Resources for School-Based Practitioners

Intervention in School and Clinic

Coming soon to this journal for practitioners – Julia Wilkins and Loujeania Bost’s piece entitled Dropout Prevention in Middle and High Schools: From Research to Practice.

Teaching Exceptional Children (TEC) Special Issue: Teaching Transition Skills in the 21st Century

If you are a current Council for Exceptional Children (CEC) member, check out the latest TEC issue on Teaching Transition Skills in the 21st Century. Articles in this transition-focused issue include:

Assessing Transition Skills in the 21st Century
Dawn A. Rowe, Valerie L. Mazzotti, Kara Hirano, and Charlotte Y. Alverson
This article is filled with practical information for practitioners including important guidelines and resources for assessing transition skills in students with disabilities.

Update from NTACT

Happy back to school to many of you! Some students are already back and some teachers and providers are wrapping up summer vacations and heading back to meetings and professional development. It’s a new year for many!

NTACT will be kicking off the school year, working with three states to improve outcomes for youth with disabilities. Alaska, Nevada, and North Dakota were selected to receive intensive technical assistance (TA) services from the Center through an application process that was completed over the summer. These three states have identified specific areas of secondary education, transition services, and school completion efforts for youth with disabilities that the states’ education and vocational rehabilitation agencies will partner with NTACT to enhance, to improve outcomes for youth and their families over the next five years. NTACT will initiate another request for proposals in 2016 and select seven additional states for intensive TA at that time.

Of course, we continue to work with all state education agencies and vocational rehabilitation agencies through responses to inquiries and development of products and resources, increasingly available at www.TransitionTA.org. A Guide to Developing Collaborative School-Community-Business Partnerships is available at our current home page. We have also recently developed The Risk Calculator, an online resource that estimates individual students’ risk of dropping out, using basic student-level data available in school buildings. We are seeking a few schools or districts to help us pilot this exciting tool. If you are interested in participating, please contact us at mklare@uncc.edu.

Additionally, NTACT will work with small groups of states or an individual state on a time-limited basis on a specific issue or opportunity, as requested. Forms for requesting “targeted” technical assistance can be accessed by emailing NTACT at ntactmail@uncc.edu. We are continuously determining ways to partner with organizations and other federally funded centers to provide useful resources and responses that help you do your work.

During the first quarter of the school year, our website will become increasingly rich with resources and ways to interact. You will see a schedule of webinar series and online resources advertised by NTACT.
We will host our mid-year cadre meeting with state teams in Portland, Oregon on November 4. Please keep in touch with us by commenting on what’s useful, what’s not, and what’s missing. Complete the evaluations for the events in which you participate. If you’re not yet receiving this NTACT Notes directly, sign up for our listserv. We look forward to a great school year for you and the students you serve!

College and Career Readiness

Integrating Employability Skills: A Framework for All Educators

In partnership with the Center on Great Teachers and Leaders (GTL Center) and RTI International, the College and Career Readiness and Success (CCRS) Center developed Integrating Employability Skills: A Framework for All Educators, a Professional Learning Module (PLM). Employability skills refer to the skills required to be college and career ready including academic knowledge, technical expertise, and a set of skills called employability skills – necessary for success in the labor market. These skills may also be known as soft skills, workforce readiness skills, and career readiness skills.

The Employability Skills Framework is comprised of nine key skills organized in three categories: Applied Knowledge, Effective Relationships, and Workplace Skills. See the interactive model for the specific skills associated with each category.

Resources for educators, employers, and policymakers can be found on the Employability Skills Framework.

A webinar sponsored by the CCRSC, RTI International, the Center on Great Teachers and Leaders, and the American Youth Policy Forum will be offered on this framework on Wednesday, September 2 from 2:00 – 3:15 PM (Eastern). Register at this link.

Presenters include:

- Kate Blosveren, Associate Executive Director, NASDCTEc
- Ellen Cushing, Deputy Director, CCRS Center
- Catherine Jacques, Technical Assistance Lead, CCRS Center and GTL Center
- Scott Myers, Director of Teacher Licensure and Accreditation, Kansas State Department of Education
- Laura Rasmussen Foster, Program Director of Adult Education Studies, RTI International
Career Pathways: Breaking Down Barriers to Employment for Individuals with Disabilities

See the official blog of the U.S. Department of Education, posted by Assistant Secretary of the Office of Special Education and Rehabilitative Services, Michael Yudin, and Acting Assistant Secretary of the Office of Career, Technical, and Adult Education, Johan Uvin (view blog here). The post focuses on the importance of career pathways and shares a request for applications from states to “establish model demonstration projects to develop and use career pathways to help individuals with disabilities, including youth with disabilities, acquire necessary marketable skills and recognized postsecondary credentials.”

Professional Development Opportunities

There are numerous opportunities for professional development. Please see below for information on conferences, webinars, and online courses available in the area of transition.

Webinars:

RAISE, through the US Department of Education Rehabilitation Services Administration is offering two webinars presented by NDNR in the upcoming weeks and months. “RAISE works to create a user-centered technical assistance center to understand the needs and resources of the Parent Training and Information Centers that are supported by the Rehabilitation Services Administration (RSA-PTICs) and collaborate with them to improve products and services.”

Title: Vocational Rehabilitation  
Sponsored by: RAISE  
Date: September 21st from 2:30pm-3:15pm EDT

Title: Sheltered Workshops and WIOA  
Sponsored by: RAISE  
Date: October 20th from 2:30pm-3:15pm EDT

Embedding Secondary Transition in the Common Core State Standards

Audrey Bartholomew, Clare Papay, Amber McConnell, and Jennifer Cease-Cook  
With the focus on college and career readiness and the Common Core State Standards (CCSS), educators are concerned that academic skills will eclipse the ability to teach transition skills. However, students are able to learn both academic and transition skills simultaneously; this article provides strategies and resources for teaching both skill sets to students with a range of disabilities.

Technology and Transition in the 21st Century

Ryan O. Kellems, Meg Grigal, Darlene D. Unger, Thomas J. Simmons, Debra Bauder, and Caroline Williams  
Advancing technology continues to improve the lives of individuals with disabilities; this article looks at the ways in which technology can be used to facilitate the transition of individuals with disabilities.

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Successful Transition of Students With Disabilities to 21st-Century College and Careers: Using Triangulation and Gap Analysis to Address Nonacademic Skills
June E. Gothberg, Lori Y. Peterson, Maria Peak, and Jennifer M. Sedaghat
This article describes the use of the Triangulated Gap Analysis to identify the gap in skills, including nonacademic skills (i.e., behavioral, social, communicative, functional, and operational) and to create annual IEP goals necessary to prepare students for postsecondary living (i.e., postsecondary education, work, independent living).

Strategies for Creating Work-Based Learning Experiences in Schools for Secondary Students With Disabilities
Jennifer Cease-Cook, Catherine Fowler, and David W. Test
The authors describe ways in which to weave work-based learning experiences (e.g., job shadowing, apprenticeships, and internships) into course instruction, assessment of academic competence, and documentation of transition assessment information.

Register for the RAISE webinars at: https://www.eventbrite.com/e/2015-raisewebinars-tickets-17768074790

The National Collaborative on Workforce and Disability for Youth (NCWD/Youth) is also hosting a series of webinars this fall for postsecondary education faculty and staff. See www.ncwd-youth.info for a complete schedule of this series.

National Events:

October 1 – 2
Las Vegas, NV
Visit the CLD website for conference details: http://www.council-for-learning-disabilities.org/2015-annual-conference-on-learning-disabilities

TASH 40th Annual Conference
Celebrating 40 Years of Progressive Leadership
December 2 – 4
Portland, OR
Visit the TASH website for more details: www.tash.org

Division on Career Development and Transition (CEC), 19th International Conference
Blazing New Trails in Transition
November 5 – 7
Portland, OR
Visit the DCDT website for more details: www.dcdt.org

Division on Autism and Developmental Disabilities (CEC), 17th International Conference on Autism, Intellectual Disability & Developmental Disabilities
Research-Informed Practice
January 20 – 22, 2016
Honolulu, HI
Visit the DADD website for more details: www.daddcec.org
Resources for Vocational Rehabilitation Counselors:
Please see the resources featured below from the RRTC on EBPs for VR. If you have questions about integrating research into your practice? Let them know!
For more EBP resources, please visit www.research2vrpractice.org.

Youth Leadership Development:
The National Collaborative on Workforce and Disability (NCWD) for Youth has excellent resources for students including tip sheets on self-advocacy, leading your IEP meeting, and volunteering. Additionally, they have categories of skills and activities valuable to employment goals. See the NCWD website for more information: http://www.ncwd-youth.info/youth.

State Conferences and Institutes:

Arizona’s Fifteenth Annual Transition Conference
Connecting for Success: Shared Expectations, Responsibilities, and Outcomes
August 24-26
Scottsdale, AZ
Visit the Arizona Department of Education website for details: http://www.azed.gov/special-education/2015-transition-conference/

Iowa Transition Conference 2015
September 22-24
Coralville, IA
See the conference website for details: https://www.edevents.org/conferences/18/iowa-transition-conference-2015

South Carolina’s Transition Institute
September 21-22
Greenville, SC
This event is for interdisciplinary local teams from across the state of South Carolina.

11th Annual Illinois Statewide Transition Conference
October 29-30
Chicago, IL
See the website for more details: details: www.illinoistransitionconference.org

Legal Corner:

ESEA Reauthorization
On July 8th the House approved the Student Success Act (H.R. 5 – 114th Congress), an education reform bill that shifts responsibility for student assessment and school accountability to the states by reducing or eliminating federal education oversight, spending, and programs (https://www.govtrack.us/congress/bills/114/hr5/summary).

July 16th marked the long awaited for reauthorization of the Elementary and Secondary Education Act (ESEA). A statement from Secretary of Education Arne Duncan:

"We applaud the progress made in the Senate today toward replacing the flawed No Child Left Behind Act. We need a new law that gives every child an opportunity to succeed. This bill would give states more flexibility from one-size-fits-all federal mandates and reduce the burden of testing on classroom time,
Easter Seals
Twitter Chat on Disabiilty and Academia Thrive is an Easter Seals young women mentoring program. Join Thrive on August 26th at 2 p.m. EST for their twitter chat on disability and college! Follow the conversation and chime in with your own thoughts using the hashtag #thrivecollege. We hope to see you there! For more info, visit http://www.easterseals.com/thrive/academia/.

Featured Partner:

Please see the resources from our featured partner the Rehabilitation Research and Training Center on Evidence-Based Practice in Vocational Rehabilitation (RRTC-EBP-VR)

Have you visited the RRTC-EBP-VR’s website lately? Vocational rehabilitation practitioners will find the information, training, and tools helpful for the integration of evidence-based research into practice.

...while still ensuring that parents and educators know how students are doing every year. I'm particularly pleased that the bill would expand access to high-quality preschool and direct taxpayer dollars toward proven innovative strategies. I commend the hard work of Chairman Alexander, Senator Murray, and their colleagues to get us this far. However, this bill still falls short of truly giving every child a fair shot at success by failing to ensure that parents and children can count on local leaders to take action when students are struggling to learn. We need to identify which schools work and which ones don't, so we can guarantee that every child will have the education they need.

I cannot tolerate continued indifference to the lowest performing schools, achievement gaps that let some students fall behind, or high schools where huge numbers of students never make it to graduation. This bill should also do more to maintain focus on what matters most—whether students are actually learning and graduating, and whether those that need the greatest help receive the resources and support they need.

I look forward to continuing to work with Chairman Alexander, Senator Murray, Chairman Kline, Representative Scott—and their colleagues—to strengthen the bill before it reaches the President's desk" (http://www.ed.gov/news/press-releases/statement-secretary-education-arneduncan-senate-passage-every-child-achieves-act).

Request for Comments on WIOA Unified and Combined State Plan Requirements

Dear Colleague:

The Departments of Labor, Education, Health and Human Services, Agriculture, and Housing and Urban Development are soliciting comments concerning a collection of data that will be used for unified and combined state plans under the Workforce Innovation and Opportunity Act (WIOA). The WIOA Unified and Combined State Plan Requirements is a consolidated information collection that would implement sections 102 and 103 of WIOA (P.L. 113-128). WIOA requires that, no later than March 3, 2016, each State, at a minimum, submit aUnified State Plan as a condition of receiving funds for core programs subject to the Unified State Plan requirements. In the alternative, States may submit a Combined State Plan as a condition of receiving funds under certain named programs subject to the Combined State Plan provisions. See 29 U.S.C. §§ 3112 and 3113.

The Unified or Combined State Plan requirements are designed to improve service integration and ensure that the publicly-funded workforce system provides a range of employment, education, training, and related services and supports to help all jobseekers secure good jobs while providing businesses with the skilled workers they need to compete in the global economy. To that end, the Unified or Combined State Plan would describe how the State will...
develop and implement a unified, integrated service delivery system rather than discuss the State’s approach to operating each program individually.


The comment period is open for 60 days and closes on October 5, 2015. Any comments not received through the processes outlined in the Federal Register will not be considered by the departments. Technical assistance materials will be available at [http://wioa.workforce3one.org](http://wioa.workforce3one.org).

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The goal of the RRTC is to empower vocational rehabilitation practitioners to improve employment rates, and quality of employment for people with disabilities through the use of evidence-based practices (EBP). Check out this online, self-paced training module available at no-cost: [Integrating Research into VR Practice](http://www.integratingresearchvopractice.org). It provides an introduction and guide to integrating research into VR practice through four steps:

1. Formulating well-defined, answerable questions
2. Seeking the best evidence to answer questions
3. Critically evaluating evidence
4. Applying the evidence to individual consumers

Do you have a question or comment about integrating EBP into your practice? [Let them know!](http://www.integratingresearchvopractice.org)

For more EBP resources, please visit: [www.research2VRpractice.org](http://www.research2VRpractice.org)

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**Contact Us!**


Email us at [ntactmail@uncc.edu](mailto:ntactmail@uncc.edu).

Call us at 704-687-8606.

Follow us on Facebook and Twitter.

Pin us, as well!

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