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NETWORK

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MESSAGE FROM THE PRESIDENT



I'm so glad you are a DCDT member! It was great to meet many of you at the 2011 International DCDT Conference in Kansas City. More than 500 participants attended a stellar conference that inspired and informed, and it also helped raise critical revenue to maintain the fiscal health of our organization. Your involvement and ongoing commitment to DCDT is vital to us! The importance of DCDT to our membership is reflected by the stability of our members; while we aren't the largest division of CEC, we are one of the most stable, with few members leaving the organization.

I'd like to think that DCDT is only as strong as the national board, and I hope you'd agree that our committees have done outstanding work across several areas. Our Membership Committee has developed a state subdivision guidance manual, so if you are currently leading a state subdivision or are interested in starting up (or revitalizing an existing) subdivision, be sure to get in touch with your regional representative or the board liaison to that committee, **Audrey Trainor**.

While space does not allow me to brag about all of our awesome board members, I would like to highlight our newly appointed members. **Michelle Doty** from Idaho is the new Parent Representative. I know she is looking for members who would be interested in working with her on issues related to parent engagement in transition. **Judy Imperatore** from Connecticut is the Transition Assessment/Vocational Evaluation Representative who has been working closely with a great group of

members interested in this topic. Our newest appointment to the board, **Matthew Shapiro** from Virginia, is our Young Adult Representative. This position is co-sponsored by the IDEA Partnership, to whom we are very grateful. He is going to be actively involved in supporting our emerging collaboration with the Association of Youth Leadership Forums. If you are interested in any of these important issues, be sure to get in touch with these outstanding representatives!

If you are wondering how you get in touch with all of these folks, as well as other active members of the Board, just check out the DCDT website (www.dcdt.org). **Ryan Kellems** from Oregon is the newly appointed webmaster, and he has been busy keeping up with all of the new activity and resources on our site. Take advantage of the members-only section and visit the site often for up-to-date information. We've recently posted information about the **2012 Regional DCDT Conference in Denver, Colorado**. This is our third regional conference, and they differ from our international conferences by allowing DCDT Board members to present effective practices on critical issues and practices impacting transition that have a regional focus. So, plan on making a trip to Denver!

I want to thank you for allowing me to serve as president of DCDT. I look forward to continue working with you to enhance transition services for all individuals with disabilities. Please let me know if you have any great new ideas for DCDT!

Sincerely,
Mary Morningstar
mmorningstar@ku.edu



The Division on Career Development and Transition
Regional Conference
Presents...

Transition...Reaching New Altitudes

October 25-26, 2012

Marriott Denver City Center

Denver, Colorado

Registration opens on May 1, 2012

Make your hotel reservations early – Group Rate: \$169.00 (plus tax)

Marriott Denver City Center
1701 California Street
Denver, Colorado 80202

Reservations Toll Free: 1-800-266-9432
Reservations Local Phone: 1-506-474-2009

Reservation Code: Division on Career Development and Transition (DCDT)

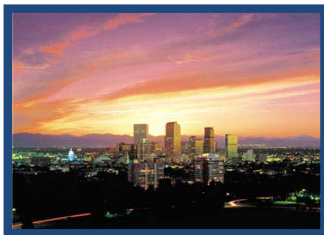
Book online at: https://resweb.passkey.com/Resweb.do?mode=welcome_ei_new&eventID=8226627

For Conference Information, Contact:

Dr. Cindi Nixon

cnixon@fmarion.edu

www.dcdt.org



NEWS FROM THE PUBLICATIONS COMMITTEE

Jim Martin, *Publications Chair*

The DCDT Publications Committee is in the process of developing new series of **DCDT Fast Facts** for practitioners based on NSTTAC's Evidence-Based Predictors of Post-School Success. A Fast Fact will be created for each predictor and will include the following sections:

- brief description of the predictor,
- application for teachers,
- application for administrators,
- application for families, and
- where to go for additional information.

The first Fast Fact on Self-Determination is available here on the DCDT website (<http://www.dcdt.org/publications>).

NAME CHANGE FOR DCDT JOURNAL

David W. Test and Bob Algozzine, *Co-Editors*

We are pleased to announce that DCDT's journal will have a new name in May. It will be called *Career Development and Transition for Exceptional Individuals*. While it may seem minor, we the co-editors, the DCDT Board, and the Publications Committee believe that adding the term *Transition* to the title will clarify the purpose of the journal and tie it more closely to the mission of our Division. We would like to thank the current and past DCDT Board members who helped with the change, as well as Hammill Institute staff for their assistance with the process. Finally, while the name has changed, the content will continue to reflect the best our field has to offer. In fact, here is a sneak preview of the next issue (35:1) due out in May:

- **Expanding Transition to Serve Students with Invisible Chronic Illness** (*Jeanne B. Repetto, Susan Chauncey Horkey, Angela Miney, John Reiss, Arwa Saidi, Lisa Wolcott, Pablo Saldana, & Jennifer M. Jaress*)
- **High-Poverty Youth: Self-Determination and Involvement in Educational Planning** (*Barbara H. Washington, Carolyn Hughes, & Joseph Casey Cosgriff*)
- **Employability Skills Valued by Employers as Important for Entry-Level Employees With and Without Disabilities** (*Song Ju, Dalun Zhang, & Jacqueline Pacha*)
- **Individual Skill Predictors of the School- and Career-Related Adjustment of Adolescents with Disabilities** (*Christopher J. Pinkney, Christopher J. Murray, & John R. Lind*)
- **Community Conversations: A Tool for Expanding and Connecting Opportunities for Employment for Adolescents with Disabilities** (*Audrey A. Trainor, Erik W. Carter, Beth Swedeen, & Kelly J. Pickett*)

Postsecondary Disability Training Institute

The 24th annual Postsecondary Disability Training Institute (PTI) will be held from June 12 through June 16, 2012, at the Sheraton Society Hill in Philadelphia, Pennsylvania. PTI is sponsored by the Center on Postsecondary Education and Disability at the University of Connecticut. The Institute features a range of strands, single sessions, and poster sessions presenting cutting-edge information about disability services in postsecondary education. More information, including the program and registration materials, can be found at the website (www.pti.uconn.edu).

TRANSITION ASSESSMENT & VOCATIONAL EVALUATION COMMITTEE NEWS



Judy Imperatore, TAVEC Chair

The Transition Assessment and Vocational Evaluation Committee (TAVEC) was originally formed in April of 2010 to illuminate the critical importance of transition assessment in relation to transition planning and IDEA mandates for the field. The committee identified several key training issues and substantial definition and process needs to be recognized and developed in order for assessment practice to flourish and meet the demands of school personnel and practitioners. Updating the DCDT's highly referenced position paper on transition assessment and vocational evaluation, written in 1997 by Deb Neubert, Pamela Leconte, and Patricia Sitlington, became a focus and one of the best ways to utilize the talents of committee members. After expeditious work by the entire committee—and the generosity of Pam and Deb—we look forward to reviewing a first draft in February.

TAVEC currently has 21 individuals as members, ranging from practitioners to college instructors to transition specialists and consultants. DCDT is so pleased to have among those committee participants three amazing members of VECAP—**Ashley McFall, Marsha Legg, and Fran Smith**—to share critical and expert perspectives. One goal of TAVEC is to raise awareness of best practices and the multiple benefits of comprehensive assessment, but of equal importance is forging close, collaborative relationships with VECAP and other associated agencies and organizations connected to transition practices. With the position paper well underway, the committee members have agreed to utilize their talents and skills to develop various fact sheets on transition for publication some time this summer. Topics will include the who, what, where, when, and way of transition assessment and vocational evaluation. Practitioner applications, as well as realistic practices for teachers and school personnel, will be an interesting focus.

This hard-working group is always open to new members who are willing to share their expertise on assessment and bring the realities of the everyday into focus to advance the field. Please email me (judeee77@comcast.net) if you interested in learning more about the work of this committee.

MEMBERSHIP COMMITTEE UPDATE

Eric Roberts, Audrey Trainor, and Catherine H. Fowler

The Membership Committee developed a survey to learn what services members and nonmembers who attend conferences use, like, and want from DCDDT. The committee recognizes that our members and conference participants are an essential link in improving transition for youth with disabilities. Responses came from 394 DCDDT members and 169 non-members.

Conferences are a major undertaking of DCDDT and align with the organization's mission to reach out to transition professionals, promote evidence-based practices in transition education, and advocate on behalf of youth with disabilities. Conferences also allow the organization to ensure that our communities of practice are connected and informed. Close to half (41%) of all respondents attend DCDDT conferences, with 28% engaging as presenters.

Personal connections, whether at DCDDT/CEC national conferences or state conferences, are another way DCDDT works to strengthen networks across communities of professionals, families, and people with disabilities. Most DCDDT members who responded to the survey have met a national (61%) or state (59%) DCDDT leader, and 51% have been in leadership positions or are interested in participating in DCDDT leadership. As might be expected, nonmember respondents experienced these connections at lower rates: 35% met national leaders, 34% met state leaders, and 25% have been or are interested in leadership positions. In fact, 59% of respondents indicated they have strengthened their professional local network through DCDDT.

Electronic communication, another aspect of the organization's efforts to enhance and strengthen our connec-

tions among stakeholders in transition, also may be effective. Slightly more than half (52% of respondents) read the DCDDT e-blasts and 39% read the newsletters at every opportunity. Approximately half (48%) of respondents visit DCDDT's website, and 38% of member respondents access the members-only information.

Our **professional journal, *Career Development for Exceptional Individuals***, also continues to maintain an important role in members' efforts to stay informed about practices and related research. Nearly all member respondents (93%) read the journal sometimes or at every opportunity, compared to 40% of non-members. The journal is one of the member benefits included in annual member fees.

The DCDDT membership committee appreciates the time that all respondents took to answer our survey! All members of the committee contributed to the survey design, implementation, and analysis. As an enticement, we offered prizes through a random drawing for those who registered. The winner of the first-place drawing will receive \$100 off registration for DCDDT Denver in fall 2012, the second-place winner will receive a \$50 gift certificate to Brookes Publishing. Also, 10 runner-ups will each receive a copy of the DCDDT cookbook. We are in the process of contacting winners personally to distribute prizes.

We will continue to synthesize these results and identify improvements to DCDDT to better reach the transition communities and strengthen our collective efforts to improve transition for youth with disabilities. We look forward to continue to serve your transition and career education needs and provide you the resources that will help you move the field forward and your students into the future.

GOVERNMENT RELATIONS COMMITTEE UPDATE



Lymon Dukes, Chair

The DCDDT Government Relations Committee would like to inform the membership that members of the staff of Senator Tom Harkin have indicated they are thinking about introducing a bill on transition in July, around the anniversary of the ADA. They have not started writing anything and

are at the very beginning of the process. It thus would be wise for us to get in on the ground floor and share any recommendations we have. At this time, it appears the thinking is still very broad.

Additionally, I would like our membership to be aware that Senator Harkin's staff is going to be exploring this topic; if you are contacted by the staff, please let me know. Also, please forward any recommendations that you as a DCDDT member have on this potential transition initiative so I can forward this communication to CEC, which will then coordinate to ensure we have a unified response and also communicate them to the senator and his staff. If you have recommendations, please forward them to me (ldukes@mail.usf.edu). CEC hopes that a hearing will be held on the topic, and we would love a CEC expert to be a witness. Nothing is definite, meaning the situation may change; however, it is wise to be prepared.

HUMAN RIGHTS & CULTURAL DIVERSITY COMMITTEE UPDATE



Chauncey Goff, Chair

Merriam-Webster's online dictionary defines *useful* as (a) capable of being put to use; especially serviceable for an end or purpose; and (b) of a valuable or productive kind. As chair, I would like to relate a story I hope stresses the significance of being useful and the need for the HRCD to be more useful to DCDT's overall vision. While attending one of my son's basketball games, the coach's wife intimated that she believed the team had a useless player. I found the comment uninvited and cruel, yet intriguing. I inquired about the comment, to which she explained that the player added nothing to the team and in many ways disrupted many of the processes necessary to produce a winning team. She then asked, what could be worse than being useless? As HRCD chair in my second term, I once again found myself pondering usefulness and uselessness when Audrey Trainor asked how we could make the HRCD more useful. With these ponderings and a renewed commitment from committee members, the HRCD's theme now is fixed on being as useful as possible to as many as possible in our efforts to ensure that all students have equal access to quality transition services.

At DCDT's 2011 Kansas City conference, the HRCD continued to be useful as we conducted our second DCDT strand, *Diversity and Multicultural Approaches to Transition*. Through it, we sought to disseminate an understanding of diversity's impacts on transitioning students to adulthood. The strand received enthusiastic, positive feedback. Our committee—**Tiana Povenmire-Kirk, Patricia Aldridge, Rebekka Jez, Ozalle Toms, Sharon Kolb, Zachary Walker, Angela Prince, Tracey Nix, Katie Stein, Nidal Kazimi, Leena Landmark, and Ryan Kellems**—met to discuss this theme of *usefulness* and identified three purposes designed to

influence thought and action. As a result, our goals for 2012 are to

- critically analyze the HRCD's current mission statement to ensure it articulates the committee's true purpose
- develop a more useful HRCD webpage
- develop an HRCD membership list
- develop a strand for DCDT Denver

We have developed various work groups to accomplish these goals.

Our efforts to be more useful were quickly met when Denver's DCDT planning committee requested a strand dedicated to contemporary diversity issues in transition planning and DCDT's commitment that the HRCD would develop it. Facilitated by Dr. Tracy Nix and Dr. Sharon Kolb, the strand will encompass culturally responsive transition planning and social relations and the transition planning process. The structure will include an introduction and sessions dedicated to better understanding efforts needed to ensure the equal access of all students to quality transition services, such as (a) self-determination's universality, (b) fairness and access versus equality, (c) family involvement, (d) research and practice, (e) language, translation, and immigration, (f) faith-based organizations' role in transition planning, and (g) identity. During lunch, we will meet for a *community conversation*, which this year will center on a provocative reading to be found in your DCDT bag. The strand will conclude with a session dedicated to practicality and ensuring that educators exit with strategies to be used in their daily transition efforts.

To assist in all our efforts, we have developed a Wiki, and we cordially invite interested parties to join our nationwide collaborative efforts. To do so, please contact me (**Chauncey.goff@mail.wvu.edu**).

PROMOTE MEMBERSHIP IN DCDT

One of the best ways to promote membership in DCDT is to encourage a friend or colleague to join. Try these strategies to build our membership:

- Share an issue of the journal and newsletter with a friend (enclose membership information from our Web site).
- Add DCDT membership information to your hand-out packets for workshops and conference presentations.
- In your presentations, add a slide promoting DCDT.
- Create DCDT stickers that include our Web site (<http://www.dcdt.org>).

REGIONAL & CHAPTER NEWS

Southeast Region

Catherine Fowler, *SE Regional Representative*

The Southeast chapters are kicking off 2012! Here are a few updates.

Florida DCDT will host its spring conference, “Visions XIX–212 Degrees: Making the Difference in Transition,” **May 2–4, 2012**, at the Renaissance Tampa International Plaza Hotel in Tampa.

North Carolina DCDT will also host its spring conference **May 2–4, 2012**, at the Embassy Suites in Greensboro. Wonderful content will be shared throughout the conference, and an important vote will be held on amendments to the NC-DCDT bylaws and constitution at the business meeting during the conference. See the chapter website (www.ncdcdt.org) for updates.

South Carolina DCDT hosted a successful conference in Myrtle Beach in November 2011. Participants engaged in good discussions regarding developing membership and networks for information sharing across the state.

Virginia DCDT’s 2012 Transition Forum theme is “Technology for Transition: Making the Connection.” For more information about this March 12–14 event, visit the Forum website (www.virginiatransitionforum.org). With partner VACTE-SND, VA-DCDT will co-sponsor a Forum social, and in partnership with the Virginia Department of Education will also sponsor a pre-conference session, “Improving Transition Outcomes with Evidence-based Prac-

tices,” at the Forum. Session presenter is Dr. Dawn Rowe, project coordinator for the National Post-School Outcomes Center.

The Virginia Department of Education’s *I’m Determined* project will hold its sixth annual Youth Summit this summer, **June 10–12**, on the campus of James Madison University. Youth from across Virginia will meet to identify ways to become better advocates and lead more self-determined lives. Learn more about the project and Youth Summit at the project’s website (www.imdetermined.org).

Northeast Region

Stelios Gragoudas, *NE Regional Representative*

This has been an exciting time for the northeast region. In December 2011, the **Connecticut chapter** held its first annual workshop on transition assessment, which was so well attended that it was over capacity! The event also assisted the subdivision in attracting new members to DCDT. The **New York chapter** is planning its first transition conference, to be held **April 24–25**. For more information please visit the website (<http://www.ilr.cornell.edu/edi/nydcdt>). The **Illinois/Wisconsin subdivision** is also planning a conference, which will focus on postsecondary options for youth with intellectual disabilities. The newly formed **Massachusetts chapter** has established a board that is working hard to increase membership. If you are interested in joining, please contact me (Stelios.gragoudas@umb.edu).

Thinking About Getting Your Doctorate?



The special education program in the **University of Connecticut Neag School of Education** was recently awarded a 5-year doctoral leadership grant (Project Nexus) through the Office for Special Education Programs. They are currently recruiting a limited number of talented individuals to participate in the grant and to work towards a PhD in special education with a focus on literacy, behavior supports, or postsecondary transition. Selected individuals will receive a complete fellowship that will cover tuition, a monthly stipend, paid travel opportunities, and other expenses. As noted, a limited number of fellowships are available and review of applications for the fall 2012 semester will begin over the next few weeks. To learn more, interested applicants can contact one of the project co-directors:

Mike Coyne (*Literacy*; michael.coyne@uconn.edu)

Joseph Madaus (*Postsecondary Transition*; joseph.madaus@uconn.edu)

George Sugai (*Behavior Supports*; george.sugai@uconn.edu)

NEWLY ELECTED DCDT OFFICERS

DCDT is pleased to announce its newly elected officers.

Vice President: Joseph Madaus



Dr. Joseph Madaus is an associate professor in the Department of Educational Psychology and Director of the Center on Postsecondary Education and Disability in the Neag School of Education at the University of Connecticut. He has served on the DCDT Board for the past three years as a Representative Assembly member to the

Council for Exceptional Children. He is the founder and a past-president of the Connecticut DCDT, and in that role, facilitated the DCDT Regional Conference in Mystic, Connecticut, serving as the chair of the local arrangements committee and assisting in the program development. He will serve as vice president and continue to serve as president-elect, president, and past president over the next 4 years.

Treasurer: Darlene Unger



Dr. Darlene Unger is an associate professor of special education and director of doctoral studies in education at DePaul University. She has been a member of the DCDT since 1997 and has served as the treasurer since 2007. She will continue this role for the next 3 years.

Secretary: Kendra L. Williams-Diehm



Dr. Kendra Williams-Diehm is an assistant professor in the Special Education Program at the University of Oklahoma. She is a longtime member of the DCDT and has served as secretary for the past 3 years. She will continue in this role in the next 3 years.

Northwest Regional Representative: Stelios Gragoudas



Dr. Stel Gragoudas is a youth development and self-determination specialist. He has served on the DCDT board for the past 3 years as the Northeast Regional Representative and will continue in this role in the next 3 years.

Northwest Regional Representative: Dawn A. Rowe



Dr. Dawn A. Rowe is the project coordinator for the National Post-School Outcomes Center, a collaborative effort between the Technical Assistance and Consulting Service (TACS) and the Secondary Special Education and Transition Unit (SSET) at the University of Oregon. She has been a DCDT member for 8 years and has been actively involved with the DCDT as a member of three committees. She will serve as the Northwest Regional Representative for the next 3 years.

NEWS FROM **nsttac**

On January 1, 2012, the National Secondary Transition Technical Assistance Center (NSTTAC) began its new cycle of funding with a grant from the U.S. Department of Education's Office of Special Education Programs (OSEP; CFDA No. 84.326J11001). The grant is funded through December 31, 2014, to provide technical assistance (TA) and disseminate information to state education agencies, local education authorities, schools, and other stakeholders to:

- implement and scale up evidence-based practices leading to improved academic and functional achievement for students with disabilities, preparing them for college or other postsecondary education and training and the workforce);
- implement policies, procedures, and practices to facilitate and increase participation of students with disabilities in programs and initiatives designed to ensure college- and career-readiness; and
- achieve 100% compliance with IDEA, Part B Indicator 13 (I-13).

States are currently applying to be selected as one of five states to receive intensive technical assistance beginning in March 2012. Five additional states will be identified for intensive TA in 2013 and again in 2014. NSTTAC is preparing to co-host the annual **Capacity Building**

(News from NSTTAC, continued from page 7)

Institute for state interdisciplinary teams. Co-hosts are the IDEA Partnership at NASDE's Community of Practice on Transition, the National Dropout Prevention Center for Students with Disabilities, and the National Post-School Outcomes Center. The Institute will run from Tuesday, May 8, through Thursday, May 10, in Charlotte, North Carolina. Participants should register as part of a state team at the website (<http://stspi-2012.tadnet.org>). At the same location on May 7, the IDEA Partnership's CoP on Transition AND the Technical Assistance on Transition and the Rehabilitation Act (TATRA) Project, funded by the Rehabilitation Services Administration (RSA), will host separate meetings.

Finally, NSTTAC will continue to support and engage in the IDEA Partnership's Community of Practice on Transition, which includes discussions and resources on college and career readiness, mental health and transitions, collaborative systems, and OSEP's Exiting Community of Practice. In addition, NSTTAC has begun hosting two new communities of practice: (a) the NLTS2 Data Analysis Community of Practice co-hosted by NSTTAC and the DCDT Research Committee (contact **David Test** [dwtest@uncc.edu] for more information) and (b) the Professional Development Evaluation CoP (contact **June Gothberg** [june.gothberg@wmich.edu] for more information).



PARENT VOICE



Michelle Doty, *Parent Representative*

I want to share information about an exciting transition event held in Idaho, my home state, for young adults as well as their parents and the professionals who work with them. My hope is that learning about this training opportunity may spark an idea

for replication in your own state.

The **Tools for Life: Secondary Transition and Technology Fair** is held every March in Idaho and is designed to help students with disabilities succeed as they move into the adult world after high school. Tools for Life is for anyone who has an interest in supporting individuals with disabilities as they transition to postsecondary life. This includes secondary educators, postsecondary educators, special educators, therapists, counselors, service providers, job developers, other rehabilitation specialists, and especially high school students with disabilities and their families.

Throughout the two-day event, regional and national experts present on issues related to secondary transition and assistive technology. Typically, more than 500 attendees come from all over the state, and over half are students hoping to learn more about how to better prepare for life after high school. The conference rotates locations around the state, allowing students to attend closer to home.

During this eighth annual event, students will attend sessions on financial literacy, self-advocacy, college preparation, and an array of other transition-related sessions. A pizza so-

cial and dance is held on the first night of the event, with live music provided by my own son, Chase, a young man with disabilities who has a passion for music.

College mentors are recruited from local colleges to provide support to the high school students in attendance as well as to gain knowledge and skills from the professional development sessions. I believe these pre-service educators will learn aspects of transition planning so they will be better prepared to support their own students in the future. Most of the college mentors are pre-service educators attending the Lewis-Clark State College teacher preparation program. I am an associate professor in this program, and my students learn so much from attending the Tools for Life conference.

If you would like more information about this conference go to the website (www.idahoat.org). Perhaps you can share this opportunity with your state transition professionals in hopes of replicating something similar in your own state or community.

As the new DCDT Parent Representative, I am still learning what my role will be to help bring you resources and successful stories about transition. If you are attending the CEC conference this April in Denver, please come to the Family Involvement meeting on Thursday, April 12, at 10:00 a.m. I would love to hear how I might assist you with supports and resources surrounding your young adult's transition journey. You can share what is happening in your state as well. Let's get the word out to others. I look forward to meeting you in Denver. I can be contacted via email (mddoty@lsc.edu).