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MESSAGE FROM THE PRESIDENT



It is both a pleasure and an honor to write this introduction welcoming our membership to the latest edition of the *DCDT Network* newsletter. I would like to take this opportunity to thank every member

for his or her continued support of DCDT and our mission. Together we can sustain the hard work that began several decades ago when our division was formed with and for youth and young adults with disabilities as they transition into adulthood. In my role as Vice President, my attention for the past year has been focused on membership. During these tough economic times, professional organizations have seen their numbers dwindle. Our division, however, has been able to maintain a strong core of more than 1,600 members, as well as its financial security. This ensures our place as a vibrant organization, the 7th largest of CEC's 17 divisions, for decades to come.

At the national and regional levels, the DCDT leaders have worked very hard to maintain relevancy in our members' lives by developing conference programs, publications, and web-based resources that provide technical support for professionals, families, and individuals with disabilities who are in the midst of transition. The national Membership Committee, composed of the Regional Representatives and Executive Board Members, has begun a campaign, **It's Your DCDT**, to encourage our membership to get involved at local, regional, and national levels to increase our potential for outreach and advocacy in the field. The campaign was kicked off by a member survey, the results of which were published

in the spring 2012 newsletter. Our website has been refreshed and contains a plethora of new content. A big thanks to **Webmaster Ryan Kellems!** We continue to develop policy briefs, Fast Facts, and other quick-guide resources to keep everyone up to date on legislative and organizational changes pertinent to transition, as requested by many members via the survey.

Moving forward, I would like to welcome two newly appointed members to the DCDT Board: **Erik W. Carter** and **Ron Tamura**. Erik will join us as Chair of Research, replacing Renee Cameto, who has served two full terms in this capacity. Ron will join us as one of two DCDT Representative Assembly members to CEC, replacing Joseph Madaus, who is our current Vice President-Elect. We are thrilled to have our two new appointees and we are especially grateful for the work that Renee and Joe have tirelessly done on behalf of our organization and members.

In other efforts, **Lyman Dukes**, Chair of Government Relations, has met with staff from Senator Harkin's office (D-IA) to seek information about new transition education and employment legislation. We also have a forthcoming position paper authored by Diane Bassett, Past DCDT President 2000-2001, and colleagues, that addresses the upcoming reauthorization of the Elementary and Secondary Education Act (known as No Child Left Behind).

Please continue to give us feedback, to share our resources, and to encourage everyone to sign up for our free eBlasts. We hope to cultivate new members and to satisfy the members we have.

Sincerely,
Audrey A. Trainor
aatrainor@wisc.edu



NEW GAO REPORT ON TRANSITION CALLS FOR MORE COORDINATION AMONG FEDERAL AGENCIES

In July, the Government Accountability Office released a new report, *Students With Disabilities: Better Federal Coordination Could Lessen Challenges in the Transition From High School* (GAO-12-594). This report indicates that the federal government programs and services intended to help students with disabilities after they leave high school are not well coordinated, making them difficult for students and their families to navigate. Most of these transition services come from the federal departments of Education, Labor, and Health and Human Services, and from the Social Security Administration. The report notes that there is some coordination but little reflection by the agencies on how effectively they work together. The GAO report indicated the following barriers to effective transitions:

- Lack of access to reliable public transportation
- Lack of access to some programs for certain groups of people with disabilities, including people with developmental or cognitive disabilities, mental health disabilities, autism, and learning disabilities.
- Inaccurate information given to some parents
- High schools fail to work with students on transition plans until it's too late or not at all
- Low expectations from parents, agencies providing services, and the students themselves

To read the report go to the GAO website (<http://www.gao.gov/products/GAO-12-594>).

NEWS FROM **nsttac**

The National Secondary Transition Technical Assistance Center will again be hosting its **Mid-Year Check and Connect Cadre Meeting with state teams on the day before the regional DCDT Conference in Denver, Colorado, on October 24, 2012**. The meeting will be co-hosted by the National Post-School Outcomes Center, with participation by the National Dropout Prevention Center for Students with Disabilities. Teams will examine in-depth use of data to develop and measure the impact of their improvement activities in their capacity-building plans and related SPP/APRs. The day will include large-group and small cross-state group work, as well as direct access to TA providers from the three Centers. Any updates regarding the Results Driven Accountability system from OSEP will also be shared during this meeting.

NSTTAC has posted some new and updated resources on its website in recent months. Please view new Annotated Bibliographies focused on transition curricula, comprehensive transition programs, culturally and linguistically diverse youth and transition planning, youth with mental health diagnoses, transition planning for adjudicated youth, and simultaneous instruction of traditional academic and other

transition-focused skills at the Products and Resources tab on NSTTAC's website. In addition, NSTTAC has updated the "101" series, focused on current issues in secondary education for youth with disabilities. These documents are located under "What's New" at NSTTAC's homepage. Finally, DCDT and NSTTAC have collaborated to develop more Fact Sheets on each of the researched predictors of post-school success. These are located on the websites of both organizations: NSTTAC (www.nsttac.org) and DCDT (www.dcdt.org).

NSTTAC will be hosting webinars this fall to garner input into resources that assist teachers—and staff members who support teachers—with professional development that embeds the instruction of transition-focused employment and life skills within traditional academic content of the Common Core State Standards. Also this fall, a new feature on NSTTAC's website will feature career development resources for different audiences through the work of the Youth to Work Coalition. Keep an eye out for announcements about these webinars and resources and plan to participate, engage, and provide NSTTAC with your feedback!



REGIONAL & STATE SUBDIVISION NEWS

Northwest Region

Dawn Rowe, *NW Regional Representative*
drowe3@uoregon.edu



My name is Dawn A. Rowe and I am pleased to represent DCDT's north-west subdivisions. Currently, I am a research associate at the University of Oregon, working as the Project Coordinator for the National Post-School Outcomes Center. As a researcher, my specific areas of interest include evidence-based practices, transition, transition assessment, and parent and family involvement in transition planning. My goal as a researcher is to identify practices that will improve both in-school and post-school outcomes for students with disabilities.

I appreciate everyone's patience during this transition period. Sally Smith has served in this position for some time. We appreciate her hard work and dedication. Good luck to Sally in all her future endeavors. As we move forward, I want to encourage Northwest DCDT subdivisions to contact me regarding exciting news in subdivisions, subdivision updates, questions, or concerns. I appreciate this opportunity to serve you and am looking forward to representing the DCDT Northwest subdivisions in the coming years.

Southeast Region

Catherine Fowler, *SE Regional Representative*
chfowler@uncc.edu

Divisions in the Southeast are busy with professional development and keeping up communication with their members. Here's news from two subdivisions that are growing. Congratulations!

North Carolina DCDT

The officers for North Carolina's DCDT Executive Board 2012–2013 are **President Robin Miller**, **President-Elect Robin Woolard**, **Vice President Freda Lee**, **Secretary Kathleen Miller**, **Treasurer Karen Abourjilie**, and **Membership Chair Casey Peeler**. North Carolina DCDT thanks **Sharon Jackson** for her year of service as president in 2011–2012. NC-DCDT also revised its by-laws at its spring conference in April 2012.

NC-DCDT has recently developed a Facebook group (<http://www.facebook.com/groups/ncdcdt>) and a Facebook page (<http://www.facebook.com/NcDcdt?ref=hl>) to improve communications with its membership.

Virginia DCDT

The DCDT Conference is returning to Virginia. We are excited about hosting the 17th International DCDT Conference in 2013, **Leaders for Life—No Limits . . . No Boundaries**. Plan to join colleagues and friends from across the nation in beautiful Colonial Williamsburg on **November 14–16, 2013**. Mark your calendars now! More information will be available in October.

Virginia's membership continues to grow. Our active state chapter is now at its highest point, with membership topping 113. It's exciting to see that transition remains a priority for so many professionals and family members. Thanks to all our members for making this such a strong chapter.

VA-DCDT held its annual Summer Institute, with a presentation on Virginia's Employment First Initiative and highlights of promising practices. Newly elected officers to Virginia's DCDT Executive Board include **President Mari- anne Moore**, **Vice President Lisa Holland**, and **Secretary Catherine Burzio**.

Northeast Region

Stelios Gragoudas, *NE Regional Representative*
Stelios.gragoudas@umb.edu



The Northeast region had a busy couple of months.

New York DCDT

The New York subdivision held a two-day transition conference in April in Rochester. This conference attracted more than 100 participants. NY-DCDT was also involved in the **Innovations in Transition Conference**, which was held July 31, 2012, in Rochester and was sponsored by the University of Rochester.

Wisconsin/Illinois DCDT

This subdivision is planning two transition forums, one in each state. In addition, the subdivision has finalized plans to "adopt" a Madison Metropolitan School District. In this arrangement, the subdivision will assist teacher education candidates in gaining transition expertise by pairing them with youth in the community who are in need of support during the transition process.

Graduate Students: Attend the DCDT Conference in October!



Eric Roberts, DCDT Student Representative

At the DCDT conference you will find abundant opportunities to increase your knowledge, network, and stimulate your professional growth.

1. Learn about the latest trends in transition and career development, and where there is room for improvement—fantastic for discovering research and dissertation topics.
2. Meet the top dogs in career development and transition, find out about your peers' work, and let others know of your work and who you are—people love to “talk shop,” which is great for networking.

3. Ask the experts for advice, learn of jobs, find service and leadership opportunities, and discover possibilities for research collaboration—all ways to enhance your curriculum vita.

Attend presentations, committee meetings, and the welcome reception. Meet peers and experts while attending the events, walking around at breaks, and during breakfast and lunch. Committee meetings open to all include Publications, Membership, Government Relations, Human Rights and Cultural Diversity, Research, and Vocational Assessment. Presentation strands will address a variety of topics, including culturally responsive transition, transition assessment, self-determination/self-advocacy, parent involvement strategies, college/career readiness, postsecondary education, transition planning, interagency collaboration, and youth leadership.

MEMBERSHIP COMMITTEE UPDATE



Joseph Madaus, Chair

Greetings! My name is Joe Madaus and I'm the new Chair of the Membership Committee for DCDT. My primary goal for the committee is to identify patterns in recent enrollment numbers and, with this, to generate ideas that help us to increase the overall membership of this dynamic organization. Your help is always welcome! Please feel free to contact me (joem@uconn.edu) if you would like to volunteer for the committee, or if you would like to share ideas or insights that might assist our work. I look forward to hearing from you and working with you!

**VISIT YOUR DCDT
WEBSITE!
WWW.DCDT.ORG**

NLTS2 COMMUNITY OF PRACTICE UPDATE

As the final data from the NLTS2 database become available, there is much interest in conducting secondary analyses to determine what in-school activities lead to improved postschool outcomes for all students with disabilities. To help with this process, NSTTAC and SRI have joined forces to host a community of practice (CoP) around the NLTS2 database. The purpose of the CoP is to (a) maintain integrity of the data, (b) ensure data are analyzed appropriately, (c) encourage collaboration among researchers, and (d) avoid duplication of efforts. To date, the NLTS2 CoP has held a variety of teleconferences and webinars concerning various methodological issues, initiated a bibliography of related studies, and formed three active workgroups: Intellectual Disability (coordinated by Renee Cameto), School-Related Variables (coordinated by Karrie Shogren), and Postsecondary Education (coordinated by Lynn Newman). If you are interested in more information or joining, please contact **David Test** (dwtest@uncc.edu) or **Renee Cameto** (renee.cameto@sri.com).



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)

CONFERENCE STRANDS

- ▲ Social Relationships
- ▲ Transition Planning
- ▲ Interagency Collaboration
- ▲ College/Career Readiness
- ▲ Youth Leadership
- ▲ Cultural Responsive Transition
- ▲ Transition Assessment
- ▲ Self-Determination/Self-Advocacy
- ▲ Parent Involvement Strategies

For Conference Information
Contact **Dr. Cindi Nixon**
CNixon@FMARION.EDU

Keynote Speaker: Brad Cohen, Inspirational Educator



As a child with Tourette syndrome, Brad Cohen was ridiculed, beaten, mocked, and shunned. Other children, teachers, and sometimes even family members found it difficult to be around him. His mother's encouragement and his brother's support were key elements that kept him going. College and then job hunting brought new challenges, but he continued to strive toward his goal to be a teacher and was rewarded when he was named Georgia's First Class Teacher of the Year.

Even today Brad is ejected from movie theaters and restaurants. Nothing has stopped him from taking leadership roles in a variety of settings and being a role model for others. This story of personal challenge and unwavering determination proves anyone can make their dreams come true. No one can hear Brad's story and fail to see the power of a positive attitude.

Check out the PRE-CONFERENCE WORKSHOP at the DCDT Regional Conference in Denver, Colorado

Wednesday, October 24, 2012 ▲ Transition . . . Reaching New Altitudes: Interventions That Work

Faculty from Virginia Commonwealth University's Rehabilitation Research and Training Center will share information on interventions and best practices that result in employment for individuals with the most significant disabilities. Topics that will be covered in the preconference session include supported employment, customized employment, self-employment, assistive technology, and positive behavior supports. In addition to the fundamentals of each topic, presenters will share real-life case examples of what happens in the community. Speakers include Dr. Paul Wehman, Jennifer McDonough, Dr. Carol Schall, and Dr. Tony Gentry.

Cost: \$85

**To Register for the Pre-Conference Workshop, contact:
Dr. Cindi Nixon (cnixon@fmarion.edu)**

Do Your Special Education Services Achieve the End Outcomes of IDEA?



**NATIONAL
POST-SCHOOL
OUTCOMES
CENTER**

**Dawn A. Rowe, PhD, Deanne Unruh, PhD, Ryan Kellems, PhD,
Jim Leinen, MS, and Charlotte Y. Alverson, PhD**

*National Post-School Outcomes Center, Department of Special Education and
Transition, University of Oregon*

One of the purposes of the Individuals with Disabilities Education Improvement Act (IDEA; 2004) is to ensure that all children with disabilities have access to a free, appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and to prepare them for *further education, employment, and independent living* (34 C.F.R. §300.1(a)(d)(1)(A)). Included under Part B of IDEA are 20 state indicators for which each state's Department of Education (SEA) must yearly collect data and provide a required report, the Annual Performance Report. These indicators are an accountability measure and can be considered a "blueprint" for state improvement (Western Regional Resource Center, 2007). Indicator 14 (post-school outcomes) is the ultimate outcome measure for whether states have provided youth with disabilities a FAPE that prepares them for further education and employment. This indicator requires states to report the "percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school;
- B. Enrolled in higher education or competitively employed within one year of leaving high school; and
- C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school." (20 U.S.C. § 1416(a)(3)(B))

As a teacher, you may be thinking, "What does this have to do with me?" Or, perhaps you've been involved in your state's data collection efforts for your former students but wonder why. The ultimate purpose of IDEA is to prepare youth for further education, employment, and independent living. States and local districts can use post-school outcomes data collected in each state to measure how well they are meeting the purpose of IDEA and to define what evidence-based predictors and practices—as required by IDEA and the No Child Left Behind (NCLB) Act—need to be implemented in their state or local district to improve outcomes for youth with disabilities. *Evidence-based predictors* are defined as interventions, derived from previous correlational research, that occur while a student is in school and that lead to improved

post-school outcomes (see Note 1). *Evidence-based practices* (EBPs) are classroom and community instructional strategies derived from experimental research and are used to teach youth the knowledge and skills necessary to be successful in adult life (see Note 2).

Knowing what happens to students while they are in high school (i.e., are appropriate EBP and predictors aligned with the needs of students in your district?) and what happens after high school (i.e., Indicator 14: Are students employed or enrolled in post-secondary education?) can assist states and local districts with developing, improving, and/or continuing programs. For example, the South Dakota Department of Education has begun to make these "what happens in school impacts a youth's outcomes out of school" connections at the state level. Using the state's post-school outcomes data (Indicator 14), South Dakota has examined the outcomes for youth who have participated in four statewide programs (Catch the Wave, Youth Leadership Forum, Project Skills, and Self-Advocacy Training; see Note 3). Consistently across multiple years, analyses of post-school outcomes data revealed that youth participating in one or more of these state programs were more likely to be positively engaged (i.e., employed or enrolled in postsecondary education) one year after high school than those youth who did not participate in any of these programs (G. Cooch, personal communication, April 19, 2012). Analyzing Indicator 14 data and linking these data to other in-school experiences (e.g., CTE courses, academic coursework, diploma types) offers opportunities to (a) begin to make inferences about programs and services provided while youth are in school that could be influencing positive postsecondary employment and education outcomes and (b) obtain valuable information for what professional development, technical assistance, policy, or programmatic changes are needed within a state or local district.

How Can Teachers Help in Your State?

Teachers play a critical role in assisting states with collecting post-school outcomes data. Prior to a student leaving high school, the teacher should collect accurate contact information for multiple contacts to increase the opportunity of reaching the student one year post-high school. Using the summary of performance, exit interviews, surveys, or other methods, you can obtain phone numbers of parents and other individuals who could locate the youth (e.g., grandmothers,

older brothers/sisters, foster parents), email addresses, Facebook pages, and so forth, to ensure you can reach each student after high school.

The National Post-School Outcomes Center and SEAs provide several tools and products to assist teachers with marketing their state's post-school outcomes survey (see Note 4). Informing youth and parents about the survey, and the importance of the information collected, is imperative to ensuring a good response rate and thus to obtaining a more accurate understanding of how youth in your state or district are achieving the ultimate end purpose of IDEA. Students and their families should be educated about the survey and how the information obtained is used to improve state and local services provided to students with disabilities. It is important to collect good data with help from local districts; in addition, teachers can play a crucial role in communicating this information to youth and parents.

Ensuring that youth with disabilities are prepared for further education, employment, and independent living requires that states and local districts (a) implement evidence-based practices and predictors as required by IDEA and NCLB and (b) collect and examine post-school outcomes data (i.e., Indicator B-14). For teachers, these data can provide insight concerning which school programs and services have had the most impact on a youth's life after high school. These data are useful in helping teachers refine how they deliver secondary transition services to youth with disabilities. If you want further information for what is happening in your state, contact your SEA transition coordinator or the National Post-School Outcomes Center (drowe3@uoregon.edu). Through the use of these post-school outcomes data, together we can improve

the life outcomes for youth with disabilities in our schools, in states, and across this nation.

Notes

1. See <http://www.nsttac.org/content/predictor-resources> for a list of the predictors.
2. For descriptions of each of the evidence-based practices in secondary transition, see <http://www.nsttac.org/content/evidence-based-practices-secondary-transition>.
3. See <http://www.tslp.org/> for specifics about each program.
4. See http://psocenter.org/content_pages/6 for generic examples or visit your state's Department of Education website for state-specific tools and products.

References

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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>).