National Center on Secondary Education and Transition
Capacity Building Institute:

Creating Youth Development Systems that
Include Youth with Disabilities

October 29-30, 2001
Washington, DC

Institute Proceedings

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Background

The National Center on Secondary Education and Transition (the Center) hosted a *National Capacity Building Institute on Creating Youth Development Systems that Include Youth with Disabilities*, October 29-30, 2001, at the Hyatt Regency on Capitol Hill in Washington, D.C.

Staff from the Center designed this institute because youth with disabilities continue to lag behind their non-disabled peers in high school completion, postsecondary enrollment, gainful employment and independent living. Moreover, generic youth-serving systems struggle with how to effectively allow access to youth with disabilities as well as how to serve those already in the system who may have hidden disabilities such as an emotional or learning disability. This underscores the need not only to align and coordinate services for youth with disabilities but also to ensure the equal access and full participation in generic systems that serve the needs of all youth. The process of mapping and aligning various youth initiatives will allow communities to develop systems that meet the needs of all youth, rather than targeting funds and services based on narrowly defined eligibility criteria.

This institute was an opportunity for key community stakeholders in education, workforce development, and disability services to examine how to better align the various youth development investment systems so that all youth, including those with disabilities, are better prepared for promising careers and postsecondary options. This purpose was met by working with individual stakeholders to identify challenges and discuss potential strategies for aligning the various youth-serving systems in order to maximize their effectiveness and impact on all youth in their communities.

The two-day institute featured a keynote presentation by JD Hoye, president of Keep the Change, Inc., and former director of the National School-to-Work Office and other expert sessions on aligning resources to develop comprehensive youth investment systems. In addition, throughout the institute, participants were organized into communities of learning to: examine what is working and not working in the current youth system; develop a community vision for serving youth; identify community resource and services for youth; identify gaps in services for youth; and identify partners for developing a broad youth system. The purpose of these group dialogues was to allow participant to "sample" the resource mapping process.

In the following proceedings you will find the institute agenda, a one-page overview of the institute purpose, guiding questions, and institute outcomes, and a summary of the two-day institute. This summary highlights the general expert sessions as well as various group dialogues (within the boxed sections). At the end of the summary, you will also find a list of the speakers and their biographical information.

Richard Luecking, President
TransCen, Inc.

Mary Mack, Associate Director
National Center on Secondary Education & Transition

Institute Agenda

Monday, October 29, 2001

7:30-9:00	**Registration & Coffee**
9:00-9:30	**Welcome** *Richard Luecking*, President TransCen, Inc. *Mary Mack*, Associate Director National Center on Secondary Education and Transition *Bonnie Jones,* Project Officer U.S. Department of Education, Office of Special Education Programs
9:30-10:15	**Keynote Presentation** *JD Hoye*, President Keep the Change, Inc.
10:15-10:30	**Charge for the Institute** *Richard Luecking*, President TransCen, Inc.
10:30-10:45	**Break**
10:45-12:00	**Group Dialogue I:** *Participants break into stakeholder groups*
12:15 -1:00	**Networking Lunch**
12:45-1:45	**Expert Session: Resource Mapping for Youth Investment Systems** *JD Hoye*, President Keep the Change, Inc. *Joan Wills*, Director Workforce Development Collaborative for Youth with Disabilities
2:00-3:30	**Group Dialogue II:** *Participants break into communities of learning*
3:30-3:45	**Break**
3:45-4:30	**Expert Session: The Essence of Partnership Building** *JD Hoye*, President Keep the Change, Inc.
4:30-5:00	**Report-outs & Wrap-up**
5:30-7:00	**Networking Reception**

Tuesday, October 30, 2001

8:30-9:00	Coffee
9:00-10:15	**Expert Panel: Effective Service Integration Models** *Richard Horne,* Presidential Task Force on the Employment of Adults with Disabilities (Washington, DC) *Barbara Duffy,* MY TURN (Brockton, MA) *Maggie Leedy,* Montgomery Works (Wheaton, MD)
10:15-10:30	**Break**
10:30-12:00	**Group Dialogue III:** *Strategic planning in communities of learning*
12:00-2:00	**Networking Lunch** **Greetings from** *Robert H. Pasternack,* **Assistant Secretary** U.S. Department of Education, Office of Special Education & Rehabilitative Services **Resource Mapping 1, 2, 3 … How-to** *Melissa Apostolides,* Policy Analyst U.S. Department of Education, Office of Vocational & Adult Education
2:15-3:15	**Group Dialogue IV:** *Strategic planning in communities of learning*
3:15-4:00	**Closing Session** *Richard Luecking,* President TransCen, Inc.

Institute Purpose, Guiding Questions, & Intended Outcomes

Purpose

This institute was designed to help participants develop strategic and unified youth development approaches for supporting all youth, including those with disabilities, to prepare for successful and fulfilling lives as adults.

Guiding Questions

- What are the challenges that youth with disabilities face in your community as they transition from high school to adult life?

- In your community, are youth with disabilities successfully accessing generic youth development services (e.g., One-Stop services, Job Corps)?

- How successfully do your current youth-serving systems interact (e.g., workforce development, secondary education, transition systems change) at the state or local level?

- What has been your biggest challenge in bringing together education, workforce development, and systems that serve youth with disabilities to create one comprehensive youth development system?

- How can your state or community work across programs to better meet the transition needs of youth with disabilities?

Intended Outcomes

- Gain knowledge of various youth-serving systems and how they interact.

- Develop an understanding of how to create, update, and align community resources to better serve youth with disabilities.

- Begin to develop specific steps to increase involvement and initiate the process for aligning youth systems in their communities.

Institute Summary

Welcome

Richard Luecking, president of TransCen, Inc., welcomed the Capacity Building Institute participants and briefly discussed the Institute's goals—to begin to apply the process of resource mapping to help align state and community systems and resources, minimize "categorical silos," and integrate services for youth with disabilities into larger systems.

Mary Mack, associate director of the National Center on Secondary Education and Transition (NCSET), presented an overview of the NCSET, a federally funded partnership established to create opportunities for youth with disabilities to achieve successful futures. The Center provides technical assistance and disseminates information in four areas of national significance:

- Providing youth with disabilities access to general, standards-based education;

- Ensuring access to postsecondary education for youth with disabilities;

- Supporting youth leadership and family participation in post-school decision-making and planning; and

- Improving system linkages at the national, state, and local levels.

The system linkages "strand" has identified resource mapping as a strategy for bringing systems together and building on ongoing efforts in education and workforce development.

Ms. Mack also provided statistics regarding youth with disabilities. For example:

- Thirty-six percent of youth with disabilities are high school dropouts.

- Fifty percent of all adjudicated youth have learning or behavior disorders.

- A large percentage of poor children have disabilities.

Bonnie Jones, project director in the Office of Special Education Programs (OSEP), U.S. Department of Education, commended NCSET for hosting the Institute and noted that NCSET is the OSEP's primary technical assistance investment for secondary education and transition for youth with disabilities. She noted that 70 percent of all students with disabilities spend the majority of their school days in special education classes, and that a need exists to give these students access to the full range of programs and services, not to maintain parallel systems.

Keynote Presentation

JD Hoye, president of Keep the Change, Inc., and former director of the National School-to-Work Office, presented the keynote address. Key points of this address were:

- A comprehensive strategy is needed to adjust the system to meet students' needs, not to adjust young people to fit an existing system. Systems must change to allow young people to achieve, but a reluctance to make organizational change is an impediment.

- It is important to look at young people's assets, not their deficits.

- Systems change requires participation; cooperative involvement, not hierarchy; a recognition that each person sees a different reality; and connections within the system itself.

- Youth development is multi-dimensional and must include multiple strategies related to academic development, work skills, social skills, and core values. Use of time and activities beyond school hours must also be considered.

- Educators and others involved in the education of youth with disabilities must put aside limitations imposed by job titles and organizational structures, offer their personal knowledge and skills, and advocate for continuous system change and improvement.

- The present environment is a categorical-based system and must be moved toward an asset-based environment that focuses on proficiency, not test scores.

- The process of system development must be changed. Systems should support what has been shown to work, moving from theory to practice to data to policy. However, we practice the reverse, with policy driving the process. We must change this reality.

- Strategic partnerships and organizational change are the most powerful ways to change policy. Without organizational change, conversations do not change thinking or the lives of young people with disabilities.

Group Dialogues Reinforce Understanding of Resource Mapping

During the two-day Institute, the participants met in stakeholder groups concerned with special education and transition, workforce development, youth initiatives, general education, and disability services, as well as in geographically based "communities of learning."

The stakeholder groups met once to discuss what is and is not working for youth with disabilities in the current system and priorities that should be addressed.

Later, the communities of learning—representing Delaware; Kentucky; Maryland; Pennsylvania/Connecticut; the District of Columbia; and federal, national, and regional organizations—met three times to understand and progressively initiate the process of resource mapping:

- First, they developed and illustrated a vision for the ideal, comprehensive youth service system that would establish linkages among community partners, align resources and services, be easily understood, and encourage the involvement of others.

- Second, they identified services and activities youth need to transition successfully from school to adult life, identified existing resources and entities that currently address those needs, and discussed overlaps and gaps among the identified services and resources.

- Finally, they listed tasks and activities that could be completed within the next six months and discussed technical assistance and other support that may be needed to achieve their goals.

Expert Session: Resource Mapping for Youth Investment Systems

JD Hoye introduced the resource mapping process as a strategic tool for linking and leveraging resources and for making the most of resource mapping participants' strengths. Resource mapping evolved from the process of asset mapping, in which available resources and customers' needs are identified. She emphasized that resource mapping:

- Begins with a clear vision of services that will make a difference to customers in the geographic community and then examines the resources available to provide needed services.

- Identifies services provided by each funding stream, funding available for critical activities, gaps and overlaps, and ways funds might be reallocated to fill gaps.

- Permits non-threatening organizational conversations and enables participants to openly express needs in the context of the community.

Ms. Hoye recommended using a resource mapping grid to define a vision of services and identify available resources. She emphasized that resource mapping should precede discussions about service outcomes and quality. Like "an onion that is peeled back," the process begins with funds available by program or service, and then identifies limitations (e.g., who can be served).

Group Dialogue I: Defining Special Education and Transition Priorities

Each stakeholder group discussed what is and is not working for youth with disabilities, and identified priority issues. For example, one of the two special education and transition stakeholder groups narrowed the list of what is not working to several important barriers:

- People at the school level do not understand post-school needs.
- Too much focus is placed on high stakes testing standards.
- Special education is not included in school reform.
- Vocational education is ignored because students must focus on meeting diploma exit requirements.
- A lack of continuity exists in providing community-level services.

The same group identified the following positive aspects of serving youth with disabilities:

- A wide range of materials, resources, curricula, and professional association offerings is available.
- Self-determination initiatives have been developed.
- Schools are successfully implementing postsecondary transition programming, and students with severe disabilities are improving their transition outcomes. Public-private partnerships, increased collaboration and communication, and the availability of community-based work experiences are important.
- The importance of understanding what is working is acknowledged, and there is a focus on understanding transition requirements.

Joan Wills, director of the Workforce Development Collaborative for Youth with Disabilities, then discussed the Collaborative's organization and work. She explained that many experts believe that the nation's system for moving young people from school to work "is broken," but that important changes are underway. For example, the Office of Disability Employment Policy has developed a multi-pronged approach that provides project funding.

Ms. Wills also explained that the Workforce Development Collaborative, officially launched November 1, 2001, is bringing together partners concerned with disability issues and workforce development issues. Its efforts, such as the Workforce Excellence Network, are a continuation of those begun under school-to-work legislation. Both the National Center on Secondary Education and Transition and TransCen, Inc., will be part of this collaborative.

Expert Session: The Essence of Partnership Building

JD Hoye discussed the importance and ingredients of successful partnerships, stressing that shared systems, not traditional coordination, work. She guided the Institute participants in identifying characteristics of good partners. Good partners, as defined by the participants, ask what is needed and tell you what they need, listen, contribute, are willing to disagree, treat you as an equal, pick up the slack without complaining, stay with you through the good and bad, are committed, are accountable, and are flexible. Ms. Hoye also noted that:

- Unlike in the 1970s, when coordination was stressed, and the 1980s, when collaboration was stressed, today's environment requires true integration of services and resources across agencies.

- The essence of system-building and partnership-building is connecting organizations.

- One of the challenges in maintaining partnerships is "whether we can walk the talk."

- To succeed in resource mapping, one must recognize and operationalize the characteristics of good partnerships.

- It is important to go beyond the "usual suspects," looking at non-traditional change agents in the community, and to take a proactive role in initiating the process of resource mapping.

Expert Panel: Effective Service Integration Model

A panel of experts discussed what works in youth development systems, how it works, and how to make it work. Richard Horne, senior policy analyst with the Presidential Task Force on the Employment of Adults with Disabilities, described the Task Force, which was established in 1998 "to create a coordinated, aggressive national policy to increase participation of Americans with disabilities in the competitive labor market." The Task Force's Youth Initiative seeks to improve employment outcomes of young people with disabilities. He then discussed the Task Force's resource mapping study, which was designed to identify federal government programs that transition youth with disabilities and to encourage inter-agency linkages. The study:

- Reviewed 207 programs within 12 federal agencies.

- Identified $150 billion in FY 2001 program funding—$138.7 billion for general (non-disability-specific) programs for youth and adults, $12 billion in disability-specific programs, and $8 billion for youth with disabilities.

- Found that the Department of Education (OSERS) has 79 percent of funds for youth with disabilities.

- Indicated that most agencies support specific defining features (e.g., research-based best practices, student-focused planning, and family involvement) and agencies generally encourage rather than mandate more than half of the defining features as outlined in the study. Agencies established to serve children and families are more likely than others to mandate the defining features.

- Determined that agencies seek to cooperate and collaborate but strategies to strengthen inter- and intra-agency collaboration may be needed.

Next steps include completing a final Task Force report with recommendations; summarizing the findings to facilitate further discussion about leveraging available funding; and developing a searchable, online database of programs.

Maggie Leedy, One-Stop services coordinator at the MontgomeryWorks One-Stop center in Montgomery County, Maryland, discussed the One-Stop's services for youth with disabilities. Created under the Workforce Investment Act of 1998, One-Stop centers nationwide provide

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Group Dialogue II: Developing a Shared Vision in Kentucky

During the second group dialogue, the Kentucky participants reflected on the status of youth systems in their state and identified and illustrated their vision of the future. Participants noted that:

- Presently, there is no "aerial view" of youth services, and services in Kentucky are disjointed.
- Resource mapping could be used as a tool to enhance overall services or to help fulfill individual students' visions for the future.
- Many players have a stake in youth development, but they are not connected. A center or database would be useful in bringing together information about and for all of the players.
- Resource mapping at the community level could be used as a model for resource mapping at the state level.

The Kentucky representatives also described and illustrated their vision of an ideal service system for youth. Their ideal system would:

- Be student-centered and enable students to learn about their strengths and needs, make choices about their futures, and advocate for themselves.
- Create an atmosphere of community acceptance and create community expectations that students would move into community-based, post-school settings.
- Develop real, working linkages that permit sharing of personnel, program, and physical resources.
- Be founded on learning styles and support needs, not labels, and be sensitive to the needs of all people with disabilities, including disabilities that are not visible.
- Offer more than one way to exit high school successfully and not "dump" students on technical education programs.

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employers and job seekers, including persons with disabilities, streamlined access to career tools and job placement opportunities. Key points were:

- MontgomeryWorks, which serves as many as 200 customers daily, offers a resource center, job services, free classes and typing tutorials, and career counseling.

- Offerings for youth include career and work transition services, career institutes, and programs for adjudicated youth at detention centers.

- The One-Stop takes a proactive approach to assisting persons with disabilities by providing sign-language interpretation, making computers accessible with JAWS and Magic software, and offering Braille materials, for example.

- The One-Stop proactively seeks to build awareness within its staff and partner agency staffs about the needs of customers with disabilities (e.g., through JAWS training, disability awareness training, deaf culture classes, and a disability newsletter).

Ms. Leedy encouraged the Institute participants to communicate with their local One-Stop staffs and to offer support in assisting One-Stop customers, including youth with disabilities.

Barbara Duffy, founder and executive director of MY TURN in Brockton, Massachusetts, spoke about her organization's community-based work to assist youth, including youth with disabilities. She noted that it is important to support youth in all aspects of their lives, not just their employment needs, and emphasized that MY TURN is concerned with the needs of all youth, not specific populations. Key points were:

- MY TURN has used resource mapping to improve linkages among youth-serving organizations and to leverage funding. The process was instrumental in obtaining an urban/rural opportunities grant.

- The "backbone" of the organization's work has been addressing gaps in serving youth. For example, the organization convened a youth summit to inventory available community services and service providers. The organization has also educated the mayor's office about the role of the local youth council in developing strategies to serve youth better.

- A fiscal analysis at the local level revealed "a vast array" of funding in the community and identified partnership opportunities.

- MY TURN's accomplishments have included opening a charter school; creating learning academies involving employers and career academies; and making linkages among secondary educators, employers, and youth development services.

Ms. Duffy recommended that Institute participants "be aggressive about putting yourself on the map in the community."

> *Group Dialogue III: Identifying Needs, Services, and Gaps in Delaware*
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> The Delaware "community of learning" identified 20 broad categories of services—from vocational training to parenting skills training—that youth need to transition successfully from school to adult life. On a grid, they then cross-referenced the services with nearly 20 entities or categories of providers/resources—from the Division of Vocational Rehabilitation to Boys and Girls Clubs—and identified gaps in meeting the needs of youth. Gaps identified included, for example, a lack of mentoring for high school students, uneven geographic reach of programs, a lack of adequate transportation services, a lack of services for people with mild disabilities, and a lack of lifelong learning programs for people with cognitive disabilities.
>
> This strategic planning exercise, the group agreed, was useful in identifying the players in the state and would be helpful in creating partnerships among the providers/resources for service provision and grant proposal writing. The participants also recognized the large number of resources in the state and their own lack of awareness about the spectrum of services available to youth.

Greetings from the Assistant Secretary of Education

Dr. Robert H. Pasternack, assistant secretary, U.S. Department of Education, Office of Special Education and Rehabilitation Services, thanked the Institute participants for their willingness to explore innovative strategies for serving all youth, including those with disabilities. He noted that:

- Youth with disabilities are being "left behind." Thirty percent of this group does not graduate from high school, and lack of a high school diploma "condemns you to a life of poverty."

- Seventy percent of adults with disabilities are unemployed, and 90 percent of those who are employed are underemployed.

- Special education must be treated as an integral part of overall education.

- President Bush has proposed the largest funding increase ever for IDEA programs, and wants to know what is and is not working in assisting youth with disabilities.

- A need exists to work collaboratively, coordinate resources, and leverage funding for programs that serve youth with disabilities.

- Youth enrolled in secondary school vocational or occupational courses have better post-school employment outcomes. However, resources for these programs are diminishing.

- It is important to show private- and public-sector employers that persons with disabilities can make an "incredible contribution" to the workforce.

- Students who advocate for themselves are more self-determined, and students should be involved in developing their own IEPs.

- Individuals with severe disabilities who finish or "age out of" high school often face long lines to enter adult services.

- Attendant care is critical for people with disabilities who wish to be part of the workforce.

Resource Mapping 1, 2, 3: How to Do It

Melissa Apostolides, policy analyst in the Office of Vocational an Adult Education, U.S. Department of Education, saluted the Institute participants for advocating for children and youth, and reviewed the resource mapping process. Resource mapping "is not just about chasing dollars," she said. Rather, it is a method by which a range of informed partners:

- Establish a shared vision, definitions, priorities, and desired results;
- Identify complementary resources from a broad range of partners that can be aligned to achieve the vision;
- Note any priorities that lack resources and design solutions to fill the gaps; and
- Implement an ongoing process that maximizes all relevant resources by employing them strategically to achieve a common purpose.

The general steps involved in resource mapping are:

- Pre-mapping/assessment: The partners collaborate on a vision statement, set goals, and begin strengthening the partnership.

- Mapping: The partners choose a resource mapping process, collect data guided by the principles identified in the pre-mapping/assessment stage, and analyze the findings.

Group Dialogue IV: Strategic Planning in Maryland

The participants from Maryland culminated their group dialogue by discussing priority activities and next steps in moving the process of resource mapping forward in their state. Important tasks identified included to:

- Recommend the process of resource mapping to their directors and departments as a tool for identifying and bringing together resources.
- Identify two or three key players to champion the idea of resource mapping.
- Share the concept of resource mapping with the Interagency Transition Council (ITC) and ask for involvement of the ITC members, who represent a range of groups.
- Expand memoranda of understanding to encourage the concept of resource mapping.

Next steps discussed included to:

- Write a summary of what was learned and share materials about resource mapping (e.g., at branch and division meetings, and in one-on-one meetings with supervisors and colleagues).
- Reassess visions for their projects and seek opportunities for collaboration (e.g., in proposal writing).
- Develop ideas to present to the ITC.

Support needed to move the process forward might include identifying an external facilitator to lead the effort, funding and personnel time (e.g., for training), and technical assistance tools about the process of using resource mapping (e.g., web-accessible information).

- Implementation: The partners do strategic planning; communicate with stakeholders; and support community action by the partners by emphasizing and rewarding creativity, stressing accountability, and facilitating networking, for example.

- Evaluation: The partners update the vision and goals, revise their plans as needed, continue measuring the effects of their efforts, and maintain momentum through continuous expansion and improvement.

In closing, Ms. Apostolides described how the resource mapping process has been applied at the state and local levels in Massachusetts, for example. As a result of the process, public/private partnerships have been cemented and legislation was passed that yielded the identification of millions of dollars in state and private-sector funding, allowing more than 72,000 students to participate in structured work-based internships, more than 4,000 teachers to intern in workplaces, and more than 32,000 students to shadow employer mentors and explore career interests.

Appendix A:
Speakers' Biographical Information

JD Hoye

JD Hoye is a tireless advocate for the School-to-Work movement. Her entire career has focused on improving opportunities for *all* students and helping communities to build complete, sustainable educational systems that connect *real* education to *real* work.

JD started in "the field" as a youth counselor for CETA (the Comprehensive Employment and Training Act) in Corvallis, Oregon. From there, she rose "through the ranks" to lead the Oregon Consortium and the Oregon Private Industry Council, a 27-county organization under the federal Job Training Partnership Act (JTPA). In 1991, she was appointed associate superintendent of Oregon's Department of Education, managing the Office of Professional/Technical Education and Community College Services.

In 1994, JD was appointed to direct the newly created National School-to-Work (STW) Office, reporting to both the Secretary of Education and the Secretary of Labor in Washington, D.C. Under her leadership, the STW Office managed a budget of $1.1 billion and supported state and local efforts to develop STW systems to improve education and better prepare students for college, careers and citizenship. Under her leadership the national School-to-Work Learning and Information Center was created, and it continues to use advanced technology to provide information, assistance and training to STW systems throughout the country.

In 1996, while still the National Director, JD received the Miss America Organization's Woman of Achievement Award. The $100,000 award was contributed to establish the America Dream Award, a scholarship program that helps students reach career goals and supports educator and mentor STW activities.

After leaving the National Office in 1998, JD continued to spread the STW message throughout the U.S. as President of Keep the Change, Inc., which is dedicated to coaching communities and connecting them with the tools and guides to make system-wide, sustainable changes in workforce development and education reform. Possessing an unusual ability to seize the attention of an audience, JD's presentations are direct, humorous, informative, and motivational, and most often ranked by participants as the highlight of a conference.

As the National School-to-Work Director and now as the President of Keep the Change, Inc., JD Hoye sees her role as encouraging others to take the necessary risks that will ultimately assure a brighter future for individuals and communities.

Melissa Apostolides

Melissa Apostolides, a program analyst in the Office of Vocational and Adult Education, joined the U.S. Department of Education in 1991 to work on adult education and workplace literacy programs. From 1995 to 2001, she was a member of the National School-to-Work Office, a joint initiative of the Departments of Education and Labor. While there, she served in a variety of capacities, working on issues ranging from grant management and policy to technical assistance. Most recently, she served as team leader for the Field Services and Technical Assistance Team. With

the sunset of the School-to-Work legislation, Melissa has returned to the Division of Vocational and Technical Education, where she continues to work on school-to-work issues. She has designed and facilitated at numerous institutes and is committed to helping all youth realize their full potential and to helping state and local communities develop and sustain inclusive and effective partnerships.

Barbara A. Duffy

Barbara Duffy is co-founder and executive director of MY TURN, Inc., a community-based organization established in 1984. Barbara created and developed this nationally acclaimed school-to-work program that received a PEPNet Award in 1998 from the National Youth Employment Coalition and an Anderson Achievement Award, and is part of Jobs for the Future and New Ways to Work's Intermediary Project. MY TURN has also won dozens of regional and local awards, including the Massachusetts Department of Education's Outstanding Industry/Education Award.

Barbara has served as a member of the Heldrich Center at Rutgers University and the Sar Levitan Center at John Hopkins University's national panel for the purpose of creating a Youth Council "cookbook" and training modules for the U.S. Department of Labor staff to utilize in regional trainings. She also serves on the Executive Committee of the Brockton Youth Council and conducts technical assistance and training for the U.S. Department of Labor, the National School-to-Work Office, the U.S. Department of Justice, and the National Youth Employment Coalition.

Richard Horne

Richard Horne is staff director and senior policy advisor for the Presidential Task Force on the Employment of Adults with Disabilities. In this role, Richard is responsible for areas such as policy regarding young people with disabilities, workforce development programs, lifelong learning and postsecondary education programs, civil rights, technology, and federal government employment policy.

Richard has over 20 years of experience in the field. Prior to joining the Presidential Task Force, he served as the deputy director of the Disabilities Studies and Services Center at the Academy for Educational Development, in Washington, D.C. While at AED, Richard served as co-principal investigator for the National Transition Alliance for Youth with Disabilities. He also has served as a congressional intern and as a policy research fellow with the Institute for Educational Leadership.

Richard earned his doctorate at the George Washington University and has written and presented extensively in the areas of public policy, systems reform, information utilization, school-to-work transition, personnel development, rehabilitation, and employment of individuals with disabilities.

Bonnie Jones

Bonnie Jones has devoted more than 25 years to the field of special education. In addition to teaching and educational leadership positions in secondary schools, she has been responsible for career development and transition programs in district and state level positions in Virginia, Hawaii, and Kansas prior to coming to the U.S. Department of Education.

In Hawaii, Bonnie worked as a district transition coordinator and implemented numerous innovative career development and transition initiatives that were adopted statewide. She developed and coordinated a multi-agency school employment project that won national recognition from the U.S.

Department of Labor. Before leaving Hawaii, she was awarded the State Vocational Educator of Year Award.

As state transition coordinator for the Kansas Board of Education, she conducted extensive multi-agency training on transition services throughout the state and coordinated a federal grant that created an interagency system to identify and collect post-school outcomes for students with disabilities. In Kansas she revived the state chapter of DCDT and served as its president. In 1990, she received the "Outstanding Contribution to Transition" award from the Kansas State Council for Exceptional Children.

At the Office of Special Education Programs (U.S. Department of Education), Bonnie is responsible as a federal partner for several national centers that focus on improving results for students with disabilities in high schools. Bonnie earned her doctorate at Teachers College, Columbia University and teaches at the Graduate School of Education, George Mason University (adjunct faculty).

Maggie Leedy

Maggie Leedy is the One-Stop services coordinator for MontgomeryWorks, Montgomery County's One-Stop employment resource center. She coordinates disability-related services and accommodations for the One-Stop. She also serves as the community liaison and is responsible for Partner relations, tours, and staff cross training and guest presentations. Ms. Leedy works on projects relating to the inclusion of people with disabilities in employment and training programs. Currently, she works with the Department of Labor's Bureau of Apprenticeship Training to assist them in including more apprentices with disabilities in their program. She has worked in the field of employment and training, in Montgomery County for 20 years.

Ms. Leedy is known nationally as a motivational speaker and for her expertise in training and technical assistance on workplace accommodations, and disability awareness and etiquette in the workplace. She has worked as a career specialist, a researcher studying the impact of employment of people with disabilities on business, and a human resource consultant to the Marriott Corporation.

Ms. Leedy has co-authored and conducts a train-the-trainer program, *Diversity in the Workforce: The Winner's Circle*, for businesses interested in diversifying their workforce. She holds an M.A. in Education and Human Development from the George Washington University.

Richard Luecking

Dr. Richard Luecking is president of TransCen, Inc., a position he has held for the past 14 years. During his tenure, he has been responsible for the implementation of numerous model demonstration and research projects related to school-to-work transition and employment of individuals with disabilities. He has also held positions in rehabilitation, education and program administration, and has provided training and technical assistance on transition and employment throughout the U.S. From 1997-99, he also served as a temporary appointee to the National School-to-Work Office, assigned to promote employer involvement in school-to-work initiatives nationwide. The author of several publications on transition and employment, Dr. Luecking and his colleagues at TransCen work with partners throughout the country to expand career development options for youth with disabilities.

Mary Mack

In her present role as associate director of the National Center on Secondary Education and Transition and co-leader of the systems linkages and service coordination network, Mary's primary responsibility has been to help state policymakers ensure the inclusion of youth with disabilities in various youth initiatives including the workforce investment and school-to-work systems. She designs and manages the coordination of technical assistance services to States. In this role, Mary has worked to develop collaborative relationships with organizations that include the National Alliance for Business, CCSSO, NASDSE, and AED. She has planned and conducted several national institutes and workshops on STW, employer involvement, and standards-based education.

IDEAs that Work
U.S. Office of Special Education Programs