Update from NTACT

Next month NTACT will host its first Capacity Building Institute as NTACT. Last year we supported the event, co-hosted by four TA Centers funded by OSEP. So, the model continues – a hybrid of a conference and a planning institute.

What will be different this year?

• We’re offering a Transition 101 session for team members who are new to the field of secondary education and transition planning and services for students with disabilities. This will be offered before the CBI begins.

• The Taxonomy for Transition Programming has been updated, based on recent research (see below). The Taxonomy is the framework for the state team planning time and the CBI content. This year’s content will focus on the Program Structures area of the Taxonomy for the first time since NSTTAC and the other centers began hosting CBIs.

• The CBI has always included youth, but this year we are excited that a few more teams are bringing students as team members.

• The RAISE Center (see featured partner below) will be hosting their summit in the same location as the CBI, so we look forward to more family members on teams this year, as well.

• Finally, we look forward to three workshops intended to “launch” teams from their planning toward implementation to wrap-up the Institute on Thursday afternoon!

What will be similar?

• State leaders in secondary transition from special education and vocational rehabilitation and other interested stakeholder groups will participate as interdisciplinary state teams of varying sizes.
July
Rehabilitation Engineering and Assistive Technology of North America and National Coalition for Assistive and Rehab Technology Conference
Promoting Access and to Assistive Technology
July 10 - 14
Arlington, VA
Contact: 703-524-6686
email: conference@resna.org
www.resna.org

Autism Society, 47th Annual National Conference
Connect, Learn, Advocate, and Thrive
July 13 – 16
New Orleans, LA
Contact: 800-328-8476
email: conference@autism-society.org
www.autism-society.org

October
Division on Career Development and Transition (CEC), 20th International Conference
Riding the Tide of Transition
October 18 – 23
Myrtle Beach, SC
Contact: 888-232-7333
www.dcdt.org

State Conferences and Institutes
23rd Annual VISIONS Conference
VISIONS XXIII
April 27-29, 2016
Lake Mary, Florida
Click the link for more information.

• Participants will alternate between gaining new knowledge (like a conference) and applying that knowledge into capacity building plans.

• Team members will participate in facilitated state team planning to target improved transition services, high school completion rates, and improved postsecondary outcomes of youth with disabilities. The facilitators represent partner centers and organizations, universities, and other experienced stakeholders in secondary transition.

• Rich content sessions will be led by university personnel (e.g., University of Oklahoma, University of Kansas, University of Chicago, George Washington University), federally funded partners (e.g., National Center on Systemic Intervention, Center for Parent Information and Resources, IDEA Data Center, PEPNet2.0, Workforce Innovation National Technical Assistance Center, College and Career Readiness and Success Center, RAISE, VR Youth Technical Assistance Center, PROMISE TA Center), and state team members (e.g., Delaware, Pennsylvania, Virginia, Arkansas, Rhode Island, Nebraska, Nevada, Arizona, New York, Wisconsin, Maryland, Idaho).

• OSEP and RSA staff will be on-hand to interact with state teams.

• It will be hard work and fun!

The CBI runs from the afternoon of May 3 through the afternoon of May 5. Between 35 - 40 state teams plan to attend this year. We’ll keep you posted on how it goes! Many of the resources shared and presented at the CBI will be available at NTACT’s website early in May.
NTACT Announces the Taxonomy for Transition Programming 2.0

As referenced above, the Taxonomy for Transition Programming 2.0 (Kohler, Gothberg, Fowler, and Coyle, 2016) is an update to the earlier Taxonomy for Transition Programming (Kohler, 1996). The document identifies concrete practices—identified from effective programs and the research literature—for implementing transition-focused education. As indicated in the references at the end of the document, the Taxonomy 2.0 brings in the latest literature regarding predictors of post-school success, strategies to increase graduation and reduce dropout, school climate, and vocational rehabilitation services focused on fostering successful transition to college and careers for youth with disabilities. The model continues to include five primary practice categories: Student-Focused Planning, Student Development, Interagency Collaboration, Family Engagement, and Program Structure. Specific subcategories and indicators from the original Taxonomy for Transition Programming (1996) were edited to reflect the most current research. View the Taxonomy 2.0 here: Taxonomy 2.0.

Featured National Center or Organizational Partner:

Resources for Access, Independence, Self-Advocacy and Employment

RAISE, the National Resources for Access, Independence, Self-Advocacy and Employment is a user-centered technical assistance center that understands the needs and assets of the RSA-PTIs, coordinates efforts with the TA provided by PTI centers and involves RSA-PTIs as key advisors and partners in all product and service development and delivery. RAISE is funded by the US Department of Education to provide technical assistance to, and coordination of, the 7 state-level PTI centers (RSA-PTIs). It represents collaboration between SPAN, the Native American Parent Technical Assistance Center (PTAC) and the six Regional PTACs.
Goals are to Support Parent Centers to:
- Increase knowledge and skills for serving families and youth with disabilities
- Improve the quality of family and youth resources
- Increase collaboration
- Empower the voice of youth and parents
- Improve the lives of people with disabilities

Products of the RAISE Center:
- Resource Library
- Leadership Summits
- Improvement Plans
- Website
- Webinars
- E-Newsletter

School Completion

NTACT hosted an Ask the Expert, Risky Business: Risk Factors for Dropping Out & the NTACT Risk Calculator with Dr. Matthew Klare on the Risk Calculator early warning system on April 21. The online discussion continues through May 5!

What’s Ask the Expert?

The opportunity to see an expert present on a topic PLUS ask questions and discuss the topic with the presenter for 2 weeks afterward.

There are 2 parts to an Ask the Expert:

- Watch the live presentation OR the recording (available after the live event)
- For 2 weeks after each event, ask questions and discuss the topic with the presenter online
- Even if you missed the live presentation, you may engage with “the expert”, so login and participate with Matt Klare!

The recordings and discussion can be found here.
College and Career Readiness

NTACT has recently posted an Annotated Bibliography on Financial Literacy. Please check out the new resource here: Financial Literacy Annotated Bibliography.

The Youth Transitions Collaborative, in partnership with the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), hosted a technical assistance webinar entitled, Determined to Succeed: Preparing for Postsecondary Education and Employment. Visit their website to view this archived, informative webinar.

Vocational Rehabilitation

Frequently Asked Questions (FAQ) on Fiscal Requirements for Pre-Employment Transition Services
The Rehabilitation Services Administration (RSA) has developed an FAQ document related to fiscal requirements for pre-employment transition services. Click the link to view this FAQ document on the RSA website.

From the RSA Commissioner, Janet LaBreck
The 37th Institute on Rehabilitation Issues (IRI) document, “Understanding the Affordable Care Act: A Toolkit for VR Counselors”. The Toolkit and prior publications can be found on the IRI website. Click the link for an accessible PDF of the toolkit and an accessible Word version can be found by clicking the link and locating the document (37th IRI: Understanding the Affordable Care Act: A Toolkit for VR Counselors [Word]).

Professional Development Opportunities

Doctoral Leadership Training Program in Effective Educational Practices for Students with Severe Disabilities (Beginning Fall, 2016)
The University of Utah Leadership Education Program (ULEP) is focused on preparing individuals for faculty positions in higher education who have expertise in effective educational practices for students with severe disabilities.

Applicants who are admitted to the program will receive an annual stipend of $33,000, which includes an additional tuition waiver for up to 12 credit hours per semester (fall and spring) for 3 years.

For more information, please contact John McDonnell (john.mcdonnell@utah.edu) or Matt Jameson (matt.jameson@utah.edu).
The Fund is a part of the Citi Foundation’s Pathways to Progress initiative, focused on preparing young people to thrive in a 21st century economy. Since 2014, more than 70,000 youth have been reached as part of the Foundation’s commitment to give 100,000 low-income youth in 10 U.S. cities the opportunity to boost their career readiness.

The deadline to submit program ideas is May 2, 2016. Grant recipients will be announced this summer.

To learn more about the Youth Opportunity Fund, register for an informational webinar or apply for a grant visit the website.

Resources for Families

New resource for Parent Centers posted on the NAPTAC website: This document will describe some of the historical factors impacting the participation on Native parents in the schooling of their children. These factors do not just impact Special Educators, but all educators, parent centers and anyone working with Native students whether they reside in reservation communities, or those living off reservations (over seventy-five percent) in public schools. Click here to get the article "Historical Perspectives for Working with Native American Parents."

Online Professional Development

Work Based Learning and Work Experiences
May 12, 2016, 2:00 -3:00 PM Eastern
Presenters: Dale Verstegen and Amy Dwyre D'Agoti, TransCen, Inc.
This webinar will describe the types and purposes of work based learning and work experiences and how they can lead to competitive employment. Also presented will be the functions of a work experience and the primary benefits to students and employers. This webinar will define the responsibilities of students, teachers and employers during work experiences and what constitutes a quality work experience. Register here.

Non-Academic Skills for College and Career Readiness: Growth Mindsets
June 9, 2016, 2:00 -3:00 PM Eastern
Presenter: Project for Education Research That Scales (PERTS), Stanford University

Ask the Expert on Self-Determination
June 16, 2016, 2:00 – 3:00 PM Eastern (and two weeks following online discussion)
Presenter: Michael Wehmeyer, Ross and Mariana Beach Professor; Director and Senior Scientist, Beach Center on Disability; Co-Director, Kansas University Center on Developmental Disabilities

Effective Service Delivery Models that Improve Postsecondary Outcomes
July 14, 2016, 2:00 – 3:00 PM
Presenter: NTACT

Attendance Matters
August 11, 2016, 2:00 – 3:00 PM Eastern
Presenter: Hedy Chang, Attendance Works

Registration for each of these webinars will be online at www-transitionta.org one month prior to the webinar and will be shared via NTACT’s listserv. Join us!
Check out this month's **BUZZ from the Hub** from the Center for Parent Information and Resources (CPIR)

**Theme: Just the Facts, Ma’am**

Parent Centers want to bring their authentic and meaningful perspectives to decision-making tables. And there are a lot of important decisions states are busy making right now, from the SSIP process to improving outcomes for students with disabilities, to defining how to implement ESSA. For more information, click the [BUZZ from the Hub](#) link!

**Resources for Practitioners**

**National Center on Intensive Intervention (NCII)**

NCII is excited to announce the release of updates to the design and function of our tools charts. The newly released charts have:

- **More prominent distinctions between the available tabs.** The displayed tab will be highlighted in orange and you can easily navigate between tabs by clicking Next Tab or Previous Tab or by clicking the standard name of one of the tabs.
- **Easy filtering to narrow results.** You can choose to narrow your selection on the academic intervention and progress monitoring charts by filtering by grade level or subject matter (reading, mathematics, and writing).

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### Webinars

**American Youth Policy Forum Events**

**Seizing The Moment: Realizing the Promise of Student-Centered Learning**

*Date: 05/03/2016 09:30 AM - 10:30 AM ET*

*Summary: Capitol Hill Briefing*

[Details][Register]

**Scaling Effective Practices for Youth Transitioning Out of Foster Care**

*Date: 05/23/2016 12:00 PM - 01:30 PM ET*

*Summary: Capitol Hill Forum*

[Details][Register]

**Center on Transition Innovations at Virginia Commonwealth University Webcast Series**

To access information and registration for their upcoming free transition webcast series click on the link.

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**PEPNET2 Online Course**

**Ethical Considerations for Vocational Rehabilitation Counselors**

The course will examine the role of ethics in a professional setting. Participants will examine how ethics and professionalism are influenced by culture, workplace environment, and individual backgrounds. The class will explore how professional boundaries and dual relationships can affect the professional/consumer relationship. Participants will use a framework for ethical decision making to discuss sticky situations and arrive at professional solutions. Click the [link](#) to learn more.

The course is from May 16 - June 26 - asynchronous - more information is at the link above. We'll share this via our listserv later this week. (PEPNet2 is an OSEP funded TA Center - focused on improving postsecondary outcomes for individuals who are deaf or hard of hearing, including those with co-occurring disabilities.)
Think College Webinars

Supporting Employment Partnerships
Monday, May 9, 2016, 3:00 – 4:00 PM Eastern
Presented by: Martha Mock, University of Rochester and Amy Dwyre D'Agati, TransCen, Inc.

Every college campus has a different feel and a different culture - and this is the same for post secondary programs for students with intellectual disabilities in these college settings. So how do you systematically improve employment outcomes across very different environments? In upstate New York, University of Rochester collaborated with four TPSID initiatives across the region: a small private Christian college, a large urban university, a city community college and a small rural college. Each campus offered its unique opportunities and challenges, so Amy Dwyre D'Agati from TransCen, Inc. worked with each campus individually to customize problem-solving and action plans to help improve employment outcomes. This webinar gives an overview of the various strategies used based on each college's specific needs to help them remove barriers and use the opportunities each campus offered to their benefit.

Importance of Multidisciplinary Leadership Teams for Dual Enrollment Partnerships
Wednesday, May 18, 2016:3:00 – 4:00 PM Eastern
Presented by: Maria Paiewonsky, Think College, Glenn Gabbard, MA Executive Office of Education, and Tina Raeke, and Mary Price, Bridgewater State University

The importance of an advisory team to oversee inclusive postsecondary education initiatives cannot be underestimated. Teams that meet regularly and include representatives from the college, sending schools, adult agencies, community providers, students, and families, are able to more effectively facilitate access to postsecondary education, address potential problems, and establish agreements regarding policies and practices than initiatives that do not establish leadership teams. This webinar will outline the function of multidisciplinary leadership teams for dual enrollment partnerships and provide examples of several team outcomes that helped to sustain and grow these initiatives.
Resources for Researchers

Effective Practices and Predictors from NTACT
NTACT is charged with assisting stakeholders in implementing evidence-based and promising practices and predictors that promote positive post-school outcomes for all students with disabilities. Throughout the website and other resources from NTACT, effective practices and predictors have been evaluated regarding the amount, type, and quality of the research conducted, and are labeled as either (a) evidence-based, (b) research-based, or (c) promising. Currently NTACT is not identifying “unestablished” practices, but recognizes that there is a body of practices in the field for which there is not yet evidence of effectiveness. These designations indicate the confidence one can have in the likely effectiveness of the intervention, when implemented as defined and recommended.

See the NTACT website for the Effective Practices and Predictors Matrix and resources for using identified practices.

NLTS2 Secondary Data Analysis Community of Practice

The NLTS2 Community of Practice is a group of professionals interested in research on the National Longitudinal Transition Study-2. The group meets online three to four times per year, typically for researchers to present their work using the NLTS2 and to discuss relevant issues. To learn more or become involved in this CoP contact David Test, dwtest@uncc.edu.

Developing Inclusive Residential Services
Thursday, June 9, 2016, 3-4 pm Eastern
Presented by: Kelly Kelley, Western Carolina University and Carole Carlson, Think College

This session will provide applicable strategies for setting up inclusive campus residential options including developing, negotiating, and maintaining campus partnerships, determining and facilitating residential support needs, and implementing specific proactive safety/emergency procedures that you might encounter when facilitating residential college programs.

Click the link for information and to register.

Opportunity to Participate in Research: Autism Transition Survey

You are invited to participate in a research study under the direction of Dr. Scott Beveridge in the Department of Counseling and Dr. Joan Kester in the Department of Special Education and Disability Studies from the Graduate School of Education and Human Development at The George Washington University (GWU). Taking part in this research is entirely voluntary. The status of your employment will not, in any way, be affected should you choose not to participate or if you decide to withdraw from the study at any time. We are recruiting transition personnel at the local, regional, and state level to complete the survey (e.g. special education and vocational rehabilitation).

The purpose of the study is to enhance our understanding of the needs of services for individuals with autism spectrum disorders transitioning to adult work, as well as the professional development needs of school and Vocational Rehabilitation personnel serving this population. This research involves collecting demographic data and a series of questions intended to gauge the preparation and utilization of services. If you choose to participate in this study, you will be asked to complete an online survey. The total amount of time you will spend in connection with this study is about 10-15 minutes. You may refuse to answer any question, and you may stop your participation in this research at any time.

Section one of the survey collects demographic information. Section two consists of questions related to provider feelings of preparation and importance regarding knowledge domains needed to best perform in this role. Section three consists of questions looking to ascertain the frequency with which certain services are offered at the place where you currently work. Section four consists of a few open ended responses to allow for clarification and other comments. Possible risks or discomforts you could experience during this study include: minimal stress from the assessment of your opinions. In the unlikely event that this should occur, a resource will be provided should you wish to discuss any discomfort that surfaces in connection with this study. Available upon request, you will be directed to Mental Health Services.
at the George Washington University who will assist in finding a resource more convenient to your needs and location.

You will not benefit directly from your participation in the study in any other way. The benefits to science and humankind that may result from this research include: helping to increase the knowledge of what is needed for both practitioners and clients to transition to adult work. Your information and the status of your participation will be confidential. The data collected will be anonymous, and no names or other specific identifying information will be collected at any time. If the results of this study are reported in scientific journals or at professional meetings, the people who participated will not be named or identified. Our safeguards ensure no risk of breaching confidentiality.

The Office of Human Research at GWU, at telephone number (202) 994-2715, can provide further information about your rights as a research participant. Further information about the specifics of this study can be obtained by contacting Dr. Beveridge, the co-principal investigator, at telephone number (202) 994-2473 or email beveridg@gwu.edu. To ensure anonymity, your signature is not required on this document. Your willingness to participate in this study is implied if you proceed with completing the survey.

Please take 10 minutes of your time to participate in this study. The link to the survey is located at [www.surveygizmo.com/s3/2615089/Autism-Transition-Survey](http://www.surveygizmo.com/s3/2615089/Autism-Transition-Survey).