

NTACT CBVI 2020 State2State Sharing Session Notes
Skills and Strategies to Prepare Students with Disabilities for Postsecondary Education Success

Dana Lattin, Allison Unruh, and Allison Lombardi (Co-Hosts)
Wednesday, June 24, 2020 at 1:00 p.m.

Frameworks/Examples

In development: The College and Career Readiness for Transition (CCR4T) Framework.

Note. Information related to CCR4T can be accessed at <https://ccr4t.education.uconn.edu/>

- Five competencies: transition competencies, academic engagement, process-oriented skills, interpersonal engagement, ownership of learning.
- The five competencies appear to fall into three broad areas: transition, academic, and social
 - What are we doing for students in these areas?
- We are really good at transition competencies?
- We do a good job with ownership of learning, which falls into transition and social.
 - Self-determination is an example
- However, we might not be looking at all these areas, which could be an opportunity for growth.

Resources

- CCR4T.education.uconn.edu or Allison.lombardi@uconn.edu – for information on the CCR4T project
- CBVI Notes and Info Link: <https://transitioncoalition.org/blog/webinar/post-secondary-education/>
- pathwayswv.org
- <http://www.pathwayswv.org/print-materials.php>
- <http://project10.info/PostsecondaryEducation.php#NS27>
- <http://Thinkcollege.org>
- <http://catransitionalliance.org>
- NTACT COVID resources are here: <https://transitioncoalition.org/ask-the-experts/>
- <https://www.acteonline.org/acte-response-to-coronavirus/>
- Let's Work CA-You Tube
- <https://www.transitionta.org/toolkitpet>

Questions and Solutions

Consider: What areas within the five CCR4T domains am I doing well? In which domains, can I do better?

Consider: How do we engage with or work with school counselors? It is important to know (a) what they are doing, (b) how our work intersects, and (c) how to work collaboratively to help students is important.

How to ensure a continuum of PSE opportunities for ALL students?

West Virginia

- Focus is not only PSE, but they also work with all 55 school districts over four years to move the ball forward.
 - They work with school districts to set up community-based education with business partners, in addition to other partnerships with state parks systems – partnered with local DRS (VR) folks to get paid and hopefully gain permanent employees
 - www.pathwayswv.org - Good for all students (with or without disabilities). It includes wide view of PSE, a scholarship finder, and resume builder.
 - Working hands-on with school districts and supporting webinars and district learning
- Website training for juniors and seniors at each high school
 - Materials on website are really good for middle school to determine career cluster
 - They did an experiment at an elementary school with approximately 50 fifth graders. They had never had as enthusiastic of a crowd as they did as with the elementary schools. Also, they shared videos of what the job entailed, resume builder resources, make change, use an ATM.

California

- Have several comprehensive programs for career transitions to college
 - Thinkcollege.org – see a list of many of CA’s transition programs
 - C2C – Career to College Programs for youth with ID
- **Challenge:** Still challenged with diploma issue. The California Transition Alliance, a professional intermediary organization, has put out guidance documents and holds a task force group to help people understand the ways kids can graduate.

How can you use the power of the IEP to ensure students are getting accommodations and modifications, focusing on Universal Design and differentiated instruction to provide solutions for past barriers for students not getting their diploma?

California

- California has great things, with pockets of brilliance, including some of the most rural and urban areas. Their Community of Practice on Transition in California has tried to bring people together through these barriers.
- Most apprenticeships are post-graduate, and a diploma may be required. So, we need to be careful with differences between internships and apprenticeships.
- With COVID issues and changing school environments, transition has kind of become a secondary focus.
- Focus on what is right for kids and families, not what is required/compliant.

How are folks partnering with VR, especially with WIOA and pre-ETS, there are opportunities focused on PSE opportunities. What are people doing?

Michigan

- MI has been partnering to put together a comprehensive resource tool and model on transition in MI that all partners would use jointly.

- Seeing IEP and IPE are aligning, so there is a continuum to support student with services. It is challenging, but it is so important to get everyone on the same page, albeit there is no perfect “one size fits all” method.

Iowa

- In Iowa we have the Iowa Intermediary Network, which is housed out of each of the community colleges in Iowa and serve K-12 students with career exploration opportunities. Vocational Rehabilitation has their own Intermediaries to provide career exploration opportunities for students needing additional supports. Both the regional Intermediaries and the Vocational Intermediaries at each location work together to ensure all students have opportunities for career exploration and no students are left out. They often collaborate to run events so all students have the opportunities. The vocational rehabilitation intermediaries often provide more one-on-one supports for students who need additional supports.

South Carolina

- SC TPSID and receive VR funding to work as ambassador to talk broadly about PSE for students with disabilities and talk specifically about students with ID looking to enroll in inclusive postsecondary opportunities
- This is a four module process. As contractors through VR and with the existing MOU between school districts and VR, they were able to implement this as part of the existing MOU. They are going to construct their own MOU moving forward – this was their pilot year. email me at stinnetc@mailbox.sc.edu

Florida

- In FL, we have strategic planning work groups based on transition-related indicator. So for Indicator 14, our partners include: Voc Rehab, TPSID programs (we have a statewide consortium as well as a state funded center), Div of Blind Services, D/HH, Centers for Independent Living, other Dept of Ed departments related to higher education (colleges, CTE, universities), DD council, among others. We meet bi-monthly to try to align our work and ensure we're aware of what each other is doing. Project 10 (statewide TA provider) attempts to bring all of the information together for various stakeholders - LEAs/district personnel, families, students, teachers, etc.

West Virginia

- In WV, to get everyone together on pre-ETS, they developed lessons for life after high school. There are 35 lessons, encompassing five pre-ETS of WIOA. It's good for teachers and some VR people.
- IEP vs. IPE: there are some materials available on the website for families and other stakeholders

What's happening regarding skills and strategies for interpersonal engagement and ownership of learning strategies? Partnerships? Challenges? Solutions? Resources?

Florida

- In FL, pockets of self-determination and self-advocacy is done in leadership courses. They have a statewide self-determination course code, which is not used all that often, but it's embedded in leadership courses for everybody.
- These courses should be open to all to ensure students with disabilities have access to these courses also
 - Interpersonal domain was least prevalent in Allison Lombardi's study.
 - Try to leverage what's in place to support students.
 - Could be a workplace setting goal focusing on these interpersonal skills
Think about how it might come up for students, taught, which is important.

Idaho

- In Idaho, they provide opportunities for students in collaboration with institutes of higher education. With students, they use pre-ETS funds to have opportunities. Each institute that provides that instruction have a huge component of these built in into that college experience. One in particular, students participate in Washington in the mountains; they completely focus on training and leadership skill development. Students repeat as year-two mentors to mentor students from previous years. In work experience programs, they do a lot of training in the area of work. They have a youth leadership forum where students go and work with legislators learning those rights as well. They try to build this into other programs as well.
- A lot of ownership of learning in there, as well. Growth mindset is this idea that students learn the skills but might make mistakes and learn/grow from those mistakes. We all probably remember mistakes we have made in the past and how to that was so important to shaping who we are as adults. It's important for students with disabilities to experience these also.

How are people addressing work experiences in states during the COVID-19 times?

Idaho

- In ID, they are currently in stage 4, so they are able to provide in-person work-based learning experiences; however, the big change was not being able to do classroom instruction, which is a required pre-requisite and implemented the curriculum online in Zoom meetings. They implemented the curriculum online for students to get the instruction on their computers. Some students didn't have access to technology, so they provided a paper-based training over the phone with an individual person. Also, one of the universities provides a summer college program is preparing "Virtual Academy Next." Students will complete "quests" to learn about and explore instruction. They're utilizing a gaming platform. Hopefully, it'll help them feel like they are learning in an interactive and fun way.

What's working well within your state, agency, LEA that can be shared related to preparing students with transition competencies/skills? What partnerships have been helpful for you, others?

Has anyone done anything with discussing differences between high school and PSE environments? How to pre-correct actions across settings with students and families to support them before they go to the next setting? How students may get additional modifications of content, whereas, in college, it's not as much about modifications but accommodations.

California

- In CA, looking at IEP accommodations and modifications, and talking about what is “necessary.” Do not check everything, but rather what is important? It helps parents recognize differences between secondary and postsecondary settings.
 - Can have multiple conversations to practice for life after high school.
 - Help parents understand transition is more pressing than just focus on the student.
 - College students may have a myriad of reasons for not disclosing why they have a disability, but it is so important to support the student, in high school, to prepare them to self-disclose in postsecondary settings.
- CA has a senior IEP project, which becomes part of their IEP (it is written in their IEP). This helps them be prepared and understand for life after high school.
 - Similar to Summary of Performance or a transition plan.
 - Requirement for graduation

West Virginia

- In WV, UDL is valued. This helps the focus of barriers being on materials, not on the students.