

# HEATH Resource Center at the National Youth Transitions Center Newsletter

National Clearinghouse on Postsecondary Education for Individuals with Disabilities  
Spring Edition 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>

### **The Importance of the Camp Experience in Preparing for Postsecondary Transition**

**By: Katherine S. Campbell, Sterling Leija, & Dr. Michael B. Edwards**

Recreation and leisure settings can provide youth with benefits that contribute to better health and increased quality of life in adulthood (Driver, 1992; Kurt & Tekin-Iftar, 2008). The process of developing life skills through recreation and leisure programs and settings must be intentionally taught and practiced before those skills are mastered (Hatlen, 1996; Kurt & Tekin-Iftar, 2008). One of the primary goals of youth development programs that focus on building life skills is helping youth successfully transition to postsecondary education. Many of the programs and services that promote youth development occur in recreation and leisure settings, understanding how these contexts enhance the ability of youth to make successful transitions is important. The purpose of this article is to better understand how camp settings provide opportunities for young people to learn and

practice skills which can help them successfully transition into postsecondary education.

Transition from high school to postsecondary settings is challenging and sometimes stressful for youth. This time is often filled with new opportunities, changes in social support systems, and increasing expectations of youth from others (Mellard, 2005; Parker, Hogan, Eastabrook, Oke, & Wood, 2006). Assistance preparing for transition into postsecondary settings is needed by all youth, but youth with special needs may benefit even more from experiences which enhance their skills and increase their understanding of what is needed to successfully transition into postsecondary life (Larson, 2012). Research shows that many youth with special needs participate in youth transition programs because they are searching for opportunities to gain useful skills that prepare them for postsecondary life (Benz, Lindstrom, & Yovanoff, 2000). Attending camp can provide these youth with important supplementary experiences which can assist them in developing skills needed for successful postsecondary transition.

Camp gives youth opportunities to engage in new, challenging experiences in a safe environment that allows more independence than home or school ("Benefits of camp," 2010; Goodwin & Staples, 2005; "Make the benefits of camp last all year," 2010). Through these experiences, camp participation increases self-assurance, self-esteem, and helps with identity development (Brannan, Arick, Fullerton, & Harris, 2000; Goodwin & Staples, 2005; "Make the benefits of camp last all year," 2010). Camp provides opportunities to develop self-determination skills ("Make the benefits of camp last all year," 2010), which include characteristics such as assertiveness, self-advocacy, autonomy, and the ability to set goals and effectively work toward accomplishing goals (Benz et al., 2000; Durlak, Rose, & Bursuck, 1994; Mazzotti et al., 2009).

Throughout the United States, numerous residential and day camps provide safe spaces and opportunities year-round for youth with special needs to develop skills through intentional programming. For example, *Camp For All* is a barrier free camp partnering with 56 other nonprofits throughout the year to enrich the lives of children and adults with challenging illnesses or special needs. *Camp For All* maintains the barrier free facilities and provides professional program and activity staff trained to develop a

meaningful camp experience through intentional programming practices that are designed to meet the nonprofit's goals. The nonprofits that *Camp For All* hosts provide the campers, counselors, and medical staff. This model enables *Camp For All* to specialize in the educational components of camp while the nonprofits address physical and psychosocial needs of the campers, allowing for experiences that benefits campers' lives in the future.

Some youth may choose to engage in postsecondary education, which research shows may lead to better jobs and increased quality of life (Mellard, 2005; Stodden & Dowrick, 2000). Others may transition directly into employment. Camp provides an avenue for the development of many skills needed to succeed in either setting. In postsecondary education and employment, students are expected to be independently motivated (Parker et al., 2006). Camp increases the independence of youth with disabilities (Goodwin & Staples, 2005). A counselor from one of the non-profits *Camp For All* hosts, *Camp LIFE*, a project of the Family Support Network at Texas A&M University, observed, "At *Camp LIFE*, campers are constantly reminded of the fact they are just as capable as everyone else. They are able to participate in all the activities and are not limited, like they might be back home" (*Camp LIFE* Counselor Survey, September 30, 2012). At camp, staff typically focus on what campers can do, fostering independence and self-esteem.

In postsecondary settings, when assistance is required, it is the student's or employee's responsibility to self-advocate and seek the assistance he or she needs (Mellard, 2005). Research shows that participating in camp can increase youth's ability to self-advocate (Kim-Rupnow & Burgstahler, 2004). To seek the appropriate support, youth must be able to recognize their strengths and weaknesses so that they can communicate what assistance is needed (Durlak et al., 1994). At *Camp For All*, staff practice "challenge by choice" with participants. Campers are asked to participate in each activity at their comfort level, and then they are asked to challenge their comfort zone through attempting another step on the high ropes course, a less adaptive method of shooting an arrow, or a more independent method of riding a horse. This methodology encourages campers to communicate their strengths and weaknesses, request assistance, and problem solve in the safe environment. Through this process of communication and challenge, campers recognize abilities they may not have

previously acknowledged, resulting in higher self-esteem and self-assurance. Youth with disabilities often have a better understanding of their abilities after attending camp ("Benefits of camp," 2010; Goodwin & Staples, 2005).

An increase in communication skills after camp attendance is also demonstrated by youth (Brannan et al., 2000). These communication skills can assist youth in developing new relationships and increasing the social competence skills needed for a successful transition to postsecondary life (Benz et al., 2000; Mazzotti et al., 2009). Youth transitioning into independent living and postsecondary settings must be able to form new relationships, engage in appropriate social interactions, and develop new support systems (Benz et al., 2000; Mazzotti et al., 2009; Parker et al., 2006). Research shows that youth with special needs increase their engagement in positive social behaviors during and after their camp experience (Brannan et al., 2000). At camp, youth are given the opportunity to form diverse friendships with peers and staff members ("Benefits of camp," 2010; Lindstrom, 2011). Developing this community provides youth with experience in forming and engaging in new relationships. *One Camp LIFE* counselor observed his most memorable moment at camp, "While the campers were chatting, they shared that they both had the same disability. His eyes lit up and they talked for an hour about how they know so much about each other due to having the same challenges" (*Camp LIFE Counselor Survey*, September 30, 2012). The safe environment of camp provided these youth the platform to develop a new friendship and support system.

During the development of new relationships, youth often encounter challenges and conflicts ("Benefits of camp: skill development," 2012). Camp can help youth with special needs develop conflict resolution skills ("Benefits of camp: fun," 2012) and leaderships skills (Kim-Rupnow & Burgstahler, 2004). *Camp For All* offers "Outpost", an activity where campers work as a group to create their own activity, program, game, or art installation without the guidance of counselors. Conflict is naturally created as campers share ideas, disagree with one another, and work through forming compromises and solutions. Staff members intervene only to guide participants through constructive methods of conflict resolution when the group is unable to organically develop a solution. An activity like "Outpost" is discussed with campers afterwards so they can understand the importance of the skills practiced during this activity and recognize the applicability to everyday

living. Participation in camp can also assist youth with disabilities in adapting to changing relationships and situations, skills needed in postsecondary settings (Benz et al., 2000; Mazzotti et al., 2009; Parker et al., 2006). Learning to manage challenges, such as, changing relationships and conflict, are skills that will benefit youth as they transition to postsecondary life.

Youth need a variety of skills to successfully transition into independent living and postsecondary education or employment settings (Benz et al., 2000; Mazzotti et al., 2009), which camp can help provide (Kim-Rupnow & Burgstahler, 2004). Practicing skills needed for postsecondary transition enhances youth's abilities to care for and advocate for themselves in postsecondary settings (Durlak et al., 1994). Experiences at camp can reinforce information and allow opportunities for practicing the skills needed for successful postsecondary transition.

Marcus Mann began as a camper at *Camp For All* through the Muscular Dystrophy Association and *Camp Xtreme*. His life changing experience at camp inspired him to apply for a staff position at *Camp For All* so he could provide the same opportunity for others. After working at *Camp For All* for three years and volunteering for another two, Marcus credits camp for his positive attitude and outlook, "Even as life's paths get blocked off, I have been able to keep my head up in order to find a new path to keep moving forward instead of stalling and breaking down. I guess you could call camp my GPS, even when I think there is no path, I think of or visit camp to help me recalculate" (Personal Communication, 23 January 2013).

Finding a camp that supports a young person's interests and special needs is vital to a positive camp experience. Parents, caregivers, and campers should thoroughly research a camp prior to registering. Interviewing the camp director, touring the facility, and reading a camp's websites are all recommended. It is equally important to be honest with the camp about supports the camper may require as well as personal goals to ensure the camp is able to meet expectations. To learn more about the benefits of camp, how to choose a camp, and ways to prepare for camp, visit <http://www.campparents.org/> and explore the free resources provided by the American Camp Association. Though transition into postsecondary life is often challenging, skills learned through recreation and leisure activities contribute to a healthy and successful transition. Camp is one avenue for developing life skills through recreation and leisure. For more information, go to:

- American Camp Association: <http://www.acacamps.org>
- Children and Nature Network: <http://www.cnaturenet.org/>
- Dr. Christopher Thurber: <http://campspirit.com>
- Michael Brandwein: <http://www.michaelbrandwein.com/>
- National Institute on Out of School Time: <http://www.niost.org/>

#### About the Authors:

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**Sterling Nell Leija** is a camp professional who currently serves as the Camp Director of Camp LIFE and the Guest Services and Volunteer Manager at Camp For All. A strong belief in the value of the camp experience has inspired Sterling to become involved in camping on a national level through the American Camp Association. Currently, she serves as the ACA Texoma Local Council of Leaders Chair, Standards Instructor, and National Council of Leaders Member. [sterlingleija@hotmail.com](mailto:sterlingleija@hotmail.com)

**Michael B. Edwards, PhD**, is an assistant professor in youth development in the Department of Recreation, Park and Tourism Sciences at Texas A&M University. His research interests center on adolescent health and physical activity. Dr. Edwards serves on the Local Council of Leaders for American Camp Association's Texoma field office. [mike.edwards@tamu.edu](mailto:mike.edwards@tamu.edu)

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

### **2013 Summer Pre-College Program Publication!!!**

To all families and youth with disabilities: begin planning for Summer of 2013!! HEATH staff has updated the Summer Pre-College Programs publication for 2013. The publication is designed to be a resource for students with disabilities who are seeking ways to prepare for college and enhance college performance. Please go to our website to receive your own copy!

(<http://www.heath.gwu.edu/publications/2013-summer-pre-college-programs/>)

### **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/>)

## **HSCF IS NOW ACCEPTING APPLICATIONS FOR THE ADVOCATES IN DISABILITY AWARD (ADA)**

*The HSC Foundation's ADA Program is seeking the next generation of disability advocates!! If you are a young leader with a disability or know of anyone who is, you/they are encouraged to apply for the 2013 Advocates in Disability Award (ADA)!*

The purpose of the ADA Program is to award and encourage a young individual with a disability between the ages of 14 and 26, who has dedicated himself/herself to positively affecting the lives of individuals with disabilities and their families in the United States. The program also supports an innovative project developed by that young person with a disability that serves and empowers individuals with disabilities.

The Advocates in Disability Award (ADA) is a program of The HSC Foundation, funded in part by the Sarah Beth Coyote Foundation. The selected recipient is awarded \$3,000 in recognition of his/her past disability advocacy and will receive up to an additional \$7,000 in funding support for his/her proposed project.

Applicants must be a citizen or permanent resident of the United States at the time of application submission and recipient selection.

The Advocates in Disability Award Program is part of The HSC Foundation's National Youth Transitions Initiative (NYTI).

To apply, please see the attached guidelines and application. You may also apply online at: [www.hscfoundation.org/2013ADA.php](http://www.hscfoundation.org/2013ADA.php)

Applications must be received by **March 15, 2013 (by 5:00pm EST)**.

## **Apply for the 2013 Youth Transitions Fellowship (YTF)!!!**

The HSC Foundation, in partnership with the American Association of People with Disabilities (AAPD), is now accepting applications for a paid fellowship position with the organizations' disability youth transition and collaboration work. This fellowship is ideal for a person with a disability, who has an interest in youth career transitions and employment solutions. The fellowship starts June 2013, and continues for 12 months. Under the supervision of AAPD's Programs' Manager, the Youth Transitions Fellow (YTF) will gain exposure to youth programs, serving people with disabilities and will have the opportunity to facilitate collaboration among internship, fellowship, and apprenticeship programs; based in the greater Washington, DC area. To learn more about the YTF program, please see the information posted on our website (<http://www.heath.gwu.edu/news/2013-youth-transitions-fellowship-ytf/>). Applications must be received by 5:00pm EST on March 22, 2013.

## **New National Youth Transitions Center Facebook and Twitter 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. The NYTC has a Twitter account (at [https://twitter.com/The\\_NYTC](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!!

## **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 Summer '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 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](mailto: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](mailto:mjward@gwu.edu) or Bridget Green at [greenb@gwmail.gwu.edu](mailto:greenb@gwmail.gwu.edu).

**Deadline: April 15, 2013**

# Transition Headliners!!

## **New Resource on Postsecondary Ed and Students with Disabilities**

Postsecondary education for students with intellectual and developmental disabilities is on the cusp of major growth thanks to recent federal policy and grant initiatives. Unfortunately, information regarding programs and schools serving this population is limited, thus constraining students' and families' ability to understand the offerings of individual programs and make informed choices among them. This is due both to the rapid increase in programs and the lack of a clear set of relevant characteristics to allow for programmatic comparisons.

The Taxonomy for Postsecondary Education Programs for Students with Intellectual and Developmental Disabilities presented in the new issue of *Policy Research Brief* offers a framework for comparing the features of the growing number of programs, and lays the foundation for further study and comparison of program outcomes. The taxonomy is based on research conducted by Mary McEathron, Trisha Beuhring, Amelia Maynard, and Ann Mavis of the Evaluation Group at the University of Minnesota's Institute on Community Integration. *Policy Research Brief: A Taxonomy for Postsecondary Education Programs for Students with Intellectual and Developmental Disabilities* is published by the Institute's Research and Training Center on Community Living, and is

available at no charge online at <http://ici.umn.edu/products/prb/231/231.pdf> and <http://ici.umn.edu/products/prb/231/default.html>.

## **My Place—Healthy Transitions NY**

Health Transitions is an online resource that assists youth with disabilities in transitioning from pediatric to adult health care. The website offers opportunities for youth with developmental disabilities to create their own circles of support online. My Place is a place where youth with developmental disabilities can create an account to create their own circle of support network. Youth will be able to develop their own personal health bio, calendar, set goals, discussion board, as well as access other tools to plan for adult health care services. <http://www.healthytransitionsny.org>

## **NCWD/Youth Releases Updated Individualized Learning Plans How-to Guide**

NCWD/Youth has released an updated version of the online how-to guide, ["Promoting Quality Individualized Learning Plans: A "How to Guide" Focused on the High School Years."](#) This guide is designed for schools, educators, and other professionals who assist youth with college and career readiness and transition planning. This guide was developed in response to feedback from schools indicating a need for activities and lesson plans and school-wide ILP implementation strategies. A key goal of the guide is to

help schools develop a bridge between college and career readiness efforts through the use of individualized learning plans (ILPs). The career development activities and resources in this guide are also useful for youth service professionals in the workforce development system. NCWD/Youth will also release a new policy brief on individualized learning plans in the coming weeks. Learn more about ILPs at: <http://www.ncwd-youth.info/ilp>.

### **Autism Spectrum Disorders (ASD) Guide for Wisconsin Technical College System (WTCS)**

The guide was developed through a two-year effort by a workgroup consisting of disability services representatives from technical colleges, the Autism Society of WI, and the WTCS Office. The staff from the WI Dept. of Public Instruction provided additional expertise and assistance in developing the guide. The guide was developed to provide disability support providers, university staff, and faculty with useful tools and strategies in working with college students on the autism spectrum. The guide provides information on the following topics:

- Transition planning and admissions from high school to postsecondary education setting
- Accommodations and strategies for students with ASD
- Transition to employment and community

WTCS provides permission to share, make copies, and utilize all or part of the Guide to assist serving students with ASD. To obtain a copy of the guide, please go to:

<http://systemattic.wtcsystem.edu/Studentserv/virtualresource/AutismSpectrumDisordersGuide.pdf>

### **Adolescent Health Transition Project**

The Adolescent Health Transition Project is an online resource for teens and young adults that have special health care needs, chronic illness, and/or physical or developmental disabilities. The website provides transition resources for teens and young adults, schools, and health care providers. The health transition resources include forms, checklists, modules and websites.

<http://depts.washington.edu/healthtr/>

### **The National Alliance to Advance Adolescent Health**

The National Alliance To Advance Adolescent Health is a non-profit organization that focuses on issues relating to health care transitions for transitioning aged youth and their families. They disseminate fact sheets, info briefs, reports as well as journal articles that focus on adolescent physical, behavioral, and sexual health care. In addition, they have a list of resources for families and educators on organizations that might be able to assist them in their search for information.

<http://www.thenationalalliance.org/index.cfm>

### **American Camp Association**

The American Camp Association (ACA) is a great resource when looking for a camp that is a good match for parents and youths. In addition to a directory of ACA certified camps, this site provides information and tips on what to look for when choosing a camp and how to determine what camp is a good

match. In addition, parents might want to check out an article that highlights the benefits of inclusive camp experiences

(<http://www.acacamps.org/campmag/1301/power-inclusive-camp-experiences>).

Parents can find information on the parent camp website developed by the ACA (<http://www.campparents.org/>).  
<http://www.acacamps.org>

#### **Four Personal Benefits of Volunteering in Your Community**

United Way has an article on the four personal benefits of volunteering in the community. Youth can search for volunteer opportunities in their respective communities. Youth can do this by clicking on the Taking Action tab on the website.

<http://www.unitedway.org/blog/entry/4-personal-benefits-of-volunteering-in-your-community/>

#### **Serve.Gov**

Serve.gov, the online home of United We Serve, is managed by the [Corporation for National and Community Service](#) (CNCS), the federal agency charged with promoting and fostering volunteering and national service in America. Individuals can search for opportunities to volunteer.

Serve.org publishes a variety of toolkits that are free to use and disseminate. The following are examples of their toolkits: How to Organize a Food Drive; How to Prepare Your Community for Disaster; and Connecting Veterans to Community Services.

<http://www.serve.gov/index.asp>

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

**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 11-13, 2013**

**Ready by 21 National Meeting  
Atlanta GA**

The Forum for Youth Investment will offer a Ready by 21 Institute National Meeting in Atlanta GA, March 11-13, 2013. The Institute will present the research behind Ready by 21, and the tools and resources for stakeholders to put its concepts for broad partnerships, ambitious goals, data collection, and bold strategies into action to improve children and youth's readiness to succeed as adults. Information on new ideas, tools, partnerships and ways to strengthen networks will be featured.

<https://events.r20.constantcontact.com/register/eventReg?oeidk=a07e6rshufmf4df1713&oseq=&c=&ch=>

**March 13-15, 2013**  
**Kids Included Together (KIT)**  
**San Diego, CA**

The 8<sup>th</sup> Kids Included Together's International Conference on Inclusion will be held in San Diego, CA. The conference will have Matt Roloff, from TLC little people Big World, as the keynote speaker. Breakout sessions will include skill-building workshops, passionate presentations and performances. For information on the agenda and program, please see <http://www.kitconference.org>.

**March 17, 2013**  
**Girl Scout Council of the Nation's Capital (GSCNC) 4<sup>th</sup> Annual Keys to Leadership Conference**  
**Washington, DC**

The Girl Scout Council of the Nation's Capital (GSCNC) 4<sup>th</sup> annual Keys to Leadership Conference, "Unlocking the Leader in You!" The event will be held at American University on Saturday, March 17, 2012 and is designed for middle and high school girls (ages 11-17). Attendees will have an amazing opportunity to explore, recognize and develop the leaders within themselves in an inclusive and safe environment that embraces every aspect of their individuality. Moreover, they will get to know other young leaders who have similar motivations and goals from all over the Washington, DC, Maryland, West Virginia and Virginia metro area. This program is open to both girls who are and are NOT currently Girl Scouts. Participants will spend the day engaging in fun-filled activities and exciting workshops, and will learn from influential community leaders. Attendees from previous conferences have had opportunities to meet industry executives, authors, artists and entrepreneurs.

For more information about the program or to register online, please see [http://www.gscnc.org/Keys\\_to\\_Leadership.html](http://www.gscnc.org/Keys_to_Leadership.html)

Deadline for registration is March 9, 2012. Financial assistance is available. If applying for Financial Assistance, please contact GSCNC.

**March 20, 2013**  
**Think Collegen!**  
**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>

**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 go to

<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>

**April 24, 2013**

**Statewide Secondary Transition Conference  
Marlborough, MA**

Massachusetts will hosts their statewide Secondary Transition Conference for teachers, administrators, and school professionals that work with transition aged youth with disabilities. The transition conference will focus on best practices in transition: self-determination, transition assessment, career development, postsecondary education and training, and family engagement. For more information about this conference, please contact Amanda Green, [agreen@doe.mass.edu](mailto:agreen@doe.mass.edu)

**April 29-30, 2013**

**Pacific Rim International Conference on  
Disability and Diversity  
Honolulu, HI**

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

**June 25-28, 2013**

**Maryland Youth Leadership Forum  
Bowie State University**

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/>

**July 8-10, 2013**

**National Career Development Association  
Celebrating 100 Years of Career  
Development: Creating Hope, Social  
Justice, and Legacy  
Boston, MA**

Conference attendees will be able to choose over a 100 presentations, 12 Centennial Luncheon Series, over 110 Roundtable Sessions, and 6 Tech Labs! The conference is celebrating a 100 years of Career Development. Pre-conference discount rates will end on May 1, 2013. To learn more about the conference and see the agenda, please go to

[http://associationdatabase.com/aws/NCDA/pdf/sp/conference\\_agenda?](http://associationdatabase.com/aws/NCDA/pdf/sp/conference_agenda?)

**July 10-13, 2013**  
**Autism Society's 44<sup>th</sup> Annual Conference on**  
**Autism Spectrum Disorders**  
**Pittsburgh, PA**

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. Presentation 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. Questions? Please email [conference@autism-society.org](mailto:conference@autism-society.org)

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

**Gilman International Scholarship**

Apply for the Benjamin A. Gilman International Scholarship Program. Online applications for study abroad programs taking place during the Summer 2013 and Fall/Academic Year 2013-2014 terms must be submitted by **Tuesday, March 5th** at 11:59pm Central Time in order to be considered. The advisor certification deadline is **Tuesday, March 12th**.

The Gilman International Scholarship Program is sponsored by the U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA) and administered by the Institute of International Education (IIE). For more information about the Gilman Scholarship Program including helpful resources for applicants and advisors, please visit our website at [www.iie.org/gilman](http://www.iie.org/gilman).

**2013 Through The Looking Glass Scholarships: Announcement and Application**

Through the Looking Glass and its National Center for Parents with Disabilities and their Families have expanded the eligibility requirement for its 2013 Scholarships for Students who have Parents with Disabilities. In addition to students enrolled in a two- or four-year college, students who attend an accredited technical or vocational school are also eligible to apply for these scholarships.

A total of fifteen \$1000 scholarships will be given out Fall 2013. There are separate eligibility requirements for high school seniors and for college students:

1. **High School Seniors.** To be eligible, a student must be a high school graduate (or graduating senior) by Summer 2013. The student must be planning to attend a two-year or four-year college in Fall 2013, or enrolled in an accredited vocational or technical school during 2013. The student must be pursuing a certificate, license, AA, AS, BA or BS degree, and have at least one parent with a disability.

**2. College Students.** To be eligible, a student must be currently enrolled in a two-year or four-year college in Fall 2013, or enrolled in an accredited vocational or technical school during 2013. The student must be pursuing a certificate, license, AA, AS, BA or BS degree, be 21 years of age or younger as of March 11, 2013, and have at least one parent with a disability.

All application materials must be postmarked by **March 11, 2013**. Individuals may submit only one application per award period.

*Selection criteria for all scholarships include academic performance, community activities and service, letter of recommendation and an essay describing the experience of growing up with a parent with a disability. Five of the fifteen scholarships will also consider financial hardship and academic potential in addition to the other selection criteria.*

Please go to our website: <http://www.lookingglass.org> for more information, including the application form, complete application directions and an FAQ page that answers many common questions as well as offers helpful suggestions.

### **Advocates in Disability Award (ADA)**

The purpose of the ADA Program is to award and encourage a young individual with a disability between the ages of 14 and 26, who has dedicated himself/herself to positively affecting the lives of individuals with disabilities and their families in the United States. The program also supports an innovative project developed by that young person with a disability that serves and

empowers individuals with disabilities.

The Advocates in Disability Award (ADA) is a program of The HSC Foundation, funded in part by the Sarah Beth Coyote Foundation. The selected recipient is awarded \$3,000 in recognition of his/her past disability advocacy and will receive up to an additional \$7,000 in funding support for his/her proposed project.

Applicants must be a citizen or permanent resident of the United States at the time of application submission and recipient selection. The Advocates in Disability Award Program is part of The HSC Foundation's National Youth Transitions Initiative (NYTI).

To apply, please see the attached guidelines and application. You may also apply online at: [www.hscfoundation.org/2013ADA.php](http://www.hscfoundation.org/2013ADA.php) Applications must be received by **March 15, 2013 (by 5:00pm EST)**.

### **2013 Summer Leadership Academy**

The Autistic Self Advocacy Network is now seeking applications for its 2013 Summer Leadership Academy. The academy will take place in Washington, DC, June 9 to June 15, 2013. All expenses for the training are covered by the Autistic Self Advocacy Network, including travel, lodging and food. The ACI summer leadership training prepares students to create systems change on their college campuses. Each participant will learn valuable skills in community organizing, creating policy goals and activism. Applicants must be current college students with at least one year remaining before graduation. To apply, go to: <http://autisticadvocacy.org/wp-content/uploads/2013/01/ACI-Application.pdf>. **Applications are due by March 15, 2013.**

## **Kohl's Cares Scholarship Program**

Kohl's annually rewards young volunteers across the country for contributions to their communities. Maximum award: \$10,000. Eligibility: legal residents of a state in which a Kohl's store is located, between the ages of 6 and 18 and not yet a high school graduate as of March 15, 2013.

**Deadline: March 15, 2013.**

<http://www.kohlscorporation.com/communityrelations/scholarship/index.asp>

## **2013 Youth Transitions Fellowship (YTF)**

The HSC Foundation, in partnership with the American Association of People with Disabilities (AAPD), is now accepting applications for a paid fellowship position with the organizations' disability youth transition and collaboration work. This fellowship is ideal for a person with a disability, who has an interest in youth career transitions and employment solutions. The fellowship starts June 2013, and continues for 12 months. Under the supervision of AAPD's Programs' Manager, the Youth Transitions Fellow (YTF) will gain exposure to youth programs, serving people with disabilities and will have the opportunity to facilitate collaboration among internship, fellowship, and apprenticeship programs; based in the greater Washington, DC area. **Deadline: 5:00 p.m., March 22, 2013**

## **Gloria Barron Prize for Young Heroes**

The Gloria Barron Prize for Young Heroes honors young leaders who have focused on helping their communities and fellow human beings and/or on protecting the health and sustainability of the environment. Maximum award: \$2,500. Eligibility: youth 8-18 years old.

**Deadline: April 30, 2013.**

<http://www.barronprize.org/how-nominate>

## **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](http://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](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)**

## **Kids as Self-Advocates**

Kids as Self-Advocates (KASA) is an organization that was created by youth with disabilities to assist youth with disabilities in becoming self-advocates in their lives and communities. They have information and resources to assist youth with disabilities in health care transitions. All resources are created by youth with disabilities using their stories.

<http://fvkasa.org/index.php>

## **Special Olympics**

The mission of Special Olympics is to provide year-round sports training and athletic competition in a variety of Olympic-type sports for children and adults with intellectual disabilities, giving them continuing opportunities to develop physical fitness, demonstrate courage, experience joy and participate in a sharing of gifts, skills and friendship with their families, other Special Olympics athletes and the community.

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

## **Do Something**

Do Something supports a variety of community causes. They offer practical advice on how to volunteer and become involved in the community. Do Something supports national campaigns as well as local endeavors.

<http://www.dosomething.org/volunteer>

## **Volunteer Match**

Volunteer Match is a nonprofit organization that matches volunteers with opportunities in their community. Individuals can search for organizations seeking volunteers by the area they live in (such as zip code or city) or by keyword (such as animal shelter).

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

**Acknowledgements:** Our thanks to the

- Katherine Campbell, Graduate Student, Texas A&M University, College Station, TX
- Dr. Michael Edwards, Assistant Professor, Texas A&M University, College Station, TX
- Sterling Nell Leija, Director of Camp LIFE and the Guest Services, College Station, TX
- Mindy Larson, Senior Program Associate, Institute for Educational Leadership, National Collaborative on Workforce & Disability For Youth with Disabilities (NCWD/Youth), which can be found at <http://www.ncwd-youth.info/>;
- Vicki Gaylord, Publications Coordinator, Institute on Community Integration, University of Minnesota;
- 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>;

**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.