and its implications for community college reform, school reform, teacher education, the common core state standards, and vocational education and the workplace. [Click here to watch the video of the event.](#) [Download the Executive Summary.](#)

Job Accommodation Network Releases Just-in-Time Training Module on Assistive Technology in the Workplace

The Job Accommodation Network (JAN) has released its fourth Just-in-Time training module, which explores assistive technology in the workplace. Assistive technology enables individuals with disabilities to access devices, equipment, and services so that they can perform job tasks and maintain employment. Employers and employees with disabilities can greatly benefit from exploring the use of assistive technology as an accommodation in the workplace. This 21 minute introductory training module and accompanying transcript will cover the basics of assistive technology, alternative input, products, and resources available for use in the workplace. This module can be used to train new accommodation specialists, disability managers, and others responsible for making accommodation decisions. View the Assistive Technology in the Workplace training module: <http://askjan.org/training/library.htm>

Lumina Foundation FOCUS (Spring Newsletter) Friendly Forces: Returning Veterans need Staunch Allies on College Campuses

The Lumina Foundation's Spring Newsletter focused on student veterans returning to college. Student veterans share their experiences in transitioning to college life. Their stories highlight higher education institutions that are putting services and programs into place for student veterans. To read more about this topic, go to the Lumina Foundation website and access their 2013 Spring newsletter: http://www.luminafoundation.org/publications/Focus-Spring_2013.pdf

Vocational Rehabilitation (VR): A Young Adults Guide

Students with disabilities will find information regarding vocational rehabilitation (VR) in this tip sheet. The sheet reviews what support services are available through VR, the criteria for eligibility for services, and the process for applying for services. Individuals will learn the responsibilities of their vocational rehabilitation counselors, where to get help for problems, or if their services don't meet their needs. The fact sheet includes advice from others who have found jobs through VR and a link for finding state VR agencies. <http://labs.umassmed.edu/transitionsrtc/resources/publications/TipSheet6VR.pdf>

Labor Department Announces Final Rules to Improve Employment of Veterans, People with Disabilities

The U.S. Department of Labor has announced two final rules to improve hiring and employment of veterans and people with disabilities. One rule updates requirements under the Vietnam Era [Veterans' Readjustment Assistance Act of 1974](#); the other updates those under [Section 503 of the Rehabilitation Act of 1973](#). The Section 503 rule introduces a hiring goal for federal contractors and subcontractors that 7 percent of each job group in their workforce be qualified individuals with disabilities. To read the press release, please go to: <http://www.dol.gov/opa/media/press/ofccp/OFCCP20131578.htm>

National Governors Association (NGA) released a report entitled, A Blueprint for Governors

The NGA has been working to improve employment opportunities for individuals with disabilities. The NGA released report entitled, A Blueprint for Governors, that highlights the findings of yearlong initiative of consulting with employers and community leaders as well as ideas that Governors can implement in their own respective states to encourage employment opportunities for individuals with disabilities. For a copy of the report, please go to <http://www.nga.org/cms/home/news-room/news-releases/2013-news-releases/col2-content/national-governors-association-g.html>

NSTTAC Predictor Implementation Self-Assessment

NSTTAC and the National Post-School Outcomes Center completed their Delphi study, operationally defining the essential characteristics of the research-based predictors of post-school success this past spring. There are two versions (printable and electronic) of the Predictor Implementation Self-Assessment available under "What's New" and at the Evidence-Based Practices tab under "Predictor Resources" at www.nsttac.org. The tool is also available at www.psocenter.org.

Conference, Webinar, and Forum Opportunities!

September 26-28, 2013
**CEC Council for Children with
Behavioral Disorders Conference**
Chicago, Illinois

The conference is entitled, "A Brighter Future: Prevention and Intervention on Behalf of Students with Challenging Behaviors"! The conference registration is now open! For more information, please go to:
<http://www.ccbd.net/?q=node/139>

September 30-October 2, 2013
**Arizona's Thirteenth Annual
Transition Conference**
Scottsdale, AZ

Arizona's Thirteenth Annual Transition Conference theme is "I's Focused on the Future: Invested, Involved, and Independent". The conference will focus on these three strands: strategies for enhancing youth success, family involvement, and interagency/community collaboration. To learn more about the conference, please go to:
<http://www.azed.gov/special-education/2013-transition-conference/>

Deadline: October 7, 2013
Call for Proposals
**National Career Development
Association Global Conference**
June 19-21, 2014

They encourage submissions that highlight the conference theme: "Charting the Course for Our Second Century". Review complete Submission Instructions: [2014 NCDAGlobal](#)

[Conference - Call for Proposals](#) (this is a large pdf, so please allow time for downloading). Proposals must be electronically submitted via our online form -- [click here!](#) View more conference details on our newly updated website at www.ncdaconference.org

October 24-25, 2013
**Council for Learning Disabilities, 35th
Annual Conference on Learning
Disabilities**
Austin, TX

The 35th Annual Conference on Learning Disabilities will be held at the Omni Austin Hotel. Dr. Sharon Vaughn, University of Texas at Austin, will be the keynote speaker at the conference. Registration is open! To learn more about the Council for Learning Disabilities, please go to:
<http://www.cldinternational.org/About/AboutCLD.asp>. For information about the conference, please go to:
<http://www.cldinternational.org/Conference/Conference2013.asp>

November 3-6, 2013
**25th Annual National Dropout
Prevention Network Conference**
Atlanta, GA

The 25th Annual National Dropout Prevention Network Conference will conduct seminars and workshops on the following topics: literacy; school climate; data assessment; curriculum and instruction; college and career pathways; leadership, policy, and governance; and student support services and interventions. Call for proposals deadline is May 5, 2013. For more information about this conference, please go to www.dropoutprevention.org.

**November 6-9, 2013
International Dyslexia Association,
64th Annual Conference
New Orleans, LA**

The IDA Annual Reading, Literacy & Learning Conference for professionals and families will consist of sharing the latest research and best practices in working with children and youth with dyslexia. The keynote speakers will be Dr. Laura Cassidy and Congressman Bill Cassidy, M.D. They will share their personal story and their advocacy work on behalf of individuals with dyslexia. To learn more registration and the conference, please go to:
<http://www.interdys.org/nolaconf.htm>

**November 14-16, 2013
Division on Career Development and
Transition (CEC), 17th International
Conference. Leaders for Life No
Limits...No Boundaries.
Williamsburg, VA**

The Division on Career Development and Transition (CEC) will host the 17th DCDT International Conference in Williamsburg, VA. The conference will present the latest research and best practices in delivering career development and transition services for youth with disabilities. For more information about this conference, please go to:
<http://www.dcdt.org/2013/01/dcdt-2013-conference-williamsburg-info/>

**November 20-22, 2013
OCALICON 2013 Conference
Columbus, OH**

The OCALICON 2013 Conference is the premier Autism and Disabilities conference. The conference will focus issues related to autism, assistive technology, and low-incidence disabilities (including visual impairments, hearing impairments, TBI). For more information on the conference and registration, please go to:
http://conference.ocali.org/view.php?nav_id=1

**November 20-22, 2013
2013 TASH Conference
Chicago, Illinois**

The 2013 TASH Conference will have nearly 200 sessions that will focus on issues such as inclusive education, advocacy, employment, transition, human rights, and community living. The early bird deadline to register for the conference is October 1, 2013. For more information on the conference and registration, please go to:
<http://conference.tash.org/the-new-tash-conference-website/>

**April 9-12, 2014
CEC 2014 Convention & Expo
Philadelphia, PA**

Registration for CEC 2014 is open! Register by September 30, 2013, 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:
<http://www.cec.sped.org/convention>

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

**National Federation of the Blind of
Washington 2013 Scholarship
Deadline: Friday, September 13**

The National Federation of the Blind of Washington will be awarding two scholarships: \$2,000 and \$3,000. Applicants must be legally blind, resident of the state of Washington, and pursuing a full-time undergraduate or graduate course of study. To learn more about applying for the scholarship, please go to:
<http://www.nfbw.org>.

**California Association for
Postsecondary Education and
Disability (CAPED) Scholarship
Program Deadline: Friday,
September 13**

CAPED will award scholarships to 11 students with disabilities that are enrolled at college or university in California. Students must verify their disability by including a letter from the Office of Disability Support Services. Recipients will receive a \$1,000-1,500 scholarship. To learn more about the application process, please go to:
<http://www.caped.net>

**United States Association of Blind
Athletes (USABA) Copeland
Scholarship**

USABA will award \$500 to one male and one female member of the USABA. Students can be starting or enrolled at a two-year or four-year institution or technical institution. To learn more about this scholarship opportunity, please go to the USABA website:

<http://usaba.org/index.php/membership/cope-land-scholarship/>

**GuildScholar Award
Deadline: September 15**

The GuildScholar Award Program provides scholarship opportunities for students who are legally blind to attend college. Scholarships are awarded based on academic accomplishments and merit. Students will have to submit information on their academic achievements, three letters of recommendation, and two personal statements. For more information about this scholarship opportunity, please go to:
<http://www.guildhealth.org/Programs-And-Services-Overview/Awards-And-Scholarships/GuildScholar-College-Scholarships>

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

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

**Federal Funding Opportunity:
Promoting the Readiness of Minors
in Supplemental Security Income**

[Promoting the Readiness of Minors in Supplemental Security Income](#)

(PROMISE) is a joint initiative of the U.S. Department of Education, the U.S. Social Security Administration, the U.S. Department of Health and Human Services, and the U.S. Department of Labor. Under PROMISE, the Department of Education will fund States to develop and implement model demonstration projects that promote positive outcomes for children who receive Supplemental Security Income (SSI) and their families. Specifically, PROMISE is intended to improve the provision and coordination of services and supports for child SSI recipients and their families to enable them to achieve improved outcomes. These outcomes include graduating from high school ready for college and a career, completing postsecondary education and job training, and obtaining competitive employment in an integrated setting and, as a result, achieving long-term reductions in the child recipients' reliance on SSI. [Eligible applicants](#) are the 50 States and the District of Columbia. A consortium of States may also apply.

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/>

2013-2014 HEATH Resource Center Financial Aid Information Publication

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.

<http://www.heath.gwu.edu/publications/2013-2014-heath-financial-aid-information/>

2013-14 Federal Student Aid at a Glance

Federal Student Aid has created a fact sheet that provides an overview of the major federal student aid loan and grant programs. The federal government provides federal funds for students attending colleges, including career colleges and universities. Students can find more information about federal student aid programs at

www.studentaid.gov. To receive a copy of the fact sheet, please go to:

<http://studentaid.ed.gov/sites/default/files/2013-14-do-you-need-money.pdf>

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

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

and advocates who are helping youth to secure the maximum allowable financial aid.

www.casey.org/Resources/Publications/ProvidingEffectiveFinancialAid.htm

Scholarships and Internships for Latino Students with Disabilities

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

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

The Washington Center Scholarship

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

Add to your Favorites! (websites)

The HSC Foundation

The HSC Foundation works to improve services to individuals who face social or health care issues due to disabilities or chronic illness. The HSC Health Care System combines services from several organizations to create a comprehensive care plan for their clients. The foundation has several programs including National Youth Transition Initiative, Advocates in Disability Award and family supports. Much more information is available on their website:
http://www.hscfoundation.org/HSC_Foundation_Home

National Youth Leadership Network (NYLN)

NYLN is a youth-led organization that works to build power among people with disabilities between the ages of 16- 28 years old. The organization promotes youth leadership and development, advocates for inclusion and trains youth with disabilities.
<http://www.nyln.org/>

National Center on Secondary Education and Transition

NCSET is based at the Institute of Community Integration at the University of Minnesota's College of Education and Human Development. It is a federally funded project that coordinates national resources, offers technical assistance, and disseminates information related to secondary

education and transition for youth with disabilities. <http://www.ncset.org/>

Ability Jobs

This site is dedicated to helping people with disabilities find employment. There is a portal for job seekers and a portal for employers. Job seekers may create a profile and post a resume on the site as well as browse available, posted jobs.
<http://www.abilityjobs.com/>

Disability Scoop

Disability Scoop is a comprehensive online magazine that covers various topics, including: politics, education, living and health issues for people with developmental disabilities. You may sign up for an e-mail newsletter, follow on Twitter
<https://twitter.com/disabilityscoop>
and Facebook,
https://www.facebook.com/disabilityscoop?ref=br_tf.
Website:
<http://www.disabilityscoop.com/>

National Collaborative on Workforce and Disability (NCWD)

The site provides information regarding employment for youth with disabilities. There is a newsletter available and individuals can sign up for them on their website:
<http://www.ncwd-youth.info/>
NCWD are on Twitter and Facebook:
https://twitter.com/ncwdyouth_ieI ;
<https://www.facebook.com/NCWDforYouth>

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- 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.