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| [http://www.aucd.org/images2/jpg/promise/promise_banner_newsletter_templ03.jpg](http://www.promisetacenter.org/) | | |
|  | August 13  2015 | [view archive](http://www.promisetacenter.org/archive/)[email friend](http://www.aucd.org/docs/PromiseTA/2015/PROMISE%20TA%20Center%20Newsletter%20Accessible%202015%20July.pdf)[tweet](https://twitter.com/share?url=http://promisetacenter.org/july_edition_-_volume_11) |
| |  |  |  | | --- | --- | --- | |  | ***FEATURED ARTICLE***  **[A guide to preparing your child with a disability for life beyond high school](http://www.pacer.org/publications/MDE-Toolkit-2013.pdf" \t "_blank)**    For youth with disabilities, additional planning is needed as they prepare to leave school, move into adulthood, and meet their employment, educational, or independent living goals. This process is often referred to as “transition.” For many families, planning for transition can be daunting. Some are just trying to make it through the day-to-day challenges often posed by having a youth with a disability and might not feel they have the time or energy to think about what happens after high school. Others may want to plan for transition, but are confused by unfamiliar language, complex steps, and many community partners.  [**Continue reading**](http://www.pacer.org/publications/MDE-Toolkit-2013.pdf) ... |  | | | |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | ...More to Read | | | | | | | |  | | | | | | | |  | [**Preparation for postsecondary life for students with disabilities**](http://nasdse.org/DesktopModules/DNNspot-Store/ProductFiles/81_ac40fa7c-d960-4593-98da-7d43fc4373c5.pdf) The Individuals with Disabilities Education Act (IDEA), most recently reauthorized in 2004, requires the inclusion of transition services in an individualized education program (IEP) for students with disabilities by the time they reach their 16th birthday, or earlier if determined appropriate by the IEP team. The purpose of this document is to identify collaborative strategies states have implemented to address the needs of students with disabilities whose IEP transition services specify postsecondary career and technical education, vocational rehabilitation and/ or immediate employment upon departure from secondary school.  [**Continue reading**](http://nasdse.org/DesktopModules/DNNspot-Store/ProductFiles/81_ac40fa7c-d960-4593-98da-7d43fc4373c5.pdf)... |  | [**Preparing students with disabilities for postsecondary education**](http://studentaffairs.vancouver.wsu.edu/files/inserted-files/Preparing%20Students%20with%20Disabilities%20for%20Postsecondary%20Education.pdf)  It is important for students with disabilities to understand their rights. Federal laws prohibit discrimination based on disability. This resource guide is designed to assist those who work with high school students with disabilities who plan to continue their education in postsecondary institutions, including vocational and career schools, two - and four – year colleges, and universities. Because postsecondary institutions differ significantly from high school, it is imperative that students with disabilities know their rights and responsibilities and self-advocate in order to be successful.  [**Continue reading**](http://studentaffairs.vancouver.wsu.edu/files/inserted-files/Preparing%20Students%20with%20Disabilities%20for%20Postsecondary%20Education.pdf)... |  | **[Fostering self-determination in higher education: Identifying evidence-based practices](http://centerontransition.org/documents/publications/Fostering_SelfDetermination_in_Higher_Education.pdf)**  Research on transition of students with disabilities and their post-school outcomes continue to move the field of special education in the direction of evidence-based practices. As special education professionals work to better recognize the impact of instructional and environmental characteristics to prepare youth for their transition, so must postsecondary education professionals. There is a need for a unified research agenda in the field of higher education and disability to conduct rigorous studies on evidence-based predicators that correlate with improved outcomes in retention, graduation, and future education or employment.   [**Continue reading**](http://centerontransition.org/documents/publications/Fostering_SelfDetermination_in_Higher_Education.pdf)... |  | | | |
| |  |  |  | | --- | --- | --- | |  | UPCOMING EVENTS  **PROMISE Grantee 'Family Meeting'**  October 1, 2015  2:00 - 3:30, EST    **Annual PROMISE Meeting** *Registration Coming Soon!*  November 18-19, 2015 (with the option of attending the AUCD conference -- November 16-18, 2015)  [**www.promisetacenter.org**](http://www.promisetacenter.org)  **How to sign up for the new PROMISE TA Center Listserv:** please sign-up to the PROMISE staff listserv located at the AUCD PROMISE TA Center website.  You can sign-up by using this link:  <http://www.promisetacenter.org/promise_ta_grantees_listserv>.  If you have any questions, please ask Leon ([dbarnett@aucd.org](mailto:dbarnett@aucd.org)) or Michael ([mgm@aucd.org](mailto:mgm@aucd.org)). |  | | | |
|  | The AUCD (Association of University Centers on Disabilities) PROMISE TA Center produced this newsletter under a cooperative agreement with the U.S. Department of Education, Office of Special Education Programs associated with PR Award #H418P14. The contents of this newsletter do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.  [AUCD](http://www.aucd.org) | 1100 Wayne Avenue, Suite 1000 | Silver Spring | MD | 20910 | |