Capacity Building Virtual Institute
Content Presentation:
Postsecondary Education

Dana Lattin
Transition Coalition, University of Kansas
NTACT
<table>
<thead>
<tr>
<th>Phase 1</th>
<th>Phase 2</th>
<th>Phase 3</th>
<th>Phase 4</th>
<th>Phase 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Register your team by <strong>May 15, 2020</strong>&lt;br&gt;- Watch &quot;Things to Know about the CBVI&quot; (<a href="https://transitionta.org/cbi/2020">https://transitionta.org/cbi/2020</a>)&lt;br&gt;- Gather your team virtually or by phone to plan team's participation in the CBVI activities (i.e., content presentations, team planning, state to state sharing groups) <strong>This step may occur later</strong>;&lt;br&gt;- If using a facilitator, look for email from facilitator about team planning times and expectations&lt;br&gt;- Set up team planning meetings, with team and facilitator</td>
<td><strong>Use the CBVI Notetaking Framework during and after the content presentations</strong>&lt;br&gt;- Participate in the content presentation discussion board(s) on the Transition Coalition website&lt;br&gt;- After viewing content presentations, begin team planning meetings, if appropriate&lt;br&gt;- View resources for “Moving from Content to State to State Sharing Groups”&lt;br&gt;- Use resources posted to help your team “Move from Content to State to State Sharing Groups” (<a href="https://transitionta.org/cbi/2020">https://transitionta.org/cbi/2020</a>)&lt;br&gt;- Gather your team virtually or by phone to identify team’s selection of <strong>one or two</strong> of the state to state sharing groups to participate in OR discuss in team planning meeting (see State to state sharing groups list at <a href="https://transitionta.org/cbi/2020">https://transitionta.org/cbi/2020</a> posted by May 27, 2020).&lt;br&gt;- Identify context expert requests (up to 2), if desired, with your facilitator or with Jennifer Coyle (<a href="mailto:jennifer.coyle@wmich.edu">jennifer.coyle@wmich.edu</a>)&lt;br&gt;- Register team for state to state sharing groups at <strong>June 5, 2020</strong>&lt;br&gt;- Prepare for state to state sharing groups by referencing your notes and engaging with your team</td>
<td><strong>Use resources posted to help your team “Move from Content to State to State Sharing Groups” (<a href="https://transitionta.org/cbi/2020">https://transitionta.org/cbi/2020</a>)</strong>&lt;br&gt;- <strong>Participate in state to state sharing group selected (Tentatively scheduled for June 15 – 18, and June 22 – 25, 2020, 1:00 – 2:30 p.m. EDT)</strong>&lt;br&gt;- After participating in state to state sharing groups, continue team planning meetings, if appropriate&lt;br&gt;- Identify content expert requests (up to 2), if desired, with facilitator or with Jennifer Coyle (<a href="mailto:jennifer.coyle@wmich.edu">jennifer.coyle@wmich.edu</a>)&lt;br&gt;- Conduct and finalize team planning</td>
<td><strong>Complete Institute evaluation</strong>&lt;br&gt;- <strong>Finalize team planning/ share a copy of the action plan with all team members and NTACT (if not using online program tool)</strong>&lt;br&gt;- <strong>Receive follow-up support from NTACT or other TA Center staff, regarding indicated TA needs in your state’s plan</strong>&lt;br&gt;- <strong>Network with other states on common goals, as you desire</strong>&lt;br&gt;- <strong>Participate in culminating webinar to share-out state plans in mid August</strong></td>
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Phase 2: Watch Content Presentations  
Timeline: May 25 to June 5, 2020

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What you need.....

• Your team goals in mind
• CBVI Notetaking Framework
• Slide deck
• Levels of Collaboration Scale
Intended Audience

State-Level Agency Partners

District & Regional Agency Partners

Local Stakeholders
Purpose & Outcomes

Provide interdisciplinary teams an opportunity to:

• Consider the *continuum of postsecondary education and training opportunities* available in your state

• Examine your state team efforts to *improve postsecondary education options for ALL students* with disabilities

• Identify *specific supports and strategies* to promote through professional development, collaborative efforts, and statewide systems
Key Legislation

**IDEA**
- Measurable postsecondary goal in education/training
- Summary of Performance

**WIOA**
- Pre-Employment Transition Service - postsecondary education advising/counseling
- Can support VR clients to obtain postsecondary education/training as part of their Individualized Plan for Employment (IPE)

**HEOA**
- Inclusive college models for students with ID
- Federal Financial Aid for students with ID
- Universal Design for Learning (UDL) definition
The Data Says......

↑ PSE enrollment among students w/disabilities

Postsecondary education participation = ↑ $

BUT......

People w/disabilities obtain bachelor’s degree 16.4%

People without disabilities 34.6%
Indicator 14 – Postsecondary Outcomes data

• 1 year after exit
• Multiple questions related to employment, education/training, independent living
• Data regarding students participating in a 4 year, 2 year or other type of postsecondary education and training
Provide interdisciplinary teams an opportunity to:

• Consider the *continuum of postsecondary education and training opportunities* available in your state

• Examine your state team efforts to *improve postsecondary education options for ALL students with disabilities*

• Identify *specific supports and strategies* to promote through professional development, collaborative efforts, and statewide systems
What To Do After High School?
American Student Assistance

Not Sure Where To Go To School?
Types of PSE

- 4 year college/universities
- 2 year community colleges/technical schools
- Other Postsecondary Ed/Training
  - CBTPs/community-based 18-21 programs/bridge programs
  - Military service
  - Vocational/career programs (e.g. CNA, barber,)
  - Job training programs (employer-based or Project Search)
  - Pre-Apprenticeship programs (e.g. Job Corps)
  - Apprenticeships
Opportunities for students to explore and participate in career, postsecondary education/training, and living experiences that help them work toward some form of credential that helps them determine and prepare for their future plans.
Community-Based Transition Programs (CBTPs)

- Common Characteristics:
  - Provided by LEAs
  - Collaborate with other agencies (e.g., VR, DD, behavioral health)
  - Are in integrated, community settings
  - Person-centered
  - Integrated employment
  - Individualized community involvement/activities
  - Independent living instruction, practice & support
  - Self-determination

- State-2State Sharing session on June 17th at 1 CT
State Team Considerations

• Who else (state entities) can you coordinate with for identifying and organizing PSE&T info?
  – Department of Labor
  – State Higher Education agency/board
  – SEA: Career & Tech Education
  – SEA: School Counseling
  – Adult Education

• How to collect the “other” PSE&T opportunities – what are LEAs or communities providing in terms of CBTPs and Project Search?

• How are PSE&T options shared with LEAs, students with disabilities & families about PSE&T opportunities?
## North Carolina Post-Secondary Education Programs: Colleges and Universities At-a-Glance

<table>
<thead>
<tr>
<th>College:</th>
<th>Program:</th>
<th>Year Established:</th>
<th>Certificate awarded?</th>
<th>Tracks or Programs:</th>
<th>Practicum / Internships?</th>
<th>Average Enrollment</th>
<th>Average Completion Time:</th>
<th>Residential Options / Transportation</th>
</tr>
</thead>
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<tr>
<td>Appalachian State University</td>
<td>Scholars with Diverse Abilities Program</td>
<td>2011</td>
<td>Collegiate Achievement Award</td>
<td>Individual Plan</td>
<td>Yes</td>
<td>3 students enrolled in 2012-2013</td>
<td>2 years</td>
<td>Inclusive dorms</td>
</tr>
<tr>
<td>CIDD at University of North Carolina at Chapel Hill</td>
<td>LEND Self-Advocate Leadership Training</td>
<td>2010</td>
<td>N/A</td>
<td>Leadership Training Program</td>
<td>No</td>
<td>1 student per year</td>
<td>1 year</td>
<td>N/A</td>
</tr>
<tr>
<td>University of North Carolina at Greensboro</td>
<td>Beyond Academics ™</td>
<td>2006</td>
<td>Integrative Community Studies</td>
<td>Integrative Community Studies</td>
<td>Yes</td>
<td>22 students enrolled in 2011-2012; Total enrollment =52</td>
<td>4 years</td>
<td>Inclusive dorms, Inclusive on-campus and off-campus apartments</td>
</tr>
<tr>
<td>Western Carolina University</td>
<td>University Participant Program</td>
<td>2010</td>
<td>UP Certificate of Accomplishment</td>
<td>Individual Plan</td>
<td>Yes</td>
<td>4 students per year</td>
<td>2 years</td>
<td>Inclusive dorms</td>
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http://www.cidd.unc.edu/docs/psea/NC_PSE_Programs_Students_with_ID_11-29-12.pdf
Kansas Board of Regents Higher Education & Training Program Search

https://www.kansasregents.org/academic_affairs/program_search
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Improve PSE&T Considerations

• through professional development, collaborative efforts, and statewide systems, how can your team work to:
  – Prepare students and families for PSE&T
  – Provide guidance to LEAs on evidence-based practices to prepare students
  – Collaborate with others to support the development of innovative postsecondary programs or strategies to support students within existing PSE&T’s
  – Strategically address challenges of current PSE&T systems that are impacting students with disabilities participation in PSE&T
INTERNET NOT WORKING???

CHECK ONLINE FOR SOLUTIONS.
## College & Career Readiness for Transition (CCR4T) Domains

### Academic Engagement
- Content knowledge
- Knowledge structures
- Work habits
- Attendance
- Classroom Behaviors

### Ownership of Learning
- Sense of belonging
- Growth mindset
- Ownership of Learning
- Perseverance
- Self-determination

### Process orientated Skills
- Learning strategies
- Critical thinking skills
- Accessing Information
- Group communication skills

### Critical thinking
- Problem solving
- Research
- Interpretation
- Communication
- Precision & accuracy

### Interpersonal Engagement
- Responsibility of self
- Flexibility with others
- Leadership skills
- Collaboration
- Respect for diversity

### Transition Competencies
- Early planning
- Differences b/t high school and PSE environments
- Career culture
- College culture
- Adult roles & responsibilities

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*Morningstar, Lombardi & Test (2018)*
Getting Started

College and Career Readiness and Success Center

From 2012 to 2019, AIR provided customized technical assistance to states to support the college and career readiness priorities through its College and Career Readiness Success Center.

Read more about the Center’s work and access its free resources.

FEATURED WORK


State and local policy makers can utilize this brief to identify opportunities to align and leverage postsecondary programs, and funding in ESSA, Perkins V, IDEA, and WIOA.

TOOLKIT: Integrating Employability Skills: A Framework for All Education Professionals

This interactive module introduces the Employability Skills Framework and provides tools and strategies to integrate employability skills into standards, curriculum, instruction, and work-based learning.

SERVICE: Early Warning Systems in Education

In close collaboration with education leaders, AIR experts help clients use a seven-step continuous improvement process that enables educators to keep a close eye on at-risk students, intervene early—and often—to improve student outcomes.

Opening Doors to Postsecondary Education and Training

Planning for Life After High School

A Handbook for:
- Students
- Parents
- Teachers
- School Counselors
- Transition Coordinators

Wisconsin Department of Public Instruction
Tony Evers, PhD, State Superintendent
# Notetaking Framework

## 2020 Capacity Building Virtual Institute: Notetaking Framework

Pre-recorded presentation title: ________________________________
Current state goal: _________________________________________
Current state goal: _________________________________________
Current state goal: _________________________________________

### Considerations for capacity building

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<tr>
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<td>Student and family engagement</td>
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4. What barriers/challenges and actions need to be addressed to do this work?

*Based on Cornell Note Taking Strategy, Walter Pauk, Cornell University.*
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High achievement always takes place in the framework of high expectation

~ Charles Kettering
Academic & Non-Academic Skills & Experiences

Academic Engagement
- Content knowledge
- Knowledge structures
- Work habits
- Attendance
- Classroom Behaviors

Ownership of Learning
- Sense of belonging
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Morningstar, Lombardi & Test (2018)
Preparing Students

Using Peer Tutoring to Teach Vocabulary Acquisition

Objective: To teach students to read vocabulary words.

Setting and Materials:
- General Education Classroom
- Flash cards with vocabulary words

Content Taught

The content taught is reading fluency using the Great Leaps Reading program and peer tutors to implement parts of the reading program.

Teaching Procedures

1. Train tutors on 0 second delay:
   a. Demonstrate the 0 second delay procedure while verbalizing each step using non-targeted vocabulary words with definitions printed on index cards.
   b. Model the role of the tutee and give correct and incorrect oral and written responses.
2. During instruction the tutors read the definition of the vocabulary word and immediately showed the vocabulary word.
3. The tutees say the vocabulary word.
4. The tutor provides appropriate feedback according to student responses.
5. Once tutees correctly define word with 0 second delay, repeat steps with 5 second delay prompt.

Evaluation

Mastery is reached when target students can recite each word unprompted with the 5 second delay.

Lesson Plan Based on:

NTACT National Technical Assistance Center on Transition

Effective Practices and Predictors Matrix

<table>
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<tr>
<th>Level of Evidence</th>
<th>Relevant Outcome Area</th>
<th>Practice or Predictor Description Title</th>
</tr>
</thead>
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<tr>
<td>Evidence-based Practices</td>
<td>Education</td>
<td>• Student-focused Planning Practices • Published curricula to teach student involvement in the IEP to students with disabilities • Self-Directed IEP to teach student involvement in the IEP meeting for students with disabilities • Student Development (Academic, Employment, and Life Skills) Practices • Anchored Instruction to teach math to students with disabilities and learning disabilities and intellectual disabilities and other health impairments • Graphic Organizers to teach science to students with disabilities and students with learning disabilities • Mnemonics to teach science to students with disabilities and students with learning disabilities • Peer Tutoring to teach science to students with disabilities and students with learning disabilities • REWARDS Program to Teach Decoding, Vocabulary, and Reading Comprehension • Schema Based Instruction to teach math to students with disabilities • Self-Determined Learning Model of Instruction to teach goal attainment to students with disabilities and students with intellectual disabilities • Strategy Instruction to teach reading comprehension to students with disabilities and students with learning disabilities • Using Technology to teach math to students with learning disabilities • Time Delay to teach science to students with disabilities and students with intellectual disabilities</td>
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Employment

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November, 2019
Get Ready for College

Course Overview

"Get Ready for College: A Resource for Teens with Disabilities" is a free series of online lessons, each focusing on a different aspect in the college preparation, selection, and disability services process. These online lessons contain video presentations and resources that can be used to equip students and others with the knowledge and skills for the transition to postsecondary education. Topics include the differences between high school and college, postsecondary education and training, selecting a college best fit, getting accommodations in college, and what you can do now in high school to prepare for college.

Organization of Course

The course is self-paced and divided into eight lessons. Self-paced allows you to have access to narrated, recorded presentations and resources for you to review at your own pace. Please note, this course does not have an assigned instructor, however, at any time, you can visit the course "web board" and post questions you have regarding any of the lesson topics.

Audience

Whether you're a student, family member, educator, school counselor, college disability support services staff, vocational rehabilitation counselor, or an individual with a disability who wants to learn more about going to college, "Get Ready for College" will provide you with the college planning information necessary in the transition.

Students, grades 9-12, who are interested in attending college and have a desire to take a self-paced online class to learn more about the skills and knowledge necessary for postsecondary success.
### Differences Between Secondary and Postsecondary Education

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<th>College</th>
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<td><strong>Legal Differences</strong></td>
<td></td>
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<tr>
<td>IDEA (Individuals with Disabilities Education Act)</td>
<td>ADA (Americans with Disabilities Act of 1990)</td>
</tr>
<tr>
<td>Section 504, Rehabilitation Act of 1973</td>
<td>Section 504, Rehabilitation Act of 1973</td>
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<tr>
<td>IDEA is about facilitating SUCCESS</td>
<td>ADA is about facilitating ACCESS</td>
</tr>
<tr>
<td><strong>Documentation</strong></td>
<td></td>
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<tr>
<td>IEP and/or Section 504 Plan</td>
<td>Documentation guidelines specify information required for each category of disability</td>
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<tr>
<td>Evaluation provided at the school’s expense</td>
<td>Student is responsible for providing necessary documentation (i.e., testing materials)</td>
</tr>
<tr>
<td>Documentation intended to determine eligibility for services based on specific categories in IDEA</td>
<td>Documentation must include information on specific functional limitations and demonstrate the need for specific accommodations</td>
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<td><strong>Self-Advocacy</strong></td>
<td></td>
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<tr>
<td>Student – identified by the school; supported by parents and teachers</td>
<td>Student must self-identify (often through a disability services office)</td>
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<tr>
<td>School is responsible for arranging accommodations</td>
<td>Student is responsible for arranging accommodations and the student’s responsibility</td>
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<tr>
<td>Teachers may approach the student if they feel they are in need of help</td>
<td>Professors typically will initiate contact if help is needed</td>
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<tr>
<td><strong>Parental Role</strong></td>
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<tr>
<td>Parent has access to the student’s records</td>
<td>Student must provide written consent for parent to access student records (due to FERPA)</td>
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<tr>
<td>Attends IEP or Section 504 meetings</td>
<td>Students attend meetings on their own (unless they provide parental consent to attend meetings)</td>
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Notetaking Framework

Teaming & Meeting

Educating Each Other & Cross Partner PD

Answering Shared Questions & Using Feedback Loops

Using Agreements/MOU

Developing shared goals

Analyzing Policies, Procedures, & Practices

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<td><strong>Summary:</strong></td>
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<tr>
<td><strong>Moving from content to state-to-state sharing groups</strong></td>
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<tr>
<td>After viewing and interacting with the content for this presentation, reflect on your notes (and conversations with your team during team planning times), to determine areas of focus for: (1) additional team planning times; (2) focused state-to-state discussion opportunities; (3) planning for professional development and technical assistance with LEAs; (4) evaluation efforts and program development for LEAs; and (5) state-to-local capacity building.</td>
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NTACT 2020 CBVI - Team Lead and Team Member Timeline

**Phase 1**
- Register your team by **May 15, 2020**
- Watch “Things to Know about the CBVI” (https://transitionta.org/cbi/2020)
- Gather your team virtually or by phone to plan team’s participation in the CBVI activities (i.e., content presentations, team planning, state to state sharing groups) *This step may occur later;*
- If using a facilitator, look for email from facilitator about team planning times and expectations
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- Use resources posted to help your team “Move from Content to State to State Sharing Groups” (https://transitionta.org/cbi/2020)
- Gather your team virtually or by phone to identify team’s selection of **one or two** of the state to state sharing groups to participate in OR discuss in team planning meeting (see State to state sharing groups list at https://transitionta.org/cbi/2020 posted by May 27, 2020).
- Identify context expert requests (up to 2), if desired, with your facilitator or with Jennifer Coyle (jennifer.coyle@wmich.edu)
- Register team for state to state sharing groups at by **June 5, 2020**
- Prepare for state to state sharing groups by referencing your notes and engaging with your team

**Phase 4**
- Participate in state to state sharing group selected (**Tentatively scheduled for June 15 – 18, and June 22 – 25, 2020, 1:00 – 2:30 p.m. EDT)**
- After participating in state to state sharing groups, continue team planning meetings, if appropriate
- Identify content expert requests (up to 2), if desired, with facilitator or with Jennifer Coyle (jennifer.coyle@wmich.edu)
- Conduct and finalize team planning

**Phase 5**
- Complete Institute evaluation
- Finalize team planning/ share a copy of the action plan with all team members and NTACT (if not using online program tool)
- Receive follow-up support from NTACT or other TA Center staff, regarding indicated TA needs in your state’s plan
- Network with other states on common goals, as you desire
- Participate in culminating webinar to share-out state plans in mid August
## Phase 3: Preparing for State to State Sharing Groups  
**Timeline: May 25 to June 12, 2020**

<table>
<thead>
<tr>
<th>State Team Lead</th>
<th>State Team Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Look at and follow resource “Moving from Content to State to State Sharing Groups” (<a href="https://transitionta.org/cbi/2020">https://transitionta.org/cbi/2020</a>)</td>
<td>✓ Help team leader with “Moving from Content to State to State Sharing Groups” (<a href="https://transitionta.org/cbi/2020">https://transitionta.org/cbi/2020</a>)</td>
</tr>
<tr>
<td>✓ Gather your team virtually or by phone to identify team’s selection of one or two of the state sharing groups to participate in OR discuss in team planning meeting (see State to state sharing groups list at <a href="https://transitionta.org/cbi/2020">https://transitionta.org/cbi/2020</a>)</td>
<td>✓ Attend virtual or phone team meeting, or team planning meeting(s)</td>
</tr>
<tr>
<td>✓ Register team for State sharing groups at by June 5, 2020</td>
<td>✓ Prepare for state to state sharing groups by referencing your notes and engaging with your team</td>
</tr>
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</tr>
</tbody>
</table>
Postsecondary Education
State-2-State Discussions

• **18-21 Community-based Transition Programs (CBTPs)**
  Wednesday, June 17  1:00 – 2:30pm Eastern

• **Preparing for Postsecondary Education**
  Wednesday, June 24  1:00 – 2:30pm Eastern
NTACT invites you to...

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THANK YOU
for your participation!