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## MESSAGE FROM THE PRESIDENT



In the world of postsecondary transition we are experiencing a true paradox. On one hand, times are tough. The transition to both employment and postsecondary education for young adults with disabilities is challenged by our slow-

growth economy. Young people with disabilities are hard pressed to find jobs. According to the Bureau of Labor Statistics, unemployment for people with disabilities is on the rise, reaching nearly 14% at the beginning of this year (<http://www.bls.gov/news.release/empsit.nr0.htm>). For those individuals transitioning to college, concerns about being able to repay student loans are surely foremost on the minds of students and parents alike as they wonder whether they will be either under- or unemployed after graduation.

On the other hand, times are promising. The transition to adulthood is one emphasis in the forthcoming reauthorization of the Elementary and Secondary Education Act, known as No Child Left Behind for the better part of the last decade. The President's "blueprint" for this reauthorization emphasizes transition for all youth, outlining standards for career and college preparation (<http://www2.ed.gov/policy/elsec/leg/blueprint/publicationtoc.html>). Many researchers, practitioners, family members, and individuals with disabilities are hopeful that the expanded focus on, and increased priority for, transition education for the entire student population at both the middle and high school levels will benefit the comparatively well-established special education transition education efforts.

Both the not-so-good and the good news point to our opportunity as a field to continue to lead educational efforts to ready young people to meet the challenges of adulthood. Both also

emphasize the importance of inclusive practices and collaboration across groups of youth. Working together has become increasingly important in the context of common goals and shared resources.

One of the ways DCDT rises to meet these challenges is by serving our membership. We continue to publish transition research through our journal, *Career Development and Transition for Exceptional Individuals*, via the Fast Fact documents on our website, and in this newsletter. We are excited to share our knowledge base developed for, by, and with transition teachers, researchers, other professionals, and families and individuals with disabilities at the upcoming 2013 San Antonio CEC conference, as well as at the next International DCDT conference to be held this year in November in Williamsburg, Virginia. Check the CEC program for our strands of research presentations. Also, don't forget to register early for our DCDT Williamsburg conference, November 14–16, 2013!

- CEC program website ([http://www.cec.sped.org/Professional-Development/Annual-Convention/Sessions-and-Workshops?sc\\_lang=en](http://www.cec.sped.org/Professional-Development/Annual-Convention/Sessions-and-Workshops?sc_lang=en))
- DCDT Williamsburg Conference website (<http://www.dcdt.org/2013/01/dcdt-2013-conference-williamsburg-info/>)

Finally, we recognize that DCDT is made of members who are essential to transition. Don't hesitate to join us at our reception at CEC to let us know how we are doing in meeting the needs of individuals with disabilities and the people who serve them.

Sincerely,  
Audrey A. Trainor  
[aatrainor@wisc.edu](mailto:aatrainor@wisc.edu)

## REGIONAL & STATE SUBDIVISION NEWS

### Northwest Region

**Dawn Rowe**, *NW Regional Representative*  
[drowe3@uoregon.edu](mailto:drowe3@uoregon.edu)

Great things happening in the Northwest!

#### Alaska DCDT

Alaska hosted the 22nd annual **Alaska Statewide Special Education Conference** on February 2–8. The conference included several sessions that highlighted evidence-based practices in secondary transition (e.g., visual schedules, person-centered planning). Visit their website for more information (<http://www.assec.org>).

Also, new resources related to secondary transition are located on the Alaska Department of Labor website (<http://www.labor.state.ak.us/dvr/vrprogram.htm#tran>). They include a three-minute video on moving from school to work as well as the *Alaska Youth Transition Handbook* designed to help DVR staff, teachers, students, and their families with planning and implementing transition services. For more information, contact **Arthur Arnold** ([Art.Arnold@alaska.gov](mailto:Art.Arnold@alaska.gov)).

#### Oregon DCDT

There is a lot going on in Oregon: Oregon DCDT co-hosted the annual **Youth Transition Program Conference** with the Center on Brain Injury Research and Training (CBIRT), the Medicare Infrastructure Grant (MIG), the Oregon Masonic Charitable Foundation (OMCF), Vocational Rehabilitation (VR), and University of Oregon. Also, the **Oregon Association of Vocational Special Needs held its annual conference** in Hood River on February 21–23. The agenda included examining post-school outcomes data, implementing evidence-based practices in secondary transition, conducting transition assessment, and other secondary transition topics.

At the University of Oregon, graduate students **Marcus Poppen**, MA, **James Sinclair**, MA, and **Kara Hirano**, MEd are investigating the relationships among disability, mental health, and transition. Utilizing survey and focus group methodologies with a national sample of special education teachers and transition specialists, these students hope to provide new insight into the unique barriers and supports for transition-age youth with disabilities and mental health issues. Please watch for an email containing a link to their survey, which is expected to be distributed in late February or early March.

### Southwest Region

**Lori Peterson**, *SW Regional Representative*  
[Lori.Peterson@unco.edu](mailto:Lori.Peterson@unco.edu)

#### Oklahoma DCDT

The **Oklahoma** subdivision of DCDT presented on March 6 at the state **Governor's Conference on Developmental Disabilities**. The session consisted of four sections: Who Is DCDT, Early Transition Planning and Why It's Important, Staying in High School Longer Than the Traditional Four

Years, and Think College. They are also hosting an information table at the 2013 Oklahoma CEC Conference and plan to host education meetings during the year. The Oklahoma DCDT chapter is proud to be involved with the annual **Oklahoma Transition Institute**. If you would like to get involved with Oklahoma DCDT, please contact Marcie Stickney ([Marcie.L.Stickney-1@ou.edu](mailto:Marcie.L.Stickney-1@ou.edu)).

### Southeast Region

**Catherine Fowler**, *SE Regional Representative*  
[chfowler@uncc.edu](mailto:chfowler@uncc.edu)

State divisions are “a buzz” in the southeast!

#### Virginia DCDT

VA DCDT is moving forward with its application for tax-exempt status. In addition, it will host the **DCDT International Conference** November 14–16, 2013, in Williamsburg. VA DCDT is immersed in planning with the CEC Board to make sure that all participants receive true Virginian hospitality during their stay in Williamsburg. The **State Transition Forum** will be held in March 2013 and Virginia DCDT is always well represented on the state planning team. Finally, the following awards were given by VA DCDT: 2012 Transition Student of the Year to **Tori Saylor** during the Youth Summit at James Madison University and 2012 Transition Leader to **John McNaught** during the Summer Institute.

#### North Carolina DCDT

NC DCDT is busy preparing for its annual conference to be held April 24–26, 2013, in Greensboro. Part of that preparation includes accepting and reviewing applications for awards to (a) a practitioner (Light House Award) and (b) an employer, recognizing individuals or companies who make a positive impact on the transitions of youth with disabilities in the state. In addition, NC DCDT funds eight grants across the state to improve secondary education and transition services.

#### Georgia DCDT

GA DCDT is reviving! They have elected new officers and held a membership meeting at the state's CEC Conference on February 22 in Macon to “breathe new life” into the subdivision. We're glad GA DCDT is back!

#### Maryland DCDT

Members of DCDT in Maryland are working to re-establish a subdivision. The MD DCDT members held a meeting via conference call on February 13, 2013, to reactivate their subdivision. There has been a positive response, and excitement is already building. Leading the re-start is **Dr. Cherise Hunter**, a social service research analyst in the Division on Policy and Planning, U.S. Department of Labor Office of Disability Employment Policy. If you are interested in getting involved, contact her via email ([hunter.cherise@gmail.com](mailto:hunter.cherise@gmail.com)).

## GOVERNMENT RELATIONS COMMITTEE UPDATE



**Lymon Dukes III, Chair**  
ldukes@mail.usf.edu

### Why Public Policy Matters

The world of public policy can be perceived as a separate world from the everyday lives of teachers, students, researchers, and practitioners. Public policy often seems (and may very well be) complicated, convoluted, and fraught with loopholes and compliance issues, thus leading us to believe that policy cannot be impacted; however, this is far from the case. At its core, the ability to influence public policy is the strongest arm of the systems change mechanisms available to us at the local, state, and federal levels. We know our policy history: IDEA, ADA, WIA, and ESEA. These laws have positively affected the lives of people with disabilities, and these changes in school and workplace practice were led by people like you and me.

While these mandates have wide-reaching effects, they do not always (at least as we see it in our everyday lives) result in the outcomes we might prefer. However, there is a bottom line to public systems. Policy determines the services that are mandated. Those that are mandated are the services that are funded. And, ultimately, those that are funded are the ones that impact people.

In spite of our significant progress, today's education and vocational rehabilitation systems are still grappling with significant issues.

- How do we best educate and train the teachers of tomorrow?
- How do we know if a teacher is effective?
- What proposals should be made regarding students who have mental health diagnoses?

- What percentage of time should students with disabilities be taught separately from their peers who do not have disabilities, thus being excluded from the general education curriculum?
- Should public dollars continue to be spent on transition services that involve job skills training and employment in settings where only people with disabilities work and where they sometimes earn far less than minimum wage?

These are all important and widely debated questions, but hardly the only issues on the table in our field today.

Several exciting efforts in transition public policy are currently underway. Legislation known as the **TEAM Acts** has been proposed that addresses transition-planning needs at the school, state, and vocational rehabilitation levels. **Employment First** legislation has been passed in several states, and **federal guidelines** have been developed identifying integrated employment as the preferred outcome for individuals with disabilities. Expanding postsecondary opportunities for students with intellectual disabilities has gained a foothold as a policy issue.

Is one or more of these a critically important issue for you? What changes would you like to see in the world of education and transition services for students with disabilities? Whatever it is, take some time to review the policies that drive current practice. If policy does not exist, find out if legislation has been proposed to address your important issue. Become involved at the local, state, and federal levels by contacting your legislators via e-mail, phone, or in person. If this is not something you've done in the past, both DCDT and CEC have resources available to guide you through the process (see the links at the end of this article). At times, we

*(Continued on page 7)*

## PARENTS' CORNER



**Michelle Doty, Parent Representative**  
mddoty@lcs.edu

Did you know that the DCDT website contains resources for parents regarding transition services? As a parent, I know that it can sometimes be overwhelming to face the transition experience, so I want to share a great tool with you. The DCDT Publications Committee has provided a **Fast Fact Sheet**, "Parental Involvement." You can access this Fast Fact in its entirety—as well as others—

through the Publications Link on the website (<http://www.dcdt.org>). The Parental Involvement Fast Fact will help you create a roadmap for a successful transition journey.

As the Parent Representative for DCDT, I want to bring you resources and successful stories about transition. If you are attending the CEC conference this April in San Antonio, Texas, please come to the Family Involvement meeting on Thursday, April 4, at 11:00 a.m. I would love to hear how I might assist you with supports and resources surrounding your young adult's transition journey.

## NEWS FROM **nsttac**

NSTTAC has several new resources available on its website:

The **Youth to Work Coalition** provides resources that link employers and schools to create work-based learning experiences (WBLE) for students with disabilities. NSTTAC is facilitating this coalition of leaders in career education, transition education, youth/adult service professions, business, advocacy for youth and family members of youth with disabilities, and research from across the country. The group has reviewed and coordinated information for multiple audiences (families, students, businesses, schools, service professionals) to develop, strengthen, or participate in work-based learning experiences. To view and use these wonderful resources visit the Youth to Work Coalition tab at NSTTAC's website (<http://www.nsttac.org/ytw>). Be sure you are on NSTTAC's list serv (e-mail [nsttacmail@uncc.edu](mailto:nsttacmail@uncc.edu) to sign up), so that you can get future information regarding webinars on these resources.

Through its ongoing review of correlational research, NSTTAC identified a 17th predictor: Parent Expectations are correlated with positive postschool outcomes for both postsecondary education and employment. To view the updated information, go to this webpage (<http://www.nsttac.org/content/predictor-resources>). Also, if you are interested in the research being conducted using the National Longitudinal Transition Study 2 (NLTS2) data set, you may

contact **David Test** ([dwtest@uncc.edu](mailto:dwtest@uncc.edu)) about participating in the NLTS2 Community of Practice (CoP).

Through presentations in the field and comments from practitioners and researchers, NSTTAC has continued to update a table of the **Common Core State Standards in English Language Arts and Math**, aligned with transition-focused instruction and activities. At the CCSS Think Tank (<http://www.nsttac.org/content/ccss-transition-think-tank>) ideas may be suggested via the comments box. Ideas will be reviewed by experts in language arts and math, and then added to the table. Please help NSTTAC build this important resource for the field.

Finally, the **IDEA Partnership's CoP on Transition, the National Post-School Outcomes Center (NPSO)**, and NSTTAC are co-hosting a series of webinars on integrated employment for youth and young adults with intellectual disability. The topics and content are being developed through work across states and organizations as a result of discussions begun at the 2012 Capacity Building Institute. The three webinars will be offered (and archived) in February, March, and April. Look at "What's New" ([www.nsttac.org](http://www.nsttac.org)) for details.




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## HUMAN RIGHTS & CULTURAL DIVERSITY COMMITTEE UPDATE



**Chauncey Goff**, *Chair*  
[blackselfdetermination@gmail.com](mailto:blackselfdetermination@gmail.com)

Now that I am in my second term as chair of the Human Rights and Cultural Diversity Committee, looking back I must admit that the past couple years have been a flurry of activity centered on a committee composed of

members dedicated to meeting four goals:

1. critically analyzing and adjusting our mission to ensure that it most reflects who we are as a committee;
2. upgrading our DCDT webpage to make it (a) more reflective of who we are and, thus, (b) more useful;
3. increasing our membership and developing a membership list, which we have posted to our DCDT webpage; and
4. conducting the Culturally Responsive Transition Planning session at DCDT's regional conference held in Denver, Colorado.

In all, the HRCDC became more useful. For more information about our activities, please visit our webpage (<http://www.dcdt.org/committees/human-rights>).

For the upcoming year, we will meet on Thursday, April 4, 2013, from 1:00 to 2:00 pm at **CEC's 2013 Convention and Expo** in San Antonio, Texas. Among other tasks, we will develop goals for the upcoming year. Please join us to be part of these efforts and to collaborate, research, and be a source of outreach as outlined in our newly fashioned mission statement, which reads as follows:

*To guarantee that all youth with exceptionalities from culturally, linguistically, and economically diverse backgrounds receive and are provided appropriate career development and transition services.*

Finally, another practice we have implemented to provide HRCDC members a greater voice and promote outreach is to encourage HRCDC members to share their thoughts on our webpage. Check out our webpage (<http://www.dcdt.org/committees/human-rights>) to read a recent thoughtful piece by Vince Harper, and consider sharing your views.

## TRANSITION ASSESSMENT & VOCATIONAL EVALUATION (TAVE) COMMITTEE UPDATE



**Judy Imperatore, Chair**  
[jude77@att.net](mailto:jude77@att.net)

With 24 other amazing professionals, we are charged with developing partnerships with other impassioned organizations on transition assessment, creating ways in which to disseminate information about

TAVE and to contribute focus on the issues de jour regarding practice, definition, and advancement.

This past year the committee sought to revisit DCDT's 1997 position paper on transition assessment. Authored by **Pam Leconte** and **Debra Neubert**, the updated paper describes current definitions of transition assessment, discusses functional vocational evaluation, identifies resources and competencies for individuals conducting assessment, and offers methods and sensible guidelines. Look for it to be pub-

lished in a future issue of *Career Development and Transition for Exceptional Individuals*.

Responding to the needs of practitioners is a primary focus of our committee. We recognize that providing transition assessment and vocational evaluation can be a daunting task that requires synthesis of data using multidisciplinary perspectives. To assist practitioners in the field, our committee is working on a variety of resources, including a training guide that will be edited by **Gary Greene** and **Paul Wehman**. To distinguish the guide, each contributing author has been partnered with a practitioner in the field to shed light on the day-to-day realities of doing this work. In addition, committee member **Kathryn J. Tucker** from Texas Tech University is developing a DCDT Fast Fact on TAVE. We hope to provide additional training materials on the DCDT website in the near future. If you have a desire for more knowledge or would like to share a thought on TAVE, please send me an email.

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## RESEARCH COMMITTEE UPDATE



**Erik W. Carter, Chair**  
[erik.carter@vanderbilt.edu](mailto:erik.carter@vanderbilt.edu)

Since 1976, members of DCDT have made steady and substantial contributions to policy and practice through their scholarly work. From early program evaluations and follow-along studies to recent efficacy studies and qualitative inquiries,

researchers within this division have continuously carried out compelling work that has shaped what we know about what works best for promoting successful transition for youth with disabilities. The empirical legacy of the division continues to be quite compelling.

The Research Committee was established to "identify and formulate procedures to study and/or promote the resolution of research problems and issues as they relate to the career development and transition of exceptional individuals." In other words, we are charged with fostering rigorous, relevant research on issues that matter in the lives of young people with disabilities and their families. Moreover, we are committed to identifying effective ways of extending the reach of transition research so that it truly penetrates everyday practice in schools across the country. If you are interested in partnering with us in this important work, we encourage you to join us for our next committee meeting on April 4, from 2 to 4 pm at the CEC conference in San Antonio, Texas.

In the meantime, we want to highlight three avenues for showcasing the continued contributions of DCDT to the

field of secondary transition. First, we encourage you to read the spring issue of our flagship journal, *Career Development and Transition for Exceptional Individuals* (CDTEI; <http://cde.sagepub.com>). A special issue (described in this newsletter) celebrates 35 years of the journal, offering reflections on past pursuits and recommendations for where the field might go next. We encourage DCDT members to submit their very best work to the journal and join in this important work.

Second, DCDT is committed to recognizing and supporting the work of future scholars in the field. To this end, we strongly encourage graduate students to submit proposals for poster presentations in consideration for the **Pat Sitlington Emerging Researcher Award** (see this issue of the newsletter for more information).

Third, DCDT also recognizes annually the research of a scholar who has contributed to more positive outcomes for transition-age youth and to the field of transition through a body of research in transition. Nominations are now open for the **Patricia L. Sitlington Research in Transition Award**, named in honor of Patricia Sitlington, a DCDT past-president who contributed significantly to knowledge in the field through research. If you are a subscriber to CDTEI, you can read more about Pat and her commitment to our field (<http://cde.sagepub.com/content/32/2/67.full.pdf>)

The Research Committee welcomes your input, ideas, and involvement as it carries out its work. For more information, contact me via email ([erik.carter@vanderbilt.edu](mailto:erik.carter@vanderbilt.edu)).

## NEWS FROM CAREER DEVELOPMENT AND TRANSITION FOR EXCEPTIONAL INDIVIDUALS



**David Test**, *Journal Co-Editor*  
[dwttest@uncc.edu](mailto:dwttest@uncc.edu)

The first issue of *Career Development and Transition for Exceptional Individuals* for 2013 will be a special issue titled “Reflecting on the Past, Present, and Future of CDTEI.” This special issue was conceptualized by **Joe Madaus**, **Lyman Dukes**, and **Erik Carter**, who

also served as the special issue editors.

In spring of 1978, the first issue of the journal then known as *Career Development for Exceptional Individuals* was published. It contained four full-length articles that provided an overview of the field, addressed testing and measurement, outlined methods to promote career development among elementary school students, and described a program fostering career development among children of U.S. armed services personnel in Germany. The issue also featured a series of short articles providing overviews of various initiatives across the United States, an overview of articles published in other journals, and a review of books related to career development. Although no data-based studies were included in that issue, research was not altogether absent. The new DCD Research Committee issued a call for abstracts describing ongoing research projects. Thirty-five years later, that once fledgling

publication is now the leading journal in our field. This issue celebrates the 35th anniversary of the journal by providing a collection of articles will enable you to gaze into the journal’s rearview mirror while also looking through the window toward transition’s future. Appearing will be following articles:

- “Thirty-Five Years of Transition Topics: A Review of CDTEI Issues From 1978–2012” (Madaus, Gelbar, Dukes, Faggella-Luby, Lalor, & Kowitt)
- “Methodological Trends in Secondary Education and Transition Research: Looking Backward and Moving Forward” (Carter, Brock, Bottema, Bartholomew, Boehm, & Cease-Cook)
- “An Assessment of Publication Productivity in Career Development and Transition for Exceptional Individuals: 1978–2012” (Unger & Rumrill)
- “Reflections on the Past and Thoughts About the Future of the Transition Field” (Bullis)
- “Poverty and Disability: Addressing the Challenge of Inequality” (Hughes)
- “Student Engagement and Leadership of the Transition Planning Process” (Martin & Williams-Diehm)
- “Transition to Postsecondary Education: A Call for Evidence-Based Practice” (Shaw & Dukes)
- “Transition from School to Work: Where Are We and Where Do We Need to Go?” (Wehman)

### PROPOSALS SOUGHT FOR EMERGING RESEARCHER AWARD



The Division on Career Development and Transition (DCDT) invites graduate students to submit proposals for poster presentations in consideration for the **Pat Sitlington Emerging Researcher Award**.

Selected students in master’s and doctoral-degree programs will have an opportunity to present their research project to experienced researchers in the field of transition education. Also, an expert panel of judges will evaluate the presentations to select an overall winner, who will receive a \$250 prize, and award second and third places to poster session participants. Selected participants must present their projects during the President’s Reception at the **17th**

**DCDT International Conference in Williamsburg, Virginia**, which will be held **November 14–16, 2013**.

Interested graduate students should submit their proposal to DCDT; follow all the online submission program guidelines and choose Student Research as the submission type.

**Submissions deadline: April 12, 2013.**

Visit the DCDT website ([www.dcdt.org](http://www.dcdt.org)) to view poster guidelines and for more conference information. If you have any questions or need additional information about the awards, please email either:

**Eric Roberts** ([eric.roberts@tamu.edu](mailto:eric.roberts@tamu.edu))

or

**Cynthia Allen Nixon** ([cnixon@fmarion.edu](mailto:cnixon@fmarion.edu))

**Government Relations**, *continued from page 3*

all feel powerless to create change beyond the scope of our daily work. Often, we are just barely keeping up with our personal and professional responsibilities and are reluctant to take on anything else. Public policy is part of the democratic process, and we can and should all participate to the fullest degree possible. DCDT is making a commitment to help. Future articles will feature current transition policy activities

and trends. Stay tuned and you can look forward to hearing more about transition public policy from DCDT.

**Council for Exceptional Children Policy and Advocacy Page:**

[http://www.cec.sped.org/Policy-and-Advocacy?sc\\_lang=en](http://www.cec.sped.org/Policy-and-Advocacy?sc_lang=en)

**DCDT Government Relations Page:**

<http://www.dcdt.org/committees/government-relations>

## *The 17th DCDT International Conference*

### Leaders for Life: No Limits.... No Boundaries

November 14–16, 2013

*Williamsburg, Virginia*

#### *Proposals*

- ✦ *Call for Proposals* is now open. Proposals are due **April 12, 2013**.
- ✦ *Guidelines for Proposal Submissions*: go to [www.dcdt.org](http://www.dcdt.org)
- ✦ *To Submit a Proposal* for the 17th DCDT International Conference go to:  
<http://tinyurl.com/dcdt2013>

#### *Conference Location & Hotel Reservations:*



*Williamsburg Lodge*, 310 South England Street, Williamsburg, VA 23185.

- ✦ **Online Hotel Reservations:** <https://resweb.passkey.com/go/23190>
- ✦ **Reservations by Phone:** 1-800-261-9530. Please use the booking ID 23190.
- ✦ **Room Rates:** \$149 - Standard \$169 - Deluxe

## 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>).