



# HEATH

The Heath Resource Center  
at the National Youth Transitions Center

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://thenytc.org/>

## Honor the ADA: VOTE in 2016!

By **Mary Ann Gorman, EdD**

The United States recently celebrated the 25<sup>th</sup> anniversary of the Americans with Disabilities Act (ADA), a landmark piece of legislation (i.e., law) that prohibits discrimination (unfair treatment) and guarantees that people with disabilities have the same opportunities as everyone else to participate in all aspects of American life, including education, employment, transportation, government programs, and community resources.



(Source: [www.whitehouse.gov](http://www.whitehouse.gov))

Before Congress passed the ADA and President George W. Bush signed it into law in 1990, a great number of people with disabilities in the U.S. were treated unfairly. Many were

not allowed to attend public venues such as movie theatres; others were unable to work because public transportation was inaccessible (i.e., relied on steps for boarding and disembarking); and still others (such as those with blindness and deafness) faced great barriers to communication and information sharing (Mayerson, 1992). By protecting the rights of people with disabilities and setting standards for their treatment, the ADA has been and remains a major influence in promoting dignity and improving opportunities for people with disabilities. However there is much more work to be done. People with disabilities continue to face obstacles to employment, education, independent living, and community participation that leave them with fewer opportunities than other people to be successful and self-supporting adults (Rosen, et al., 2014). One way to honor the hard work that went into creating the ADA and to help to ensure equal and fair treatment of people with disabilities in the U.S. is to vote in governmental elections.

**Voting is a simple and powerful means for you to:**

- *LET LAWMAKERS KNOW WHERE YOU STAND* on issues that are important to you
- *HAVE YOUR VOICE HEARD* as lawmakers discuss and create the laws that govern us

As you embark on your transition from secondary school to adulthood, you take on increasing responsibility for your welfare and for the welfare of others in your community. Voting in governmental elections is a significant way to influence decision-making and law making that has a meaningful impact on your quality of life and on the future development of your town, city, state and country. When many young Americans reach the age of 18, they feel excited about the prospect of voting, especially in a Presidential election, but often they do not fully understand the importance of voting, the role it plays in our form of government, or the voting process itself.

**Democracy: Everyone's Voice is Important**

In the United States, our form of government is called a democracy; this means that our system of government is founded on the belief that every person's voice, including your voice,

should be equally considered in making the laws that govern our country and our people. Since we cannot gather all U.S. citizens in one place to listen to their views, we instead select people to represent us in lawmaking discussions. This system allows us to participate in our government while also leading our everyday lives (i.e., working, attending college, caring for family members) and being productive members of our communities.

We select the lawmakers we would like to represent us by voting in governmental elections. When we vote in local elections we elect people who we would like to represent us in making and enforcing our town, city, and county laws. When we vote in state elections (e.g., California, New York, Texas), we elect people we would like to represent us in making and enforcing our state laws. And when we vote in national (also called federal) elections we elect people we would like to represent us in making and enforcing national laws. When we vote in governmental elections, whether they are federal, state, or local elections, our voices are represented when laws are made. But when we do not vote, our voices are not represented and we run the risk that the laws being created either do not improve our lives or make our lives more difficult.

### **Equal Representation and the Disability Vote**

It is particularly important for people with disabilities to vote in governmental elections because they have diverse and unique voices and perspectives to share with lawmakers. In addition, an overwhelming majority of people with disabilities report they (a) are likely to support candidates who support increased government support and services for individuals with disabilities, and (b) would consider voting against a candidate they otherwise favored if that candidate endorsed cuts to government funding of disability services (Youth Transitions Collaborative, 2013). Notably, people with disabilities who are under the age of 30 show even stronger support for candidates who support their cause (Youth Transitions Collaborative, 2013). However, people with disabilities are less likely to vote than people who do not have disabilities; this means that the voices of people with disabilities are not being equally represented in our government. It is estimated that if same proportion of people with disabilities had voted in the 2012 national elections compared to people without disabilities there would have been an additional three million votes cast that reflected the voices of people with disabilities (Schur, Adya, & Kruse, 2013). For this reason, it is important that a greater number of people with disabilities votes in our 2016 national elections to make sure that the voices of people with disabilities are represented equally to the voices of everyone else.

### Who Can Vote?

In the United States, you are eligible to vote if you can answer **YES** to each of the following questions:

- Are you an US citizen?
- Are you a legal resident of the town and state in which you wish to vote?
- Are you 18 years of age or older?

If you answered “yes” to each of the questions above, you are eligible to vote. The voting process may seem confusing and overwhelming at first but it is actually quite simple. The four steps listed below will guide you through the voting process:

### Four Simple Steps to Voting:

- *Step 1:* Register to Vote
- *Step 2:* Mark Election Dates on Your Calendar
- *Step 3:* Become Informed
- *Step 4:* Vote!

### Step 1: Register to Vote

In order to vote in governmental elections you must first register to vote. Many states require that you register to vote at least 30 days before the election so register soon if you would like to vote in the upcoming 2016 elections. There are many ways you may register to vote: by mail, in person, and online:

<p>Register to vote <b>by mail:</b></p>	<ul style="list-style-type: none"> <li>▪ Download the National Mail Voter Registration Form at <a href="http://www.eac.gov/NVRA">http://www.eac.gov/NVRA</a>. (You can also find voter registration forms at your local libraries, public schools, and town, city, and county clerks’ offices.)</li> <li>▪ Complete the voter registration form and submit it by mail according to the instructions</li> </ul>
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	that accompany the form.
Register to vote <i>in person</i> :	<p>You can register to vote at any of the following locations:</p> <ul style="list-style-type: none"> <li>▪ State or local voter registration or election offices</li> <li>▪ The department of motor vehicles</li> <li>▪ Public assistance agencies</li> <li>▪ Armed services recruitment centers</li> <li>▪ State-funded programs that serve people with disabilities</li> <li>▪ Any public facility that your State has designated as a voter registration agency</li> </ul>
Register to vote <i>online</i> :	<p>Online voter registration is relatively new. For a list of states with online voter registration and links to those websites, visit <a href="http://www.ncsl.org/research/elections-and-campaigns/electronic-or-online-voter-registration.aspx">http://www.ncsl.org/research/elections-and-campaigns/electronic-or-online-voter-registration.aspx</a></p>

Note: If you live in ...

*North Dakota:* you are not required to register to vote; skip to Step 2.

*New Hampshire:* instructions to register to vote may be found at [http://sos.nh.gov/nhsos\\_content.aspx?id=26190](http://sos.nh.gov/nhsos_content.aspx?id=26190).

*Wyoming:* instructions to register to vote may be found at <http://soswy.state.wy.us/elections/registeringtovote.aspx>.

*Proof of Identification ...*

When you register to vote for the first time or when you move to a new voting district you will be required to show proof of identification either when you vote or when you register to vote. In most states, you are permitted to provide either

- a current and valid photo identification (such as a driver’s license), or
- a current utility bill (e.g., electricity, water, natural gas), bank statement, government check, paycheck or government document that shows your name and address

*Choice of Political Party ...*

A political party is a group of people who have similar views about the role of government. The United States has two major political parties: the Democratic Party and the Republican Party (also referred to as the GOP, Government of the People). To learn about these parties, visit <https://www.democrats.org/about/our-party> and <https://www.gop.com/platform/>. In advance of general elections (elections in which government representatives are elected), political parties hold a *primary election, caucus, or convention* to decide who will become the party candidate (or nominee) for the upcoming national, state, and local elections. (For example, in the 2012 primary elections, Republicans elected Mitt Romney to be the Republican candidate for president, and Democrats elected Barack Obama to be the Democratic candidate for president.)



In some States, you must register with a party if you want to take part in that party's primary election or caucus. If you want to register with a party, list that party name in the appropriate place on your voter registration form. If you do not want to register with a party, write "no party" or leave the Choice of Party response blank. If you do not register with a political party, some states will not permit you to vote in the party primary elections; however, you can still vote in general elections.

*Polling Place (Where You Vote) ...*

Your polling place is the location at which you vote on election day. You will be assigned to a polling place based on the home address you enter on your voter registration form. If you are unsure of the address of your polling place, you can obtain this information by contacting your State or local election office. Links to State election offices may be found at [http://www.eac.gov/voter\\_resources/contact\\_your\\_state.aspx](http://www.eac.gov/voter_resources/contact_your_state.aspx).

**Step 2: Learn the Dates of Upcoming Elections**

The date on which you may vote depends on whether the election is a local, state, or national election. Elections for national government offices, such as president and vice

president, senators, and congressional representatives, take place in even-numbered years (e.g., 2010, 2012, 2014, etc.). The next set of national elections will take place in 2016.

Before the national general election, each state will hold a primary election or caucus to elect party candidates (i.e., Democratic and Republican party nominees). The date of your state’s primary election or caucus is determined by your state.

To learn the date of the primary election or caucus in your state, visit:  
<http://www.uspresidentialelectionnews.com/2016-presidential-primary-schedule-calendar/2016-new-hampshire-primary/>.

After all states have held a primary election or caucus and each political party (e.g., Democratic, Republican) has selected their nominees for the national general election, the national general election is held in November. The national general election is always held on the Tuesday following the first Monday of November.

The next national general election will be held on November 8, 2016.

Upcoming Election Dates	
Primary Election or Caucus	Dates for each state may be found at <a href="http://bit.ly/1G0snT9">http://bit.ly/1G0snT9</a>
National General Election	November 8, 2016

**Step 3: Become an Informed Voter**

*Collect information on issues and candidates ...*

In order to decide how you wish to vote in governmental elections, it helps to collect information about the candidates who are running for office (i.e., the people who want to represent you in lawmaking) and the current political issues that affect you. Ways to collect information might include:

- Learning who is currently representing you (e.g., the current president and vice president and your U.S. senators, U.S. Congressional representatives, state senators and representatives, city mayor, and town council members).

- Contacting your current representatives and ask them questions about issues that are important to you
- Reading online and / or print newspapers and look for articles on candidates and election issues
- Learning about the candidates in the upcoming election who are asking for your vote
- Watch or listening to candidate debates on TV when they are televised or online after the debate
- Discussing community issues that concern you with trusted family members, friends, and other voters

### *Reflect on your own values ...*

As you collect information, reflect on how what you are learning about the candidates and election issues fits with your personal values (i.e., what you believe is fair, just, efficient, and wise). Think about which candidates seem to share your values and what issues are most important to you.

### *Make voting decisions before election day...*

As the election approaches, make decisions in advance of the election about where you stand on the election issues, which issues are most important to you, and the candidates you feel will best represent your voice (i.e., opinions and values) in lawmaking. Try to decide which candidates you wish to elect and how you wish to vote on the issues before you arrive at your polling place on election day.

### **Step 4: Vote!**

On the day of your state's primary election or caucus (identified in Step 2) and on the date of the national general election (November 8, 2016), arrive at your polling place (identified in Step 1) during its hours of operation. You may be required to provide proof of identification in order to cast your vote, so consider bringing proof of identification with you. Polling places are staffed by poll workers who guide voters through the voting process. Upon arrival at your polling place, follow directions provided by the poll workers. Feel free to ask questions about any directions you do not understand. If you are eligible for accommodations under the ADA (e.g., curbside voting, large-type ballots), ask the poll workers to provide you with necessary accommodations. When directed by a poll worker, submit your vote. It's that simple!

## Respect and Confidentiality Issues

Voting decisions are personal decisions. Many people prefer to keep their voting decisions private and do not share this information with others. You, too, may decide you prefer to keep your voting decisions private. If so, when someone asks you how you voted, simply let them know you prefer not to share this information.

Different voters have diverse opinions and views, and the democratic system of government values every citizen's voice in lawmaking, regardless of how different those voices may be. When others do choose to share their voting decisions with you, it is important to respect their right to their opinions and views, especially if these opinions and views differ from your own. There are no right or wrong votes.

### Next Steps ...

After you vote, you can continue to influence and participate in governmental decision making and lawmaking in many ways, including:

- Continue to stay informed on issues that impact you and your community and on new candidates who seek to represent you in the future
- Communicate with your current representatives (e.g., your U.S. senators, U.S. Congressional representatives, state senators and representatives, city mayor, and town council members) and let them know where you stand on issues that impact you and your community
- Consider volunteering to work for a governmental representative, perhaps one who represents you or one who shares your views and opinions
- Keep asking yourself if you feel your elected officials are doing a good job representing your voice
- If you are not happy with the progress your government is making or with your candidate options, consider running for office yourself!

## About the Author

**Mary Ann Gorman** is an educational consultant specializing in design of accessible learning environments and curricula and in development of educational programs to promote and facilitate inclusion and student leadership in their educational planning. She received her doctorate in special education and disability studies from The George Washington University and holds a master's degree in secondary special education and transition. She has taught and coached students with disabilities ranging from 9-22 years of age, written an online Universal Design for Learning training module for university instructors, and developed *My Life ... My Future*, a program to facilitate student participation in their IEP meetings.

## Resources

### General Resources for Individuals with Disabilities

National Center for Learning Disabilities

<http://www.nclld.org>

### Disability and Postsecondary Education

Association for Higher Education and Disability (AHEAD)

[www.ahead.org](http://www.ahead.org)

Think College, Institute for Community Inclusion

[www.thinkcollege.net](http://www.thinkcollege.net)

### Disability Rights and Advocacy

National Council on Independent Living

[www.ncil.org](http://www.ncil.org)

National Disability Rights Network

[www.ndrn.org](http://www.ndrn.org)

TASH

[www.tash.org](http://www.tash.org)

### Voter Assistance

United States Election Assistance Commission

<http://www.eac.gov>

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# Transition Headliners

## **Work Early, Work Often Video Campaign**

*Source: Youth Transitions Collaborative*

The Youth Transitions Collaborative is a powerful community of more than 45 organizations that share a common mission: to empower young people with disabilities as they enter adulthood and the world of work. Bringing together the collective resources of regional and national organizations, the Collaborative focuses on transitions related services, research, best practices and projects to help young people with disabilities build paths to independence. The latest resource from the Collaborative is "Work Early, Work Often," a video-based campaign that highlights the importance of work and work-based experiences in an individual's transition to adulthood, particularly for young adults with disabilities. Three storylines, each focusing on a different subject and narrative, reflect perspectives from key audiences that are part of the transition journey. To watch the videos individually or as a series, visit [www.thenytc.org](http://www.thenytc.org) or [www.youtube.com/thenytc](http://www.youtube.com/thenytc).

## **NCWD/Youth Releases Youth Transition Resource**

*Source: Office of Disability Employment Policy (ODEP) News Brief*

The National Collaborative on Workforce and Disability for Youth (NCWD/Youth) released ["Hitting the Open Road after High School: How to Choose Your Own Adventure to Success!"](#) This brief helps youth think about their options and plan ahead for pursuits after high school, focusing on questions that are relevant to youth. Teams of youth on NCWD/Youth's Youth Action Council on Transition (YouthACT) and their adult partners co-wrote "Hitting the Open Road." YouthACT is a national initiative to get more youth with disabilities and their allies involved as leaders who partner with adults and supporting organizations to improve opportunities for youth to succeed in life.

## **State Department Launches Employment #WithoutLimits Social Media Campaign**

*Source: Office of Disability Employment Policy (ODEP) News Brief*

The State Department is launching the Employment #WithoutLimits social media campaign to highlight the contributions of workers with disabilities and to advocate that people with

disabilities can and should be employed on an equal basis with others. Everyone is invited to participate in the campaign. The Employment *#WithoutLimits* campaign will feature photos of individuals with visible and invisible disabilities holding signs that state their name, their disability, and their job — for example, "I am Ann. I am a wheelchair user. I am a sports diplomat." Each day throughout the month of October, Special Advisor for International Disability Rights Judy Heumann will release one new photo with a short caption describing the photo and the individual's story on social media. Please keep in mind that the concept of disability is broad, and can encompass people with physical, mental, sensory, learning, developmental, and cognitive disabilities, as well as a range of conditions, including HIV, diabetes, epilepsy, and more. Employment *#WithoutLimits* encourages people with a diverse range of disabilities to participate and to help combat disability-related stigma in employment.

## **25 Leaders Inducted Into Susan M. Daniels Disability Mentoring Hall of Fame**

Twenty-five leaders and mentors were inducted into the Susan M. Daniels Disability Mentoring Hall of Fame at the USBLN Conference in Austin, Texas. Several of the leaders and mentors recognized are members of the Youth Transitions Collaborative. The National Disability Mentoring Coalition (NDMC) is a new organization with 18 member organizations working to increase the awareness, quality, and impact of mentoring for individuals across the nation. To learn more about the NDMC and the 25 leaders honored, please read this article written by Genelle Thomas: <http://bit.ly/1Oi5Mbc>.

## **Navigating College**

The Autistic Self-Advocacy Network (ASAN), in 2013, released a handbook called *Navigating College* written by and for students on the autism spectrum. As high school students begin planning and thinking ahead towards college, this can be a useful resource for them! To download the handbook, go [here](#).

# Conference, Webinar and Forum Opportunities

**October 13, 2015**

## **Career and Health Transitions Webinar**

The Youth Transitions Collaborative, in partnership with the Office of Disability Employment Policy (ODEP) and Maternal and Child Health Bureau (MCHB) Center for Health Transition Improvement (Got Transition) will host an educational webinar entitled "Career and Health Transitions: Take Charge of Planning and Managing Your Own Health and Career Goals." During this webinar, the Youth Transition Collaborative, Got Transition, and the ODEP-funded National Collaborative on Workforce and Disability for Youth (NCWD/Youth) at the Institute for Educational Leadership will share guidance, tools, and resources on the importance of career and health transition planning. The target audience is youth and young adults, including those

with disabilities and chronic health conditions; their families; and youth service professionals, including health care providers, workforce professionals, policymakers, and other adults working directly with youth. The webinar will be held **October 13, 2:00-3:00 PM EST**, and will be captioned, recorded and archived. Presentation materials will be available for download the day of the webinar. If additional accommodations are needed, please contact Jessica Queener at [jqueener@cscn.org](mailto:jqueener@cscn.org).

**October 15, 2015**

## **National Virtual Career Fair**

The DC Metro Business Leadership Network is hosting a National Virtual Career Fair for college students, graduates, veterans, young professionals, and job seekers with disabilities on Thursday, October 15, 2015, 12-4 p.m. To register, please visit this link:

<https://www.brazenconnect.com/event/dcbln-careerfair-oct>.

**October 21, 2015****Technology and Work: Improving Employment Outcomes for People with Disabilities**

This webcast will focus on the potential role of technology to enhance employment for people with disabilities in two ways – job and career path opportunities, and the creation of technology-based tools for facilitating productivity in select job tasks, including access to workplace communication channels. Representatives from Cornell University, private and government organizations in the technology sector, and related global non-governmental organizations will discuss initiatives to increase employment opportunities for individuals with disabilities in the technology sector, and to increase technology accommodation innovations affording access to the workplace. The program will be hosted by Susanne Bruyère, director of ILR's K. Lisa Yang and Hock E. Tan Employment and Disability Institute, and Linda Barrington, the ILR School's associate dean for outreach and sponsored research. To register, go [here](#). The webcast will take place on **Wednesday, October 21, 12:00-1:00 p.m. (EST)**. It is a free webcast and will be closed-captioned.

**October 21, 2015****Disability Mentoring Day at Transportation Security Administration**

The American Association of People with Disabilities (AAPD) and the Transportation Security Administration (TSA) invite you to attend a half-day mentoring program on **Wednesday, October 21, 2015**. The program will take place at **TSA Headquarters, 701 South 12th Street, Arlington, Virginia**, from **9:00 a.m. to 1:00 p.m.**

TSA is part of the U.S. Department of Homeland Security and its mission is to protect the Nation's transportation systems and ensure the freedom of travelers and commerce. College students, recent graduates, and law students with disabilities interested in careers in government are encouraged to participate in this program. Students with backgrounds or majors in the following are particularly encouraged to attend: Finance, Acquisitions, Human Resources, IT/Computer Science, Engineering, Public Affairs, and Criminal Justice. This half-day mentoring program will give participants an opportunity to connect with TSA employees through mentoring sessions and learn about working at TSA. Participants must provide their own transportation. TSA is located at the Pentagon City Metro stop by either the Blue or Yellow line. **To register, please submit your resume and any accommodations you will need to participate to [DMD@aapd.com](mailto:DMD@aapd.com).**

**October 21, 2015**  
**2015 DC Disability Mentoring Days**

The District of Columbia Developmental Disabilities Council (DDC) and the Office of Disability Rights (ODR) cordially invite college and high school students with disabilities to participate in the 2015 Disability Mentoring Days program with the District of Columbia Government. The DDC and ODR are proud to coordinate this nationally recognized event that takes place on **October 21, 2015** to commemorate National Disability Employment Awareness Month. The American Association of People with Disabilities (AAPD) is the national sponsor of the event and we partner with AAPD to coordinate the event in Washington, DC. AAPD is a national, cross-disability membership organization promoting political and economic empowerment for all people with disabilities. For more information about AAPD, please visit their web site at <http://www.aapd.com/>. If you have additional questions, please feel free to contact the DDC Executive Director Mathew McCollough (202-727-6744; [mathew.mccollough@dc.gov](mailto:mathew.mccollough@dc.gov)) or ODR Public Affairs Specialist Kali Wasenko (202-481-3881; [kali.wasenko@dc.gov](mailto:kali.wasenko@dc.gov)). In order to make the appropriate arrangements for this opportunity, a Disability Mentoring Day Student Mentee Application needs to be completed and submitted by **Monday, October 5, 2015**.

**November 5-7, 2015**  
**19<sup>th</sup> International Conference: Division on Career Development and Transition (CEC)**  
**Portland, Oregon**

This year's theme is "Blazing New Trails in Transition." This conference provides opportunities to share research and field based expertise in transition assessment, family partnership, postsecondary education, employment, self-determination and many more. To learn more, please visit: <http://community.cec.sped.org/dcdt/dcdt-conferences>.

**December 4-6, 2015**  
**The 40<sup>th</sup> TASH Conference**  
**Portland, Oregon**

This year's theme, "Celebrating 40 Years of Progressive Leadership," acknowledges TASH's 40 years of generating change within the disability community and anticipates a brighter, more inclusive future for people with disabilities in all aspects of life. Each year, the TASH Conference impacts the disability field by connecting attendees to innovative information and resources, facilitating connections between stakeholders within the disability movement, and helping attendees reignite their passion for an inclusive world. To register, please visit: <http://member.tash.org/?2015PBISWebinar#http://tash.org/PBISFall2015>.

**January 27 to February 17, 2016****PBIS: Creating School Cultures Where all Students Thrive: A Webinar Series for Education Leaders**

This four part series will provide education leaders with an understanding of the philosophy, evidence base and approaches involved in PBIS and Trauma Informed Practices; how these two different approaches intersect and complement each other; and why they are both needed to adequately support all students. This will run on Wednesdays, from 4:00-5:00 pm, Eastern time, from January 27th to February 17th 2016. Learn more and to register, please visit this [link](#).

**February 15-18, 2016****The 53<sup>rd</sup> LDA Annual International Conference  
Orlando, Florida**

The Learning Disabilities Association of America (LDA) will hold its annual conference on February 15-18, 2016 at the World Center Marriot in Orlando, Florida. LDA's mission is to create opportunities for success for all individuals affected by learning disabilities and to reduce the incidence of learning disabilities in future generations. LDA believes everyone can succeed at school, at work, in relationships, and in the community given the right opportunities and supports as needed. Registration begins in Mid-September 2015. For more information, please visit this [link](#).

**March 17 & 18, 2016****Illinois/Iowa Chapter of Association on Higher Education and Disability  
(ILLOWA AHEAD)**

ILLOWA AHEAD is accepting conference proposals for their biennial conference scheduled **March 17 & 18, 2016** at the Hilton Garden Inn in Champaign, Illinois. The conference theme is "Connecting Visions for the Future". A discounted registration fee will be offered to conference presenters. Interested presenters should submit their proposal online at <https://illinois.edu/fb/sec/1738243>. The deadline to submit a completed proposal is **5 PM on Friday, November 20, 2015**. If you have additional questions, please contact the ILLOWA AHEAD board at [illowa.ahead@gmail.com](mailto:illowa.ahead@gmail.com).

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

## Partner Spotlight

Our partner spotlight for the month of October and November 2015 is [District of Columbia Public Schools' Competitive Employment Opportunities Program \(CEO Program\)](#). The CEO provides high school age students with disabilities the opportunity to connect with professional mentors who work in a range of competitive occupations. CEO mentors expose students to the world of competitive employment and help guide students through the career exploration process. Learn more about them at <http://dcpsceo.com>. The CEO program is featured on our site at this link: <http://bit.ly/1KU0dM9>.

## Information Requested for the HEATH Resource Center Directory

The HEATH Resource Center is updating its directory to ensure we have current information that can serve as a resource for parents, students, and practitioners. If you would like to be part of the directory, please provide your information at this [link](#). We appreciate your help in this endeavor!

## Follow the National Youth Transitions Center Facebook and Twitter Page!

The National Youth Transitions Center officially has a Facebook page that can be found this [link](#). If you or your organization has a Facebook account, please "Like" the NYTC page. The NYTC also has a Twitter account that be found [here](#). 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 Facebook and Twitter Page!

The HEATH Resource Center at the National Youth Transitions Center has a Facebook page that can be found [here](#). We also have a Twitter account that can be found [here](#). Please check out both of our social media sites for the latest updates, resources, and scholarship information for students with disabilities!! Please “Like” our Facebook page and “Follow” us on Twitter!

## Educational Opportunities at The George Washington University

### Transition Special Education Distance Education Certificate Program

The George Washington University offers a 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 this [link](#).

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 this [link](#). For more information about the program, please email Dr. Michael Ward at [mjward@gwu.edu](mailto:mjward@gwu.edu).

## 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.

Already a licensed teacher? Become a recognized brain injury professional by completing the Master's Degree in two years! Professionals interested in the content may also apply for the 15-Credit Graduate Certificate Program, all 5 courses are offered through distance learning! For more information on the ABI focus, please contact Theresa Sacchi Armstrong at [tjsacchi@gwu.edu](mailto:tjsacchi@gwu.edu). **Deadline: Rolling Admissions.**

# Money, Money, Money! Who's got the money?

## **HEATH NYTC 2015-2016 Financial Aid Publication**

The Heath Resource Center released its 2015-2016 *Planning Ahead: Financial Aid for Students with Disabilities*. 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. The publication can be found at this [link](#).

## **2015-16 Do You Need Money for College? 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 this [link](#). In Spanish, please go to this [link](#).

## **ASAN Autistic Scholars Fellowship**

ASAN will award 3 to 5 autistic students with a \$5,000 tuition scholarship to create systems change on their college campuses. Applications are due by **November 15, 2015**. To learn more and apply, please go to: <http://autisticadvocacy.org/2015/07/announcing-the-asan-autistic-scholars-fellowship/>

## **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)

## NCWD/Youth Blog

Frances Vhay, Program Associate at the Institute for Educational Leadership's Center for Workforce Development, authored a blog on "[Health Care Transition: What Do Youth Need to Know?](#)" focused on youth planning and managing their health and wellness as they transition into their careers. The blog highlights a resource recently published by the [Youth Transitions Collaborative](#), the [Maternal and Child Health Bureau's Center for Health Care Transition Improvement \(Got Transition\)](#), and the Office of Disability Employment Policy, with assistance from NCWD/Youth, [The Transition QuickGuide: Take Charge of Planning and Managing Your Own Health and Career Goals](#).

## PACER's National Parent Center on Transition and Employment

[From PACER](#) - The road to adulthood for youth with disabilities is filled with opportunity, and parents play a key role. PACER's National Parent Center on Transition and Employment is ready with the information families want, presented in a way that families can use.

PACER's National Parent Center on Transition and Employment provides relevant information and resources to parents, youth, and professionals through a variety of services:

- A new, cutting-edge website that inspires, educates, and engages families around transition.
- Technical assistance and training to professionals on best practices for engaging families, including those who are underserved.
- In-person and online workshops for parents on youth on topics such as assistive technology, postsecondary supports, and finding work in the community.

To learn more about this website, please visit: <http://www.pacer.org/transition/>

## **Disability.gov Offers Information Guides on Disability Benefits, Programs, and Services**

Disability.gov has developed a series of [14 guides](#) about topics such as [disability benefits](#), [housing assistance](#), [job training programs](#), and [financial help for families with low incomes](#).

Other guides cover services that promote independence for people with disabilities such as [home health care](#), [programs for caregivers](#), [assistive technology](#), and more. Each guide begins with a series of “quick links” that answer many frequently asked questions. [Disability.gov's](#) Guides to Information & Resources also connect you to information about local organizations that offer programs and services that promote the inclusion and full participation of people with disabilities in their communities. To learn more, visit [Disability.gov](#).

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## ***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.