

# Resources

Information in this resource section was taken directly from the web sites for each program listed. More specific information can be obtained by contacting the various programs directly.



## **National Center for Education Statistics**

The primary federal program for collecting, analyzing and reporting information related to education in the United States and other nations.

<http://nces.ed.gov/pubs2003/2003164.pdf>  
<http://nces.ed.gov/surveys/SurveyGroups.asp?Group=2>

## **TransCen, Inc.**

The NCES survey program at the postsecondary education level provides statistical information used by planners, policymakers, and educators in addressing a multitude of issues. One major source of this information is the annual Integrated Postsecondary Education Data System (IPEDS) Survey which provides a variety of data on the nation's 9,800 public and private postsecondary institutions. Special studies of students, financial aid, postsecondary faculty, and bachelor's degree recipients, doctoral degree recipients, transcript studies, and various longitudinal studies, complement IPEDS.

**TransCen, Inc.** is a nonprofit organization that, since 1986, has been developing creative and innovative projects in school to work transition, education systems change, and employment for people with disabilities. We were founded and named to be a "**Transition Center,**" convening parties involved in promoting the successful transition of youth with disabilities from school to work and adult life.

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



## **National Standards & Quality Indicators: Transition Toolkit for Systems Improvement**

This Web site offers the contents of NASET's National Standards and Quality Indicators: Transition Toolkit for Systems Improvement. This document contains information and tools to provide a common and shared framework to help school systems and communities identify what youth need in order to achieve successful participation in postsecondary education and training, civic engagement, meaningful employment, and adult life.

<http://www.nasetalliance.org/docs/TransitionToolkit.pdf>



**The Institute for Community Inclusion** at UMass Boston supports the rights of children and adults with disabilities to participate in all aspects of the community. As practitioners, researchers, and teachers, we form partnerships with individuals, families, and communities. Together we advocate for personal choice, self-determination, and social and economic justice.

<http://www.communityinclusion.org>



**Small Business Administration Office (SBA)**

The U.S. Small Business Administration (SBA) was created in 1953 as an independent agency of the federal government to aid, counsel, assist and protect the interests of small business concerns, to preserve free competitive enterprise and to maintain and strengthen the overall economy of our nation. We recognize that small business is critical to our economic recovery and strength, to building America's future, and to helping the United States compete in today's global marketplace. Although SBA has grown and evolved in the years since it was established in 1953, the bottom line mission remains the same. The SBA helps Americans start, build and grow businesses. Through an extensive network of field offices and partnerships with public and private organizations, SBA delivers its services to people throughout the United States, Puerto Rico, the U. S. Virgin Islands and Guam.

<http://www.sba.gov/teens/>



**National Collaborative on Workforce and Disability**

This PowerPoint Presentation provides information on using assessments tools to help facilitate career planning.

[http://www.ncwd-youth.info/assets/staff\\_Presentations/Joe\\_Timmons-Assessment\\_RSA\\_Short\\_Version.ppt](http://www.ncwd-youth.info/assets/staff_Presentations/Joe_Timmons-Assessment_RSA_Short_Version.ppt) (PowerPoint Presentation)

This web site lists various disability specific legislation and the services covered for students with disabilities.

[http://www.ncwd-youth.info/assets/disability\\_legislation/disability\\_legislation.pdf](http://www.ncwd-youth.info/assets/disability_legislation/disability_legislation.pdf)



**The National Longitudinal Study-2**

Information Brief explains the results of a survey sent to parents of students with disabilities to inquire about post-secondary employment outcomes.

[http://www.ncset.org/publications/nlts2/NCSETNLTS2Brief\\_2.2.pdf](http://www.ncset.org/publications/nlts2/NCSETNLTS2Brief_2.2.pdf)



**Funded Parent Resource Centers**

[http://www.taalliance.org/centers/pti\\_list\\_20070228.pdf](http://www.taalliance.org/centers/pti_list_20070228.pdf)

Listing of Summer Pre-College Programs for Students with Disabilities as compiled by the George Washington University and HEATH Resource Center.

[http://www.heath.gwu.edu/PDFs/2007\\_precollege\\_summer\\_programs.pdf](http://www.heath.gwu.edu/PDFs/2007_precollege_summer_programs.pdf)

<http://www.thinkcollege.net/families/index.php?page=schedules>



## Clerc Center at Gallaudet University - Publications on Transition

### Why Student Portfolios?

Portfolios offer the opportunity to observe and document a wide range of student behaviors, skills, and learning over an extended period of time. When combined with our five clearly defined outcomes, they are a powerful tool for analyzing, assessing, and promoting academic progress and personal growth. The portfolio enables the student, educators and families to analyze capabilities, focus on strengths, and develop compensatory strategies for underdeveloped areas, and plan for the future. Portfolios serve as the hub for integrating the diverse experiences students have both in and out of the classroom. Using portfolios, students examine a broad range of their own work, collected over time, to assess their own progress. They then use that information to assist with decision making as they make those crucial choices concerning their future. In this way, students become actively involved in a process of taking responsibility for their own learning and life plan.

<http://clerccenter.gallaudet.edu/Transition/Training.html#docs>

<http://clerccenter.gallaudet.edu/Transition/TravelTrainingDocs/CC-full-manual.pdf>

<http://clerccenter.gallaudet.edu/Priorities/PSG-guide.html>

[http://clerccenter.gallaudet.edu/Transition/VR\\_Gallaudet\\_4pgr.pdf](http://clerccenter.gallaudet.edu/Transition/VR_Gallaudet_4pgr.pdf)

[http://clerccenter.gallaudet.edu/Transition/VR\\_Gallaudet\\_Stringer.pdf](http://clerccenter.gallaudet.edu/Transition/VR_Gallaudet_Stringer.pdf)



The **National Standards and Quality Indicators: Transition Toolkit for Systems Improvement** (herein referred to as the Transition Toolkit) combines the findings of current research on effective schooling, career preparatory experiences, youth development and youth leadership, family involvement, and connecting activities with the expertise of numerous individuals who work in these fields.

The Transition Toolkit can be used to promote planning and continuous improvement for secondary education and transition. State and local communities are encouraged to use these tools to:

- better understand their current operations;
- identify areas of strength, weakness, and opportunity;
- create action for improving and scaling up systems; and
- assess progress.

The Transition Toolkit is an evolving document, requiring continual refinement as we learn more about what all youth need to achieve positive school and post-school results.

Download Toolkit using link below.

<http://www.nasetalliance.org/toolkit/index.htm>



## **The National Collaborative on Workforce and Disability - Guideposts for Success**

Transition from youth to adulthood is an awkward period in life; it presents challenges for almost every young person today. Youth with disabilities, indeed all vulnerable youth, may need extra supports throughout their transition period in order to make informed choices and become self-sufficient adults.

[http://www.ncwd-youth.info/resources\\_&Publications/guideposts/index.html](http://www.ncwd-youth.info/resources_&Publications/guideposts/index.html)



**My Future My Plan** is a curriculum designed to motivate and guide students with disabilities and their families as they begin early transition planning for life after high school. It promotes positive attitudes and self-advocacy, and assists students, parents, and professionals to make the transition planning process more effective. The curriculum package – which may be used in home, school, and community settings – includes a videotape and discussion guide, a workbook for students, and a guide for family members and teachers. All materials are available in English and Spanish.

To preview My Future My Plan materials, visit

<http://www.stateart.com/campaigns/myfuturemyplan/>



## **Student Resources through US Dept. of Education**

This web site contains information specifically for students. The site covers community service options, how to pay for college, information about military service and how to register to vote.

[www.students.gov](http://www.students.gov)



## **Disability Benefits 101**

The School and Work Calculator is for youth with disabilities who are approaching their 18th birthday. This information is invaluable for students who desire to calculate their anticipated expenses and benefits.

[http://www.disabilitybenefits101.org/planning/\(S\(apb5xx5555yt2h3xfn1ttvz0\)\)/y2w\\_start.aspx?screen=start&l=y2w](http://www.disabilitybenefits101.org/planning/(S(apb5xx5555yt2h3xfn1ttvz0))/y2w_start.aspx?screen=start&l=y2w)



## **American Foundation for the Blind - CareerConnect**

<http://www.afb.org/Section.asp?SectionID=7&TopicID=323>

This link from American Foundation for the Blind CareerConnect web site compiles stories by young adults with vision loss, blindness and deafblindness who share their experiences with their first jobs.



### **A Guide to Deaf-Blind Students who are Considering College**

This very useful resource offers students a step by step checklist of the accommodations necessary for effective classroom and community access while attending college.

[http://www.hknc.org/images/guidebookd\\_for\\_students\\_considering\\_college.doc](http://www.hknc.org/images/guidebookd_for_students_considering_college.doc)



**DB-Link** offers information on Federally Funded State DeafBlind Projects and other resources for students, parents and professionals.

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



Resource links from DeafBlind.com compiled by James Gallagher

[www.deafblind.com](http://www.deafblind.com)

<http://ca.geocities.com/psdb2002ca/Entering.html>



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(309) 755-0025 (FAX)

(866)-327-8877 VRS (video relay service) When prompted, give office telephone number.

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(206) 324-9159 (FAX)  
(206) 324-1133 - Sorenson Video Phone (If possible, e-mail the office first to make sure the VP is turned on)  
CAPTEL: 1-888-801-7210 to connect to the Federal captioning service (toll free), then dial 1 (206) 720- 4642.

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**Use the link below to obtain a listing of current HKNC Affiliate Partners**  
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***Special Note:***

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