

# Monday Bulletin on Services to Youth

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

## From the Editor



As we close the fiscal year, I want to thank readers for their support. This year, the *Monday Bulletin* featured the MiConnection's

"High School High Tech" model and its guideposts, feature stories from our field operations, guest articles, updates on current educational initiatives and resources, as well as a calendar of events.

**Spread the word:** Those who wish to subscribe to the Monday Bulletin should contact me at [Bozal@michigan.gov](mailto:Bozal@michigan.gov) or 517-241-3957.

I'd like to hear from you! Please advise me of your "I learned a lesson experiences," best practice stories, and public Transition events. Your input is invited and always greatly appreciated!

## Youth Development & Leadership

- Shannon McVoy

The 3rd Guidepost for Success, from the Office of Disability Employment Policy (ODEP) High School/High Tech initiative, is "Youth Development and Leadership." This guidepost is increasingly important for youth with disabilities as they transition from school to post-secondary education, and/or work. Students who have had Special Education supports, now find themselves in a world of decision making and accountability.

According to the National Collaborative of Workforce and Disability's "Guideposts for Success" brochure, "Youth Development is a process that prepares young people to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences which help them gain skills and competencies. Youth leadership is part of that process." In order to express their needs to vocational rehabilitation agencies and post-secondary educators, students with disabilities need to have training in self-advocacy and conflict resolution skills. This will allow them to be more successful and engaged in the planning process and will assure they receive accommodations in post-secondary education and in the workplace.

MiConnections local sites have emphasized activities that will promote Youth Leadership and Development. In addition to the state level Youth Leadership Forum, the Youth Leadership initiative has been implemented at the local level. Here are some examples:

### Youth Leadership Summit

Disability Network-Lakeshore, which serves Allegan and Ottawa counties, has developed the Youth Leadership Summit (YLS). Interested participants, ages 14-18,

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## Navigating the Road to Work Conference • July 2006

- Marcie Alling and Lou Adams

Collaboration to align systems, a new emphasis on special youth populations, and the value of the Guideposts for Success were the major themes that emerged from July's "Navigating the Road to Work: A National Conference for Intermediary and High School/High

Tech Programs" held in Vermont. This year's conference provided a forum for sharing information and promising practices from around the country. It brought together leaders from federal government agencies, national-level organizations, the Intermediary Grant states and the seven High School/High Tech (HS/HT) Grant states including

MiConnections, Michigan's HS/HT project. The State Intermediary and HS/HT State grants are funded through the U.S. Department of Labor, Office of Disability Employment Policy. Both types of ODEP grantees are charged with developing and implementing statewide systems change models to improve services

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# Strategies for Achieving Goals Throughout Ingham ISD

Submitted by: Jeanne Tomlinson

Use of evidence-based practices, that are known to improve post-school outcomes for youth, are essential to transition planning. Throughout Ingham ISD, educators considered implementing one or more of the following strategies in response to areas within their TOP Improvement Plan in 2005-2006. The requirement cluster identifies questions within the TOP checklist. The focus areas highlight the broad categories addressed within the research-based practices identified within the MiConnections' Guideposts for Success framework.

**Use of evidence-based practices, that are known to improve post-school outcomes for youth, are essential to transition planning.**

**Requirement Cluster:** Participants in the IEP  
**MiConnections Focus Areas:** Preparatory Experience/Connecting Activities/Leadership

- Provide personalized invitation to students
- Re-schedule meetings if student is unable to attend
- Teach self-determination
- Use formal transition assessment data
- Develop post-school goals prior to the IEP
- Seek student & family input regarding what agencies need to be invited to the IEP meeting
- Consult with agency representative in timely manner prior to the IEP
- Re-schedule the meeting if an outside agency representative is unable to attend

**Requirement Cluster:** Parent/Family Participation  
**MiConnections Focus Areas:** Connecting Activities/Leadership Development/Family Involvement

- Teach students how to lead their IEPs
- Provide family orientations & workshops related to student involvement/interagency connections/family involvement in the IEP/rights & responsibilities

**Requirement Cluster:** Content of the IEP  
**MiConnections Focus Areas:** Preparatory Experience/Connecting Activities/Work-Based Experience/Leadership Development

- Teach students how to lead their IEPs
- Teach self-determination & self-disclosure strategies
- Provide students with comprehensive career & transition assessment
- Provide connecting activities with service providers (transition fairs, etc.)
- Develop mentoring opportunities
- Provide academic tutoring
- Utilize assistive technology
- Provide transportation training
- Link students' families with information regarding post-secondary training/education services
- Provide career exploration experience (job shadow, mentorships)
- Develop a peer mentoring program
- Provide leadership training, experiences and/or service learning

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## Scholarship Program for Students with Disabilities



The Washington Center for Internships and Academic Seminars is pleased to announce it will continue to help increase employment for students with disabilities through an academic internship program. Through a partnership with the U.S. Department of Labor's Office of Disability Employment Policy, The Washington Center is working to help students develop leadership skills and gain valuable work experience in public service. The Washington Center will complement students' professional experience with solid academic training for credit from highly qualified instructors. In addition, students will be exposed to community, national and international leaders through workshops, seminars, lectures, embassy visits and networking events held throughout the course of each semester. The American Association of People with Disabilities (AAPD) will offer technical guidance and support to the program.

The Washington Center is able to provide a total of 50 competitive scholarship awards in the amount of \$8,500 for each eligible undergraduate student with disabilities interested in working in the executive, judicial or legislative branches of the federal government during the fall 2006 and spring 2007 semesters. **Deadline:** Spring 2007 Internship Program Application due date is **November 15, 2006**. Spring semester is January 18 - May 5, 2007

Find more information on the web at [www.twc.edu](http://www.twc.edu).

# Navigating the Road

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as well as education, training and employment outcomes for youth with disabilities.

Five MiConnections representatives attended the Vermont conference and participated in a panel presentation on Systemic Change in the Delivery of Transition Services. The MiConnections team, led by State Coordinator, Marcie Alling, included Lindy Daman of the Ingham Intermediate School District, Susan Mason of the Detroit Public Schools, Carol Bergquist from Project VISIONS of the Hannahville Indian Community, and Lou Adams of the Mid-Michigan District Office of Michigan Rehabilitation Services.

General session presenters delivered a strong message about the growing priority of engaging traditional and non-traditional partners to improve the provision of transition services. Nationally known experts provided information on federal and state programs, emphasizing funding strategies and collaborative efforts to align systems at all levels to improve service delivery to youth, especially youth with disabilities. Youth in foster care and the juvenile justice system were cited as two examples of the growing number of at-risk youth for whom improved communication, coordination and systems alignment are critically needed. Moreover, the incidence of disability is significant in these two populations.

Throughout the conference, the Guideposts for Success were touted as a key strategy or framework for planning and implementation at three levels: systems, programmatic and individual youth. The National Collaborative on Workforce and Disability for Youth has identified Guideposts for Success based on what research shows that all youth need to transition to adulthood successfully.

At the Vermont conference, the MiConnections team shared copies of the Guidepost-based tools that local sites are using to improve transition services in their communities. Conference attendees also learned that the NCWD/Y is developing adapted versions of the Guideposts. These adapted or customized Guideposts will identify the unique needs of certain youth populations such as youth in foster care, youth in the juvenile justice system and youth with mental or behavioral health needs.

More information about the Guideposts for Success can be found in the April 06 (#290) and July 06 (#293) issues of the Monday Bulletin, at the NCWD/Y website, [www.ncwd-youth.info](http://www.ncwd-youth.info) and at the MiConnections website, [www.miconnections.org](http://www.miconnections.org). The NCWD/Y plans to publish the customized versions of the Guideposts in coming months.

# Youth Dev. & Leadership

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must fill out an application and interview for the program. Participants in YLS learn the skills necessary to be an active part of the community. At the Summit, participants learn about the Americans with Disabilities Act, disability history, the importance of community involvement, and employment skills. The three-day workshop is held the second week of August at a local college. The program was at Hope College this year, and has been at Grand Valley State University in previous years.

During the year following the workshop, participants build a relationship with a mentor, and engage in 24 hours of volunteer activity. Participants take what they learn in the 3-day Summit and implement these skills in their local community and daily lives. Students meet four times per year, to enhance skills and share with peers regarding their local projects.

**“Youth Development is a process that prepares young people to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences which help them gain skills and competencies. Youth leadership is part of that process.”**

## We Lead Kent

The Arc of Kent County, in partnership with MiConnections of Kent County, offered its second summer of We Lead Kent. In 2005, We Lead Kent made improvements in the lives of people with disabilities through a four-week leadership development program.

In 2006, the program was continued through a grant from the Developmental Disabilities Council and the Center for Creative Leadership. The goals were to provide a leadership program for small groups of transition aged individuals with developmental disabilities (ages 16-30), which will help them: explore adult options and decide which options they would like to pursue; learn to take a leadership role in their own life planning; and make connections with other young adults and volunteer opportunities that can contribute to their system of “natural supports” and develop adult skills.

The program consisted of a group of 12 young adults with developmental disabilities, mixed with a group of 6 to 10 college students. They met weekly and completed team building and leadership development exercises. Emphasis is also on disability rights awareness, understanding government, natural supports, and developing self-advocacy skills. College students helped teach the curriculum for the program. Each summer, the group identifies and executes a community service project.

# MSU Hosts Youth Leadership Forum

Lansing State Journal  
Published June 18, 2006  
[From the Towne Courier]

EAST LANSING — Thirty-three students from across the state spent five days on the Michigan State University campus learning the skills necessary to become future leaders. These 33 students make up the seventh annual Michigan Youth Leadership Forum, a leadership development program for high school students with disabilities.

During the five days, students managed to brainstorm a bill, debate the bill in the State Capitol and meet with several state representatives, all while making friends and gaining a better understanding of themselves.

“This is one of the greatest bunch of students we have had,” said Bill Milzarski, director of the Michigan Youth Leadership Forum and rights representative for Michigan Commission on Disability Concerns. “I am impressed with their will to do good and to make a difference in the world.”

A big part of the week’s events is the mock debate, in which students discussed the issue of passing a bill to educate teachers on the needs of students with disabilities. The students are broken up into two groups and are asked to debate the pros and cons of the bill.

“All of the students are passionate about the bill, but then a few are asked to argue against it and it is impressive to see how well they do in coming up with ideas,” said Milzarski.

“This program has a proven track record of success, and so we are very pleased to offer it again this year,” said Robert W. Swanson, director of Department of Labor and Economic Growth. “Many of the participants from past years have gone on to become leaders in their communities as well as the state level.”

Other activities throughout the week included learning about disability rights laws and innovations in technology, and participating in mock employment interviews.

**Apply Now for YLF 2007!**  
Deadline is December 15, 2006.  
For an application and more information see: [www.mylf.org](http://www.mylf.org)

# Nancie Payne on Self Determination

By Lynn Boza

The National Institute for Literacy recently conducted a dialog on its listserv with Nancie Payne, noted specialist in working with adults who have learning and cognitive disorders, as the expert contributor to the dialog. The following is an excerpt from that electronic dialog:

“Researchers and others, including Dr. Larry B. Silver, explain that self-knowledge is the key to self-esteem and self-advocacy. Self-esteem and self-advocacy lead to motivation which is based on an internal desire. Ginsberg, Gerber and Reiff speak about that internal desire in their work, indicating it is part of the ability to take control. Many times individuals who have special needs, especially Learning Disabilities, do not have a strong enough understanding of themselves to begin to take control. They are not sure how they learn, which of the multiple intelligences works the best for them, or what are their best styles, let alone how to reconstruct or change a task, learning environment or lesson to use the best of their strengths. This deficit (lack of self-knowledge) can only lead to frustration and lack of self-determination.”

- NIFL listserv, August, 2006.

Gerber, P. J. & Reiff, H.B. (1994). *Learning Disabilities In Adulthood Persisting Problems and Evolving Issues*. Andover Medical Publishers, Boston, MA

Silver, L. B. (1995). “Knowledge of Self: The Key to Self-Esteem and Self-Advocacy.” *Secondary Education and Beyond, Learning Disabilities Association of America*. Chapter 14.

**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.

To subscribe, contact Lynn Boza as above. Views expressed in Monday Bulletin articles are not necessarily the views of the Michigan Department of Labor & Economic Growth nor Michigan Rehabilitation Services.



# Save the Dates • Events & Training

Editor's Note: The format of Save the Dates has changed to be more accessible to screen readers.

## September

### 2006 MALDE Conference

"Response to Intervention: MALDE's Past and Michigan's Future."

September 28-30, 2006

Shanty Creek Resort

Bellaire, MI

Contact Linda Schmidt for more information and registration materials: [lschmidt@corunna.k12.mi.us](mailto:lschmidt@corunna.k12.mi.us)

## October

### "Critical Issues for Adolescents with Autism Spectrum Disorder"

October 17-18, 2006

Detroit Airport Marriott

Detroit, MI

Spectrum Training Systems, Inc.

Phone: (920) 749-0332

Fax: (920) 882-0736

Email: [spectrumtrainingsystems@yahoo.com](mailto:spectrumtrainingsystems@yahoo.com)

Website: <http://www.spectrumtrainingsystemsinc.com>

### LDA Fall Conference

October 22-24, 2006

Michigan State University

Kellogg Center

E. Lansing, MI

Call LDA for more info at 1-888-597-7809

### Shaping Mentoring's Future

Michigan's Premiere Mentoring Conference

October 25, 2006

MSU Union

East Lansing, Michigan

Contact: Kathie Vasilion

(517) 373-4200

[vasilionk@michigan.gov](mailto:vasilionk@michigan.gov)

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

## November

### Michigan Rehabilitation Conference

"Moving Forward: Navigating the Road Ahead"

November 15-17, 2006

Grand Traverse Resort

Traverse City, MI

More information will be on the web at : [www.maro.org](http://www.maro.org)

## 2006-2007 NASDSE Satellite Conference Series

### TOPICS

- The Implications of IDEA and NCLB for Learning: A Conversation with the Director of the Office of Special Education Program (OSEP)
- Response to Intervention (RtI): Blueprints for Implementation at the State, District, and Local Levels
- Response to Intervention (RtI): Strategies for Reading and Math
- Response to Intervention (RtI): Non-Academic Barriers to Achievement - Addressing School-Based Mental Health and Positive Behavioral Interventions and Supports

### What Is the NASDSE Satellite Conference Series?

Each year the National Association of State Directors of Special Education (NASDSE), with support from the Pennsylvania Department of Education and the Pennsylvania Training and Technical Assistance Network (PaTTAN), offer this personnel development series to state education agencies to share with stakeholders.

Topics for the conferences are consistent with the theme of educating all students, including students with disabilities, by implementing and sustaining emerging practices and implementing the new IDEA to effectively support students as they learn. Experts will provide important information on these high-interest topics. These telecasts bring nationally recognized experts, using satellite technology and streaming media, thus providing an affordable means of quality personnel development.

The Office of Special Education and Early Intervention Services (OSE/EIS) annually purchases this satellite conference series from the NASDSE to share with our stakeholders (e.g. school personnel at the intermediate, local and public school academy levels, parents, community organizations, etc.) at no cost to them.

For more information see the OSE-EIS Web site at

<http://www.michigan.gov/ose-eis>