

**NTACT**  
THE COLLABORATIVE



2023 Capacity Building Institute

# BACK TOGETHER

to Build Together



May 16 - 18, 2023  
Charlotte, NC



## PROGRAM

The purpose of the NTACT:C 2023 Capacity Building Institute is to:

- increase knowledge of effective transition-focused practices;
- use relevant transition data to reflect on current practices;
- update or develop state interagency strategic plans;
- develop new, and strengthen existing, partnerships with other states and entities; and
- build capacity of interagency state-level transition team leadership (education, vocational rehabilitation, and other agencies).

CBI themes:

- Engagement of students, youth, and families in their educational and transition services
- Data-based decision making, sharing, and use to improve programs and outcomes at the state- and local-levels
- Justice, equity, and inclusion in services to diverse populations of students and youth with disabilities
- Collaborative partnerships and service delivery for ongoing recovery and retention
- Provision of career and technical education, career pathways, and work-based learning experiences for underrepresented and *all* students and youth with disabilities

Key:

- green font = student, youth, parent and family voices/content
- blue font = diverse perspectives/ equity and inclusion regarding specific cultures and providing vocational rehabilitation, secondary education, and dropout services
- purple font = collaborative service delivery during the current climate including recovery and retention
- orange font = CTE, career pathways, and provision of work-based learning experiences for underrepresented and all students with disabilities
- red font = federal partner engagement
- black font = multiple themes

## Tuesday, May 16, 2023 • 9:00 a.m. – 7:00 p.m. ET

**Breakfast on your own**

*Searching for a restaurant? Check out the [CBI Landing Page](#) for local eateries and places to go.*

7:30 a.m. – 5:30 p.m.

**Registration Open • [Midway](#)**

8:00 a.m. - 12:45 p.m.

**Facilitator Preparation • [Glenwaters](#)**

Tuesday, 5/16: 9:00 – 9:30 a.m. ET <b>General Session</b>	<b>General Session Description and Objectives</b>
<p><i>Back Together to Build Together: Foundations and Framing of the NTACT:C 2023 Capacity Building Institute</i></p> <p><b>Melissa Diehl</b>, Co-Director, NTACT:C/ The George Washington University</p> <p><b>Deanne Unruh</b>, Co-Director, NTACT:C/ University of Oregon</p> <p><a href="#">University Ballroom</a></p>	<p>This session provides an overview of the capacity building framework, the value of interagency state teams, opportunity for state-to-state networking, and strategic planning to focus on improving outcomes for students and youth with disabilities in your state and across the nation. The 2023 CBI agenda, purpose, and outcomes will be shared to build your knowledge of what to anticipate throughout the Institute.</p> <p><b>Participants will receive an overview of the purpose and goals of the NTACT:C 2023 Capacity Building Institute, interagency state team strategic planning, and the Institute agenda.</b></p>

9:30 a.m. – 9:45 a.m. ET

**Break**

Tuesday, 5/16: 9 :45 a.m. – 11:30 a.m. ET <b>Concurrent Workshop</b>	<b>Workshop Description and Objectives</b>
<p><i>Unlocking the Potential - Strategies for Sustained Planning and Maximizing Team Collaborations</i></p> <p><b>Sandra Miller</b>, TA Provider, NTACT:C/ The George Washington University</p> <p><b>Deanne Unruh</b>, Co-Director, NTACT:C/ University of Oregon</p> <p><a href="#">University E</a></p>	<p>WORK SMARTER NOT HARDER! Join us to learn how to maximize your time at the CBI to improve transition programming and outcomes for students and youth with disabilities in your state. Hear about strategies for leveraging your team members and available resources to get the biggest bang for your buck and sustain the work across the year. This workshop is for NEW or SEASONED participants to jump start the 2023 Capacity Building Institute!</p> <p><b>Participants will learn to network and build connections, maximize team members' contributions, and sustain your team's work through intentional collaborative partnerships while at the CBI and beyond.</b></p>

<p>Tuesday, 5/16: 9 :45 a.m. – 11:30 a.m. ET (cont'd)</p> <p><b>Concurrent Workshop</b></p>	<p><b>Workshop Description and Objectives</b></p>
<p><i>Who's on First: Unpacking the Transition Services Side-by-Side</i></p> <p><b>Kelli Crane</b>, Co-Director, NTACT:C/ The University of Maryland</p> <p><b>Brenda Simmons</b>, Technical Assistance and Research Analyst, NTACT:C/ The George Washington University</p> <p>Lakeshore 4</p>	<p>This workshop will provide a brief orientation to the NTACT:C <a href="#">Side-by-Side View: Pre-Employment, VR, IDEA Transition Services</a> document. This document compares and contrasts the transition services requirements for Education and Vocational Rehabilitation (VR), including Pre-Employment Transition Services (Pre-ETS) consistent with the Individuals with Disabilities Act (IDEA) and the Rehabilitation Act as amended by WIOA. We will address how schools, pre-employment transition services, and vocational rehabilitation may work in collaboration to help students with disabilities achieve positive post-school outcomes.</p> <p><b>New staff will learn how schools and VR collaborate to deliver transition services, including pre-employment transition services to help students with disabilities achieve positive post-school outcomes.</b></p>
<p><i>Statewide Professional Development: Essential Elements for Cross-agency Approaches</i></p> <p><b>Dana Lattin</b>, Research Project Director, NTACT:C/ University of Kansas</p> <p><b>Mary Morningstar</b>, Co-Director, NTACT:C/ University of Oregon</p> <p><b>RaQuaam Smith</b>, Technical Assistance Specialist, NTACT:C/ University of North Carolina at Charlotte</p> <p><b>John Walsh</b>, Senior Technical Assistance and Research Analyst, NTACT:C/ The George Washington University</p> <p>Lakeshore 3</p>	<p>Join us to discuss strategies that support high quality statewide cross-agency systems of professional development (PD). Learn about the five critical elements of a research-informed framework for statewide PD. Also participate in a deeper dive to understand how your state can support high quality, ongoing PD for diverse stakeholders including educators, vocational rehabilitation, pre-employment transition services providers, families and community organizations.</p> <p><b>Participants will learn about statewide PD models for content, processes and activities; cross-agency implementation and sustainability; and evaluating results for ongoing improvements.</b></p>

<p>Tuesday, 5/16: 9 :45 a.m. – 11:30 a.m. ET (cont'd)</p> <p><b>Concurrent Workshop</b></p>	<p><b>Workshop Description and Objectives</b></p>
<p><i>Frameworks for the Future: Interagency Collaboration in Support of Students and Youth with Disabilities</i></p> <p><b>Sheryl Bobroff</b>, Director, TIEE Vocational and Adult Services and C2 Research Assistant, <a href="#">Collaborate for Change (C2)</a></p> <p><b>Kathleen (Kat) Oertle</b>, Principal Investigator, <a href="#">Collaborate for Change (C2)</a>, Utah State University</p> <p><b>Matthew C. Saleh</b>, Senior Research Associate, Cornell University <a href="#">Lakeshore 2</a></p>	<p>This workshop will share findings from a national survey on interagency collaboration among agencies supporting students and youth with disabilities, their families, and support teams; models for interdisciplinary collaboration competencies and best practices; and measures for collaboration between VR, Workforce, Education, and youth/adult transition systems. Additionally, we will provide strategies for application to improve local collaboration activities.</p> <p><b>Participants will learn different models of collaboration for coordinating services, estimate their state's current level of collaboration, and identify practices to apply to their own work.</b></p>
<p><i>Ensuring Your Voice is Heard: Youth Engagement Strategies &amp; Networking at the CBI and Beyond</i></p> <p><b>Connor Archer, Everett Deibler, Cady Russell, Michael Scanlon, and Amanda Waldron</b>, NTACT:C YETI</p> <p><b>Michael Stoehr</b>, Knowledge Development and Technical Assistance Specialist, NTACT:C / University of North Carolina at Charlotte <a href="#">Walden</a></p>	<p>This interactive workshop session is designed and open only to youth and young adults who will be participating on their state teams and attending this year's CBI. Members of the Youth Engagement Transition Initiative (YETI) will lead participants in an overview of this year's CBI and will discuss strategies and resources that will ensure youth voice will be heard and that youth and young adult participants will be able to get the most out of this year's institute.</p> <p><b>Participants will discuss strategies that will enable them to actively participate in this year's CBI and to engage in their state team's work during this week and throughout the coming year.</b></p>
<p><i>Data-Based Decision Making, Data Sharing, and Data Use</i></p> <p><b>Charlotte Alverson</b>, Technical Assistance Provider, NTACT:C/ University of Oregon</p> <p><b>Rachel Anderson</b>, Program Director, VRTAC-Quality Management/ San Diego State University</p> <p><b>Melissa Diehl</b>, Co-Director, NTACT:C/ The George Washington University <a href="#">Lakeshore 1</a></p>	<p>Data-based decision making is the process of making organizational decisions based on actual data rather than intuition or observation alone. This interactive workshop will look at the rationale and context for using and sharing data within and across agencies. Participants will engage in cross-state sharing and discussion to learn strategies for improving both data quality, and student/youth level outcomes.</p> <p><b>Attendees will discuss how collecting, analyzing, using, and sharing data from agencies can guide decisions on resource allocation and program improvement for outcomes of students and youth with disabilities.</b></p>

11:30 a.m. – 1:00 p.m.

**Lunch on your own**

Tuesday, 5/16: 1:00 p.m. – 2:00 p.m. ET <b>General Session</b>	<b>General Session Description and Objectives</b>
<p><i>Opening Welcome with OSERS and YETI – Back Together to Build Together</i></p> <p><b>Carol Dobak</b>, Deputy Commissioner, delegated the authority to perform the functions and duties of the Commissioner, Rehabilitation Services Administration, OSERS</p> <p><b>Valerie Williams</b>, Director, Office of Special Education Programs, OSERS</p> <p><b>Connor Archer, Cady Russell, and Amanda Waldron</b>, NTACT:C YETI</p> <p><b>Selete Avoke</b>, OSEP Project Officer, NTACT:C, Office of Special Education Programs, OSERS</p> <p><b>April Hammond</b>, RSA Co-Project Officer, NTACT:C, Rehabilitation Services Administration, OSERS</p> <p><b>Tara Jordan</b>, RSA Project Officer, NTACT:C, Rehabilitation Services Administration, OSERS</p> <p>University Ballroom</p>	<p>This opening welcome to the NTACT:C 2023 Capacity Building Institute is hosted by the Youth Engagement Transition Initiative (YETI) and Office of Special Education and Rehabilitative Services (OSERS). OSERS leadership and YETI representatives will share their insights and knowledge, engaging in a discussion addressing the unique needs and support needed for improved post-school outcomes of students and youth with disabilities – across gender, disability categories, settings, race, and ethnicity.</p> <p><b>Participants will learn about the leadership and collaborations needed at each level of the system to support young people and their families through successful transitions into adult life.</b></p>

2:00 p.m. – 2:15 p.m. ET

**Break**

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<p>Tuesday, 5/16: 2:15 p.m. – 3:15 p.m. ET</p> <p><b>Concurrent Session</b></p>	<p><b>Concurrent Session Description and Objectives</b></p>
<p><i>Disability, Poverty, and Financial Capability</i></p> <p><b>Cayte Anderson</b>, Researcher, University of Wisconsin-Madison</p> <p><b>Ellie Hartman</b>, Chief Evaluation Officer, WDIS, Wisconsin Department of Workforce Development</p> <p>University E</p>	<p>Individuals with disabilities are more likely to experience poverty than those without disability and public programs often include asset limitations. However, contemporary policy provides important opportunities for youth with disabilities and their families to enhance financial capability and meaningfully save for the future. Presenters will share information on how a student can establish an Achieving a Better Life Experience (ABLE) Act account and access financial capability services.</p> <p><b>Participants will learn about the prevalence of poverty among those with disabilities, gain insight into building financial capability, and leave with information about key asset-building resources.</b></p>
<p><i>Students with Disabilities in Correctional Education – A National Perspective and State-to-Local Coordination</i></p> <p><b>Aimee Langone</b>, Transition &amp; Supported Employment Coordinator, Utah State Office of Rehabilitation</p> <p><b>Matthew Saleh</b>, Director of Research, Criminal Justice &amp; Employment Initiative, Cornell University, ILR School</p> <p><b>Lupe Stevens</b>, Program Director, Nebraska Vocational Rehabilitation</p> <p>Lakeshore 2</p>	<p>Presenters will share research and best practices on interagency collaboration and coordination between juvenile justice settings and other systems such as Vocational Rehabilitation, Workforce Development, Education, Developmental Disability Agencies, and Mental Health Agencies. Nebraska and Utah will share their experiences in serving students enrolled in the correctional education system and present on how they started partnerships, their lessons learned, and plans for future collaboration.</p> <p><b>Participants will learn about key elements of effective interagency collaboration and lessons learned in serving justice-involved students and youth with disabilities.</b></p>
<p><i>Leveraging ARP ESSER III Funds to Support Secondary Transition: Examples from Kentucky and Minnesota</i></p> <p><b>Beth Grube</b>, Benefits Planning Coordinator, Minnesota Department of Human Services</p> <p><b>Alyssa Klein</b>, Youth Services Coordinator, Minnesota Vocational Rehabilitation Services</p> <p><b>Jason Wheatley</b>, Postsecondary Transition Specialist, Kentucky Department of Education</p> <p>Lakeshore 1</p>	<p>Kentucky and Minnesota representatives will share how America Rescue Plan and Elementary and Secondary School Emergency Relief III (ARP ESSER) Funds support secondary special education and transition. In Kentucky, these funds are supporting 30 school districts to assess implementation of the predictors of post-school success as part of a broader conversation about secondary transition. In Minnesota, these funds have been used to bring in new curricula, training, and other resources into 15 school districts.</p> <p><b>Participants will learn about supports, resources, and processes provided to local school districts to inform systems of transition education and action planning.</b></p>

<p>Tuesday, 5/16: 2:15 p.m. – 3:15 p.m. ET</p> <p><b>Concurrent Session</b></p>	<p><b>Concurrent Session Description and Objectives</b></p>
<p><i>“So Glad You’re Still with Us” - Supporting Students’ Psychological Health and Academic Engagement</i></p> <p><b>Anya Sheftel</b>, Research Assistant Professor, Washington State University</p> <p>Walden</p>	<p>Today’s socio-cultural climate and the impacts of the COVID-19 pandemic are adversely impacting students’ mental health and academic achievement, particularly those of students from minoritized backgrounds. Participants will (1) gain knowledge of these impacts; and (2) learn strategies for supporting student self-determination and critical consciousness to help mitigate these impacts. Participants will understand how they may use these strategies in their specific contexts.</p> <p><b>Participants will learn how self-determination (SD) and critical consciousness (CC) can support positive student and youth outcomes and will receive concrete strategies to support student SD and CC.</b></p>
<p><i>Considerations for Implementing &amp; Scaling-Up Evidence-Based Practices in Your State</i></p> <p><b>Valerie Mazzotti</b>, Knowledge Translation Co-Lead/ Professor of Special Education, NTACT:C/ University of Kansas</p> <p><b>Dawn Rowe</b>, Knowledge Translation Co-Lead/ Professor of Special Education, NTACT:C/ East Tennessee State University</p> <p>Lakeshore 3</p>	<p>This session will familiarize state team members with NTACT:C’s most current literature review findings regarding services for students and youth with disabilities. The session will focus on how practices and predictors should be considered within specific community contexts (i.e., urban, rural, suburban). Resources that state teams can use as they consider selection and implementation of effective practices and predictors in their context will be shared.</p> <p><b>Participants will learn about evidence-based practices and predictors (EBPs); the importance of community context when implementing transition EBPs; and increase awareness of interventions implemented in specific settings.</b></p>
<p><i>Network Mapping Pre-K through 12: Impact on Graduation Across Ages</i></p> <p><b>Katherine Bradley-Black</b>, Senior Program Associate, WestEd, National Center for Systemic Improvement (NCSI)</p> <p>Lakeshore 4</p>	<p>Using an example started by representatives of states engaged with NCSI, this working session considers ways to create a more coherent and equitable TA &amp; PD system across grade levels to impact graduation rates. This network mapping process selects a focus, identifies an end user, and maps the system to identify who has influence on the area of focus. Mapping the system from Pre-K to graduation provides participants information for team planning, with a lens of increasing graduation rates.</p> <p><b>Participants will practice a network mapping process focused on graduation and increase awareness to identify gaps in understanding and important connections to improve graduation for students with disabilities.</b></p>



<p>Tuesday, 5/16: 2:15 p.m. – 3:15 p.m. ET</p> <p><b>Concurrent Session</b></p>	<p><b>Concurrent Session Description and Objectives</b></p>
<p><i><b>OSEP Listening Session: Key Elements for Successful Transition</b></i></p> <p><b>Selete Avoke</b>, OSEP Project Officer, NTACT:C, Office of Special Education Programs, OSERS</p> <p><b>Kelli Crane</b>, Co-Director, NTACT:C/ The University of Maryland</p> <p><b>Michael Stoehr</b>, Knowledge Development and Technical Assistance Specialist, NTACT:C / University of North Carolina at Charlotte</p> <p><b>Valerie Williams</b>, Director, Office of Special Education Programs, OSERS</p> <p>University A</p>	<p>Expect, Engage, Empower: Successful Transition for All (E3), is a new OSEP initiative aimed to raise expectations, engage families earlier, and empower all who support transition services to improve postsecondary outcomes measurably and significantly for children and youth with disabilities and their families. The goal of this facilitated session is to hear from you. Participants will be asked to share their thoughts and answer specific questions about secondary transition.</p> <p><b>Participants will learn about a new federal initiative to improve outcomes for children and youth with disabilities and share their input and ideas for improving transition services.</b></p>

3:15 p.m. – 3:30 p.m. ET	<b>Break</b>
3:30 p.m. – 5:00 p.m. ET	<b>Interagency State Team Strategic Planning #1</b> • <i>See Registration or Team Leaders for location</i>
5:00 p.m. – 5:45 p.m. ET	<b>Facilitator Debrief</b> • Lakeshore 4 / <b>Youth Leader Debrief</b> • Lakeshore 1
5:30 p.m. – 7:00 p.m. ET	<b>Resource Walk &amp; Networking</b> • Gallery and Glenwaters
<b>Dinner on your own</b>	<i>Searching for a restaurant? Check out the CBI Landing Page for local eateries and places to go.</i>

## Wednesday, May 17, 2023 • 9:00 a.m. – 5:00 p.m. ET

<p>Wednesday, 5/17: 9:00 a.m. – 10:00 a.m. ET</p> <p><b>General Session</b></p>	<p><b>General Session Description and Objectives</b></p>
<p><i>There is No I in Team, but There is a Me: Collaboration, Capacity Building, and Support Through the Years</i></p> <p><b>Randi Cole</b>, Secondary Transition Coordinator, Idaho State Department of Education</p> <p><b>Everett Deibler</b>, NTACT:C - YETI</p> <p><b>Alison Lowenthal</b>, Transition Manager, Idaho Division of Vocational Rehabilitation</p> <p><b>Acacia McGuire Anderson</b>, Statewide Employment First Coordinator, Special Projects Unit Manager, Oregon Office of Developmental Disability Services</p> <p><b>Sally Simich</b>, Secondary Transition Education Specialist, Oregon Department of Education</p> <p><b>Sean Spence</b>, NTACT:C - YETI</p> <p><b>Elizabeth Stout</b>, NTACT:C - YETI</p> <p>University Ballroom</p>	<p>Bring your coffee and start your day by joining us for an engaging panel discussion with representatives from Idaho, Pennsylvania, and Oregon. Discussion will revolve around the evolution of their participation in the CBI and how their year-round cross-stakeholder collaborations, strategies, and efforts have continued to move their work forward and have increased successful post-school outcomes for students and youth.</p> <p><b>Participants will gain insight into the joys of engagement, the evolution of team composition and collaboration, and the use of year-round strategies implemented to support their state's goals.</b></p>

10:00 a.m. – 10:15 a.m. ET    **Break**

10:15 a.m. – 11:45 a.m. ET    **Interagency State Team Strategic Planning #2 • *See Registration or Team Leaders for location***

11:45 a.m. – 12:00 p.m. ET    **Break**

Wednesday, 5/17: 12:00 p.m. – 1:30 p.m. ET Working Meeting	Table Talks Topical Areas	
<p><i>Topically-Focused Table Talks</i></p> <p>Select an area of interest to “dig deeper” and engage in state-to-state sharing in the following content areas (there will be two tables per topically-focused area to allow for small group networking and sharing of information). Each content area will be indicated with a <b>Table Tent</b> – and discussions will be supported by a moderator and note taker.</p> <p><i>*The “Hot Topic” (generated during CBI) will allow for flexibility to address a particular interest area not currently reflected in our offerings. Stay tuned!</i></p> <p>University Ballroom and Lakeshore 1-4</p>	<i>Coordinating Student and Youth Services</i>	<i>Expending State VR Funds and Strategies for Managing the 15% Reserve</i>
	<i>Justice, Equity, Diversity, and Inclusion – Recovery and Retention</i>	<i>Interagency Data Sharing</i>
	<i>Youth Leadership</i>	<i>Family Engagement</i>
	<i>Interagency Collaboration</i>	<i>Statewide Systems of Professional Development</i>
	<i>Mental Health</i>	<i>Building Capacity at the Local Level</i>
	<i>Postsecondary Education and Training</i>	<i>Hot Topic TBD*</i>

1:30 p.m. – 1:45 p.m. ET      **Break**

Wednesday, 5/17: 1:45 p.m. – 2:45 p.m. ET Concurrent Session	Concurrent Session Description and Objectives
<p><i>Creating Meaningful Opportunities for Students with Disabilities in Career Technical Education</i></p> <p><b>Randi Cole</b>, Secondary Transition Coordinator, Idaho State Department of Education</p> <p><b>Cathlene Hardy Hansen</b>, Project Director, Indiana Secondary Transition Resource Center, Indiana Institute on Disability and Community</p> <p><b>Jonathan Kraeszig</b>, Director of Youth Services, Indiana Vocational Rehabilitation</p> <p><b>Alison Lowenthal</b>, Transition Manager, Idaho Division of Vocational Rehabilitation</p> <p>Lakeshore 4</p>	<p>This session will highlight two state examples of how vocational rehabilitation and special education has partnered with CTE to improve opportunities for students with disabilities in CTE. Strategies will include using data to make improvements in programming and how to engage the local level in changing perceptions of student’s abilities in CTE. Each state will share how they are developing CTE programs and WBL opportunities across a variety of career pathways.</p> <p><b>Participants will learn to use data to improve CTE programming, collaborate across agencies, and engage with LEA, postsecondary, and business partners to expand opportunities for students and youth with disabilities.</b></p>

<p>Wednesday, 5/17: 1:45 p.m. – 2:45 p.m. ET</p> <p><b>Concurrent Session</b></p>	<p><b>Concurrent Session Description and Objectives</b></p>
<p><i>Barnstorming Pre-ETS - Providing Pre-Employment Transition Services in Rural Communities</i></p> <p><b>Mayra Gutierrez</b>, Vocational Rehabilitation Project Manager, Texas Workforce Commission- VR Division</p> <p><b>Kelsey E. Montano</b>, Pre- ETS Project Coordinator, University of Arizona Sonoran Center for Excellence in Disabilities</p> <p><b>Meagan Orsag</b>, Co-Director, Center on Disability and Development, Texas A&amp;M University</p> <p><b>Traci Przecioski</b>, Statewide Transition Coordinator, Arizona Department of Economic Security, Vocational Rehabilitation</p> <p><b>Erin Wilder</b>, Program Manager for Transition and Pre-ETS, Texas Workforce Commission- VR Division</p> <p><b>Abel Young</b>, Director, Community Services, University of Arizona Sonoran Center for Excellence in Disabilities</p> <p>University A</p>	<p>Two states will share how they are leveraging the power of local service providers along with employers, VR, Education, and Tribal programs to deliver transition and pre-employment transition services in rural and remote communities.</p> <p><b>Attendees will learn how service delivery in rural areas can be successful in engaging students to achieve transition goals, with best practices and lessons learned in collaborative service delivery.</b></p>
<p><i>CTE, Special Education, and VR Increasing Awareness and Engaging Students for Employment</i></p> <p><b>Charlotte Y. Alverson</b>, Research Associate Professor, University of Oregon</p> <p><b>Matthew Elburn</b>, Transition Coordinator, Worcester County Public Schools, Maryland</p> <p><b>Brian Phillips</b>, Coordinator of CTE Programs, Worcester County Public Schools, Maryland</p> <p>Lakeshore 3</p>	<p>In this session we will show how data have been analyzed to identify where students are utilizing CTE programs. We will share information and strategies that can be implemented at the local level to increase awareness and engage students in competitive integrated employment outcomes and describe how Vocational Rehabilitation and CTE can be used to leverage opportunities for students who experience disabilities.</p> <p><b>Participants will learn how to employ CTE and VR services to improve employment outcomes and see how Maryland has used their PSO data to determine where students are engaging in CTE programs.</b></p>

<p>Wednesday, 5/17: 1:45 p.m. – 2:45 p.m. ET</p> <p><b>Concurrent Session</b></p>	<p><b>Concurrent Session Description and Objectives</b></p>
<p><i>Transition Planning Considerations Through Independent Living and Supporting Decision-Making for Students with Complex Needs</i></p> <p><b>Allison Cohen Hall</b>, Research Associate/Project Director, Institute for Community Inclusion, University of Massachusetts Boston</p> <p><b>Elizabeth Danner</b>, Transition Coordinator, Department of Special Education, Texas Education Agency</p> <p><b>Esther N Kamau</b>, Researcher, Institute for Community Inclusion, University of Massachusetts Boston</p> <p><b>Michael Stoehr</b>, Knowledge Development and Technical Assistance Specialist, NTACT:C/ University of North Carolina at Charlotte</p> <p>Lakeshore 1</p>	<p>This session will provide participants with strategies and resources related to independent living, planning, and supporting decision-making from an early age through graduation for students with disabilities, including individuals with low incidence disabilities and/or complex support needs.</p> <p><b>Participants will gain an understanding of frameworks for implementation and resources to engage stakeholders in promoting independence for students with varying support needs.</b></p>
<p><i>Moving Forward: Effective Strategies, Supports and Resources to Support Families and Youth in Secondary Transition</i></p> <p><b>Connor Archer</b>, NTACT:C - YETI</p> <p><b>Rene Averitt-Sanzone</b>, Director, The Parents' Place of Maryland</p> <p><b>Sherrell Bethel</b>, POWER Transition Project Director, PEAK Parent Center, Inc.</p> <p>Walden</p>	<p>Since the beginning of the pandemic there has been an obvious change in individual needs, the way people can process information, access resources, and their availability for trainings. These changes have been even more apparent in diverse communities. The presenters for this session from Colorado, Maine and Maryland will share their perspectives on the changing needs of families and youth during transition. They will also discuss the ways that they are adapting topics and materials to suit these new needs.</p> <p><b>Participants will learn how to engage Parent Training and Information Centers and youth in planning and implementation that ensures youth voice with action steps that align with consistent and meaningful outreach and participation.</b></p>

<p>Wednesday, 5/17: 1:45 p.m. – 2:45 p.m. ET</p> <p><b>Concurrent Session</b></p>	<p><b>Concurrent Session Description and Objectives</b></p>
<p><i>Accessible Educational Materials (AEM) in Transition Planning</i></p> <p><b>Cynthia Curry</b>, Director of Technical Assistance and PI &amp; Project Director, National AEM Center, CAST</p> <p>Lakeshore 2</p>	<p>The provision of accessible educational materials (AEM) is an obligation of states and districts under IDEA. In this session, participants will learn why AEM are essential to the elementary and secondary progress of students with disabilities, and ultimately postsecondary success. Participants will receive templates for including AEM in transition plans and the Summary of Performance, as well as resources for building coordinated systems for the provision of AEM for all learners who need them.</p> <p><b>Participants will understand the importance of including AEM in transition plans and resources for building coordinated systems for the provision of AEM for all learners who need them.</b></p>
<p><i>Moving Towards Justice, Equity, Diversity, and Inclusion</i></p> <p><b>Bettie Ray Butler</b>, Associate Professor of Urban Education   M.Ed. in Urban Education, Director; NTACT:C/ University of North Carolina at Charlotte</p> <p><b>Brigid Griffin</b>, Technical Assistance and Research Analyst, NTACT:C/ The George Washington University</p> <p><b>Mary Morningstar</b>, Co-Director, NTACT:C/ Portland State University</p> <p><b>DJ Ralston</b>, Technical Assistance and Research Analyst, NTACT:C/ The George Washington University</p> <p><b>Dawn Rowe</b>, Technical Assistance Provider, NTACT:C/ East Tennessee State University</p> <p><b>RaQuaam Smith</b>, Technical Assistance Specialist, NTACT:C/ University of North Carolina at Charlotte</p> <p>University E</p>	<p>Learn the process that the NTACT:C JEDI team engaged in to support their work and understanding of Justice, Equity, Diversity and Inclusion, with participants engaging in the process of developing their own conceptualizations relating to those terms and discuss the ways their states are or are not engaged in this work. The session gives an overview of the history related to the linkage between race and disability and a discussion on how that historical context impacts the present.</p> <p><b>Participants will learn about Justice, Equity, Diversity and Inclusion efforts in a historical context; and conceptualize their own understanding of JEDI small group discussions.</b></p>

2:45 p.m. – 3:00 p.m. ET      **Break**



Wednesday, 5/17 (cont'd)

3:00 p.m. – 5:00 p.m. ET **Interagency State Team Strategic Planning #3** • *See Registration or Team Leaders for location*

5:00 p.m. – 5:45 p.m. ET **Facilitator Debrief** • [LAKESHORE 4](#) / **Youth Leader Debrief** • [LAKESHORE 1](#)

**Dinner on your own** *Searching for a restaurant? Check out the CBI Landing Page for local eateries and places to go.*

## Thursday, May 18, 2023 • 9:00 a.m. – 12:30 p.m. ET

**Breakfast on your own** *Searching for a restaurant? Check out the CBI Landing Page for local eateries and places to go.*

Thursday, 5/18: 9:00 a.m. – 10:00 a.m. ET Concurrent Session	Concurrent Session Description and Objectives
<p><i>Supporting Vulnerable Students/Youth Populations - Navigating Complex Conversations with Practitioners</i></p> <p><b>Brigid Griffin</b>, Technical Assistance and Research Analyst, NTACT:C/ The George Washington University</p> <p><b>DJ Ralston</b>, Technical Assistance and Research Analyst, NTACT:C/ The George Washington University</p> <p><b>RaQuaam Smith</b>, Technical Assistance Specialist, NTACT:C/ University of North Carolina at Charlotte</p> <p><a href="#">Lakeshore 2</a></p>	<p>Learn key principles surrounding the facilitation of both planned and unplanned complex conversations in group settings, including key strategies for navigating "hot moments". Session facilitators will demonstrate how to facilitate and navigate complex conversations in support of vulnerable student and youth populations by engaging the audience through a series of key questions designed to spark complex feelings and the subsequent inevitable discussion(s).</p> <p><b>Participants will learn the key elements to navigate planned complex conversations; how to handle unplanned complex conversations and “hot moments”; and engage in critical self-reflection.</b></p>

<p>Thursday, 5/18: 9:00 a.m. – 10:00 a.m. ET (cont'd)</p> <p><b>Concurrent Session</b></p>	<p><b>Concurrent Session Description and Objectives</b></p>
<p><i>Processes, Tools, and Resources to Operationalize State to Local Collaborations</i></p> <p><b>Cheryl Carver</b>, Youth Services and Transition Manager, Colorado Division of Vocational Rehabilitation</p> <p><b>Gail Lott</b>, Senior Consultant, Secondary Transition Team, Student Services Unit, Colorado Department of Education</p> <p><b>Jacki Lyster</b> and <b>Hillary Mangis</b>, Educational Consultants, Pennsylvania Training and Technical Assistance Network (PaTTAN)</p> <p><b>Emilie Ring</b>, Transition Coach, Poudre School District, CO</p> <p>University E</p>	<p>Join teams from Colorado and Pennsylvania as they share highlights from ongoing cross-systems' and state to local collaboration efforts. State representatives will discuss the importance of establishing a shared vision and relationships, prioritizing goals, and identifying programmatic gaps and duplication of services that lead to better service coordination and improved student outcomes. Examples of processes, tools, and resources to move the work forward will be shared.</p> <p><b>Participants will gain an understanding of strategies to engage agency partners, tools and processes for creating a shared vision, and example frameworks for local implementation.</b></p>
<p><i>Building Capacity Through Connections: Meeting the Mental Health Needs of Youth and Young Adults at the State and Local Level</i></p> <p><b>Adene Karhan</b>, Extension Associate, Yang-Tan Institute of Employment &amp; Disability, Cornell University</p> <p><b>James Sinclair</b>, Research Associate, University of Oregon, Center on Human Development</p> <p>Lakeshore 4</p>	<p>Mental health rates among youth are rising. Workforce and educational systems are looking for innovative ways to meet the needs of youth with trauma and mental health concerns. We'll share how work and school systems can better meet the holistic needs of youth and young adults, promote wellness by applying a trauma-informed lens, and increase the capacity of these systems to recognize and respond to mental health needs. A high school model demonstration project will be highlighted.</p> <p><b>Participants will understand how trauma and mental health experiences can impact youth in employment, identify factors that can hinder or help, and build school capacity through teaming.</b></p>
<p><i>The Current Research on Justice-Involved Youth with Disabilities</i></p> <p><b>Matthew Saleh</b>, Director of Research and Lecturer, Cornell University, ILR School, Criminal Justice and Employment Initiative and Yang-Tan Institute on Employment and Disability</p> <p><b>Deanne Unruh</b>, Co-Director, NTACTION/ University of Oregon</p> <p>Walden</p>	<p>This session provides an overview of the current research on justice-involved youth conducted through a review of the literature. Survey data from youth-serving agencies and employers will be shared to support service provision for justice-involved youth and enhance interagency collaboration. Finally, a newly tested employability skill curriculum aligned with the Common Career Standards and the tenets of Pre-Employment Transition Services will be described, with dissemination forthcoming.</p> <p><b>Participants will receive an overview of research related to justice-involved youth with disabilities for states to increase interagency collaboration to improve outcomes for this population.</b></p>

<p>Thursday, 5/18: 9:00 a.m. – 10:00 a.m. ET (cont'd)</p> <p><b>Concurrent Session</b></p>	<p><b>Concurrent Session Description and Objectives</b></p>
<p><i>Follow the Yellow Brick Road: The Path to Competitive Integrated Employment for Youth with Disabilities</i></p> <p><b>Kelli Crane</b>, Co-Director CTCL, University of Maryland  <b>Ellie Hartman</b>, Chief Evaluation Officer, WDIS, Wisconsin Department of Workforce Development  <b>Todd Honeycutt</b>, Principal Researcher, Mathematica University A</p>	<p>The presentation will offer lessons learned and emerging practices to promote competitive integrated employment for transition-age youth with disabilities. Findings from a large-scale research project will be highlighted as well as one state's success with targeted outreach to connect diverse youth and families with local employment and training services. Strategies will be shared on how state agencies can integrate new ideas and lessons learned in their cross-agency collaboration activities.</p> <p><b>Participants will learn emerging practices to promote competitive integrated employment and strategies to integrate new ideas into cross-agency collaboration activities.</b></p>
<p><i>Data Use and Data Sharing: Stories from Two States</i></p> <p><b>Beth Grube</b>, DHS Benefits Planning Coordinator, MN Department of Human Services  <b>Alyssa Klein</b>, VRS Youth Services Coordinator, MN Department of Employment and Economic Development (DEED)- VR Services  <b>Matt Korolden</b>, Transition Consultant, Oakland Schools, Michigan</p> <p>Moderators:  <b>Charlotte Alverson</b>, Research Associate Professor, NTACT:C/University of Oregon  <b>Melissa Diehl</b>, Co-Director, NTACT:C/ The George Washington University  Lakeshore 1</p>	<p>Cracking the data sharing nut across state agencies can sometimes be challenging, especially if there is not already an established data sharing agreement. This session is a facilitated panel discussion of how two states (Minnesota and Michigan) have collected and used data to improve programs and transition services for students and youth with disabilities.</p> <p><b>Participants will learn how data use can help drive decision making at a state or local level and how data sharing can be used for program improvement.</b></p>

Thursday, 5/18: 9:00 a.m. – 10:00 a.m. ET (cont'd) Concurrent Session	Concurrent Session Description and Objectives
<i>A Future that Includes Employment: The importance of Family Engagement</i>  <b>Sean Roy</b> , Chief Training and Innovation Officer, TransCen, Inc.  Lakeshore 3	<p>This session will examine the importance of engaging families in the transition process with an emphasis on competitive integrated employment; offer tools and strategies for supporting youth towards employment success; and assist state teams in raising family expectations. The session approaches family engagement and competitive integrated employment training from a strengths-based lens and is intended to assist state teams with planning for improved family engagement.</p> <p><b>Participants will learn strategies to engage families in transition with an emphasis on employment and how to assist in raising family expectations and supporting youth for employment success.</b></p>

10:00 a.m. – 10:15 a.m. ET    **Break**

10:15 a.m. – 11:15 a.m. ET    **Interagency State Team Strategic Planning #4**• *See Registration or Team Leaders for location*

11:15 a.m. – 11:30 a.m. ET    **Break**

Thursday, 5/18: 11:30 a.m. – 12:30 p.m. ET General Session	General Session Description and Objectives
<i>Institute Closing Session: Energized to Make a Difference - Building Toward a Bright and Successful Future</i>  <b>Connor Archer, Nour Mansour, Cady Russell, and Michael Scanlon</b> , NTACT:C YETI  University Ballroom	<p>During this closing keynote session, members of the NTACT:C's Youth Engagement Transition Initiative (YETI) will engage state team youth and/or young adult members in a discussion regarding their reflections on this year's CBI and their state's goals for the 2023-24 year. NTACT:C will also share information regarding strategies, resources, and technical assistance to assist participants in year-round capacity building and cross-stakeholder collaboration.</p> <p><b>Participants will learn about states' transition goals for 2023-24 and opportunities to engage in technical assistance and capacity building strategies to improve outcomes for students and youth with disabilities.</b></p>

12:30 p.m.                      **Adjourn**