

# Monday Bulletin on Services to Youth

To Coordinate... To Enhance... To Serve... Through Communication...

## Meet the Staff of Monday Bulletin



**Julie Eckhardt**

Many of our readers know that Julie Eckhardt is on contract as the consultant on Deaf and Hard of Hearing services for Michigan Rehabilitation Services (MRS). In this capacity, she is the primary writer and editor for *Communication Matters*, another bulletin circulated by MRS. What is probably much less widely known is that Julie edits and does all the graphic layout of *Monday Bulletin*. Julie also worked with Lynn Boza to develop the GED Accommodations document featured in this *Monday Bulletin*.

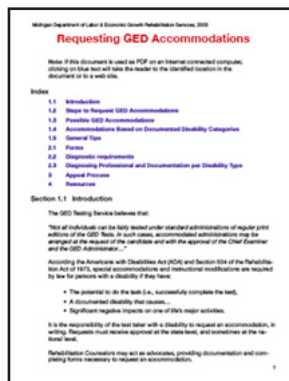
Prior to her current self-employment, Julie worked for Michigan Rehabilitation Services for 13 years as a counselor and as transition consultant at the state level (thus, her current contribution to this publication). Julie has also worked in K-12 and post-secondary settings as an interpreter and special needs counselor. When not driving all over Michigan, she lives and works at her computer in Traverse City,

In our next issue of *Monday Bulletin*, we will introduce you to **Melissa Emmer!**

## Obtaining Accommodations for the GED Test

- By Lynn Boza

The GED Testing Service has established specific criteria and processes for requesting accommodations. Rehabilitation counselors and other professionals can play an important role in assisting individuals with the application and documentation process. To this end, we have prepared the *Guide to Requesting GED Accommodations*.



Under the Americans With Disabilities Act, tests must be administered in facilities that are accessible to individuals with disabilities or alternative accessible arrangements must be made. In addition, entities that administer such tests are required to make reasonable modifications to the test and to provide reasonable auxiliary aids, such as testing accommodations, for persons with documented impairments to ensure the examination results accurately reflect the individuals aptitude or achievement level. A testing entity need not provide an auxiliary aid or other testing accommodation that fundamentally alters the examination or results in an undue burden to the testing entity. In other words, an individual with a qualifying disability is entitled to a reasonable and effective accommodation, but not necessarily the accommodation of his or her choice.

The *Guide to Requesting GED Accommodations* is intended to walk you through the process established by the GED Testing Services. Critical background information and eligibility criteria are listed in an easy to use fashion. If used on an Internet connected computer, click-able links lead to GED forms or other topics within the document. The document has been reviewed for accuracy by officials experienced in the GED accommodation request process.

The *Guide to Requesting GED Accommodations* was e-mailed along with this edition of *Monday Bulletin*. It is also available on the Michigan Rehabilitation Services E-Learn system. Simply type GED into the search field or go to *Tools for Daily Work, Community Resources, Career Information*, to *GED*. If you do not have access to E-Learn, send a note to Melissa Emmer [EmmerM@michigan.gov](mailto:EmmerM@michigan.gov) and a copy will be forwarded to you.

# Transition Outcomes Project Update

By Monday Bulletin Editor, Lynn Boza

For over 3 years, transition teams led by Intermediate School District Transition Coordinators throughout Michigan have been brought together several times each year by the MDE/OSE/EIS for the purpose of addressing various aspects of transition.

Michigan educators must now find a way to address and report to the federal government on Michigan's State Performance Plan Indicator 13. Indicator 13 measures secondary transition goals by asking for the following:

**“Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet their post-secondary goals.”**

During the April meeting held at the Holiday Inn West in Lansing on April 26 & 27, the transition outcomes project team worked on redesigning a review procedure and refining a checklist. They reduced the number of checklist items used in 2003-2005 from 26 to 4. Participants field-tested the new instrument, refined it again, and established inter-rater reliability using the new form. The checklist will be used to measure IEP compliance within a larger context of quality in IEP documentation.

Between June 1 and October 1, 2006, educators/transition coordinators will be reviewing approximately 8000 IEPs statewide and rating these against the checklist.

# MI Mentor: Matching Kids & Mentors

Two state agencies, the Michigan Commission on Disability Concerns (Michigan Youth Leadership Forum) and Michigan Community Service Commission (Mentor Michigan) have joined together to create a year round mentoring program for youth with disabilities entitled MI Mentor. The basis of this program is to match 6 to 11 graders that have a disability with an adult with the same or similar disability. The goal of the program is to provide not only mentoring to the youth but also to provide motivation, encouragement and most of all dignity. Having a disability means having to handle the different obstacles that come on a daily basis. Our youth with disabilities need to see adults with their similar disability in real life situations.

The process to be a mentor is very simple. You will first need to have a background check and a review by the local mentoring organization. Once a mentor has been approved then the partner organization will use their resources to conduct an interview with a youth to determine their match. The time commitment that is asked of the mentor is between 4 to 8 hours a month for one on one mentoring. Keep in mind, that communities are strengthened through volunteerism.

MI Mentor is a new beginning for youth to be surrounded by positive role models that not only care about the well being of the youth, but also provides them a connection to real life. Being a mentor is just one step closer to helping change a life of a well deserving youth.

For more information contact William Milzarski at 1-877-499-6232 or [milzarskiw@michigan.gov](mailto:milzarskiw@michigan.gov).

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## C-Print Informational Meeting

Learn how to implement this affordable speech-to-text accommodation for students with hearing loss and others!

**June 23, 2006 at the Michigan Career and Technical Institute in Plainwell, MI.**

**Section A: 10-11:30 AM:** Overview and details about C-Print as an accommodation for administrators, teachers, potential captionists and consumers:

**Section B: 12:30 - 2 PM:** C-Print Online Training and Practice Options

### For More Info & Registration Contact:

Julie Eckhardt: (231)922-2943 or [jewel@chartermi.net](mailto:jewel@chartermi.net) or

Dave Porter: (877)901-7360 or [porter@michigan.gov](mailto:porter@michigan.gov)

### Registration is Required by June 16, 2006

FREE EVENT Sponsored by the University of Wisconsin-Milwaukee: Outreach Site for the Midwest Center for Postsecondary Outreach (MCPO) and Michigan Career and Technical Institute



Midwest Center  
for  
Postsecondary  
Outreach

## U.S. House Passes Amendment: Students with Disabilities to Gain Access

On March 29, U.S. Congressman Pete Sessions (R-Dallas) introduced an amendment to the College Access and Opportunity Act (H.R. 609) that will provide students with intellectual disabilities access to federal work-study funds. Currently, approximately 94 higher education institutions nationwide offer programs for students with intellectual disabilities, but these students are not able to access federal work-study funds due to disqualifying factors such as the absence of a high school diploma or enrollment in non-degree education programs, says a press release issued by Representative Sessions. Research shows that comprehensive postsecondary programs have had a positive impact on student rates of employment and wages.

Read a press release by Congressman Sessions' office at <http://sessions.house.gov/News/DocumentSingle.aspx?DocumentID=41553>

To read the text of H.R. 609, visit <http://thomas.loc.gov/cgi-bin/thomas> and conduct a search by Bill Number for H.R. 609.

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## New Parent Brief on Employment

Youth with disabilities who participate in quality work-based learning activities have more successful post-school outcomes, including employment and further education. Real-life work experiences help a young person develop job skills for future employment, practice “soft skills” such as teamwork and time management, and help youth assess the impact of their disability in an employment setting and better understand what job accommodations they need in the workplace. “Preparing for Employment: On the Home Front” is the most recent in a series of articles written by PACER Center for the National Center on Secondary Education and Transition. It describes ways in which youth and their families can effectively explore work-based learning outside of school settings. <http://www.ncset.org/publications/viewdesc.asp?id=2844>

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## REFERENCE POINTS

The articles on this page are from REFERENCE POINTS, transition updates from the TATRA Project, managed by PACER Center [www.pacer.org](http://www.pacer.org) as a joint technical assistance activity of the TATRA Project and the National Center on Secondary Education and Transition [www.ncset.org](http://www.ncset.org). REFERENCE POINTS features resources and information to help parent organizations, advocates and professionals better serve adolescents and young adults with disabilities, and their families. To subscribe go to <http://www.pacer.org/tatra/list/signup.asp>

## Work Ready = College Ready

What do an electrician, construction worker and plumber have in common with college freshmen? According to a study recently published by ACT they all need comparable reading and math skills to succeed. The new report, “Ready for College and Ready for Work: Same or Different?” compared 476,000 high school juniors’ results from 2001 to 2004 on two exams: the ACT college admissions test and WorkKeys, an assessment of employability skills. ACT determined that similar reading and math skills are required to pass first-year college courses as are needed to succeed in entry-level “family wage” jobs. For more information go to <http://www.partnership4learning.org/eBriefing/May06/>

From the Public Education Network’s Weekly Newsblast

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## What Does Health Have To Do with Transition?

A new (May 2006) NCSET Parent Brief on Health and Transition, this new brief provides information on the benefits of and strategies for including health in the Individualized Education Program (IEP) process. It notes that although it is not common practice to identify health-related needs and goals when developing a statement of transition services within a student’s IEP, lack of attention to health needs and health management can jeopardize goals for learning, working, and living safely in the community. Examples of health needs that could be considered as part of transition planning include good nutrition practices; proper hygiene practices; the effects of alcohol, tobacco, and other substances; the importance of exercise; and reproductive education. To review the Parent Brief, go to <http://www.ncset.org/publications/viewdesc.asp?id=2967>

“What does Health Have to Do with Transition?” was authored by Ceci Shapland, RN, MSN, Co-Director, Healthy and Ready to Work National Center. NCSET Parent Briefs are a collaborative effort of the National Center on Secondary Education and Transition and PACER Center. Other topics in the series include preparing for employment, person centered planning, universal design for learning, and parenting postsecondary students with disabilities.

## Save the Dates • Events & Training

Date	Training or Event	Location
June 13, 2006 2:00- 2:45 P.M. ET	<b>“ACHIEVING CUSTOMIZED EMPLOYMENT OUTCOMES USING DIVERSIFIED FUNDING” WEBCAST</b> Sponsored by T-TAP and Worksupport.com. For more information go to <a href="http://www.worksupport.com/training/viewUpcomingWebcasts.cfm">http://www.worksupport.com/training/viewUpcomingWebcasts.cfm</a>	Webcast
June 23, 2006 10:00- 2:00 PM	<b>C-PRINT INFORMATIONAL MEETING</b> C-Print is a speech-to-text accommodation. Free event. Sponsored by MCPO and Michigan Career & Technical Institute. For more info contact: Julie Eckhardt- <a href="mailto:jewel@chartermi.net">jewel@chartermi.net</a> or Dave Porter- <a href="mailto:porterd@michigan.gov">porterd@michigan.gov</a> .	Michigan Career & Technical Institute 11611 W. Pine Lake Rd. Plainwell, MI
August 15, 2006 2:00 - 2:45 P.M. ET	<b>“JOB RESTRUCTURING/JOB NEGOTIATION” WEBCAST</b> Sponsored by T-TAP and Worksupport.com. For more information go to <a href="http://www.worksupport.com/training/viewUpcomingWebcasts.cfm">http://www.worksupport.com/training/viewUpcomingWebcasts.cfm</a>	Webcast
September 28-30, 2006	<b>2006 MALDE CONFERENCE: “RESPONSE TO INTERVENTION: MALDE’S PAST AND MICHIGAN’S FUTURE.”</b> Contact Linda Schmidt for more information and registration materials: <a href="mailto:lschmidt@corunna.k12.mi.us">lschmidt@corunna.k12.mi.us</a>	Shanty Creek Resort Bellaire, MI
October 22-24, 2006	<b>LDA FALL CONFERENCE</b> Call LDA for more info at 1-888-597-7809	Michigan State University Kellog Center E. Lansing, MI
November 15-17, 2006	<b>MICHIGAN REHABILITATION CONFERENCE “MOVING FORWARD: NAVIGATING THE ROAD AHEAD”</b> More information will be on the web at : <a href="http://www.maro.org">www.maro.org</a>	Grand Traverse Resort Traverse City, MI

**Please forward or print this bulletin for others.**

E-mail your contributions or ideas for “Monday Bulletin on Services to Youth” to Lynn Boza: [bozal@michigan.gov](mailto:bozal@michigan.gov) or call 517/241-3957.

Views expressed in Monday Bulletin articles are not necessarily the views of the Michigan Department of Labor & Economic Growth nor Michigan Rehabilitation Services.