



National Technical
Assistance Center
on Transition

NTACT:C 2022 Capacity Building Virtual Institute

Building Effective Partnerships to Improve Collaboration and Increase Capacity

May 3 - 5, 2022

We are excited to offer a variety of content sessions with presenters from diverse backgrounds focusing on:

- engagement of students, youth, and families in their educational and transition services;
- data sharing and use to improve secondary programs;
- attending to justice, equity, and inclusion in services to diverse populations of secondary students and youth with disabilities;
- collaborative partnerships and service delivery; and
- provision of career and technical education, career pathways, and work-based learning experiences for all students and youth with disabilities.

The purpose of the NTACT:C 2022 CBVI is to:

- increase knowledge of effective transition-focused practices;
- use relevant transition data to reflect on current practices;
- update or develop interagency strategic plans; and
- develop new, and strengthen existing, partnerships with other states and entities.

Tuesday, May 3, 2022 11:00 a.m. – 4:45 p.m. ET

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| Tuesday, 5/3: 11:00 – 11:45 a.m. ET Optional Early Bird Workshop | Workshop Description and Objectives |
| <p><i>Data Use and Sharing, Part I</i></p> <p>Amy Bowen, Manager, Youth Services, Missouri Vocational Rehabilitation</p> <p>Samantha Heckemeyer, Manager of Data Systems and Federal Reporting, Missouri Department of Elementary and Secondary Education, Office of Adult Learning and Rehabilitation Services</p> <p>Mary Jackson, Assistant Bureau Chief for Transition, Iowa Vocational Rehabilitation Services</p> <p>Kirsten Lane, Secondary Transition Program Facilitator, Iowa Department of Education</p> | <p>This panel discussion will highlight the work of two states and how Vocational Rehabilitation and the State Education Agency worked together to share and use data to improve programming and to meet reporting requirements for students with disabilities. Each state will share their specific data initiative, their goals, and the steps they took to accomplish their data sharing and use goals. States will also provide suggestions for other states wanting to accomplish similar projects.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • understand the purpose and goals of the data sharing initiatives of each state; • learn the steps each state took to achieve their data sharing initiatives; and • hear suggestions on how to undertake similar initiatives in their state. |

11:45 a.m. – 12:00 p.m. ET **BREAK**

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| Tuesday, 5/3: 12:00 – 12:50 p.m. ET Whole Group Session | Session Description and Objectives |
| <p><i>Opening Keynote: A Candid Conversation about Transitions</i></p> <p>Carol Dobak, Acting Deputy Commissioner, Rehabilitation Services Administration, OSERS</p> <p>Valerie Williams, Director, Office of Special Education Programs, OSERS</p> <p>Cady Russell, Michael Scanlon, Jerry St. Louis, and members of the NTACTION Youth Engagement Transition Initiative (YETI) with Michael Stoehr, NTACTION</p> | <p>This is the welcome and opening session for the NTACTION 2022 Capacity Building Institute hosted by the Youth Engagement Transition Initiative (YETI) and Office of Special Education and Rehabilitative Services (OSERS).</p> <p>Participants will:</p> <ul style="list-style-type: none"> • learn about OSERS investments and commitment to our work to improve outcomes for all students and youth with disabilities; • better understand their own role in a successful CBVI as a mechanism for improving practice in their state; and • receive tips, strategies and guidance to meaningfully engage students, youth, and young adults in state and local strategic planning, transition services, and related activities. |

12:50 – 1:00 p.m. ET **BREAK**

| <p>Tuesday, 5/3: 1:00 – 2:00 p.m. ET</p> <p>Concurrent Workshops</p> | <p>Workshop Description and Objectives</p> |
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| <p><i>Statewide Professional Development in Transition: Discussing Essential Elements for Cross-agency Approaches</i></p> <p>Kelli Crane, Dana Lattin, Mary Morningstar, RaQuaam Smith, and John Walsh, NTACT:C</p> | <p>This session will ask participants to join in a discussion regarding strategies that can support high quality statewide cross-agency systems of professional development (PD). Participants will engage with NTACT:C to discuss critical elements of a research-informed framework for statewide professional development (PD). Please join us in learning together and taking a deeper dive to understand how your state can work together to support ongoing PD to educators, vocational rehabilitation, and pre-employment transition services providers.</p> <p>Participants will engage in a discussion of probing questions to understand:</p> <ul style="list-style-type: none"> • using stakeholder input and needs assessment data to identify critical PD efforts and topics; • different statewide models supporting PD content, processes and activities; • results with stakeholders and collaboratively pinpoint pressing training needs; • supporting cross-agency implementation and sustainability of PD offered statewide; and • evaluating results for ongoing improvements. |
| <p><i>Unpacking the Side-by-Side View: Pre-Employment, VR, IDEA Transition Services</i></p> <p>Jacque Hyatt and Brenda Simmons, NTACT:C</p> | <p>This workshop will provide a brief orientation to the NTACT:C Side-by-Side View: Pre-Employment, VR, IDEA Transition Services 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>Participants will:</p> <ul style="list-style-type: none"> • develop an understanding of how State Education and Vocational Rehabilitation address the definition of transition services, target population served, and services provided; and • learn how IDEA and WIOA support the collaboration between agencies in the provision of transition services and Pre-Employment Transition Services. |

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| <p>Tuesday, 5/3: 1:00 – 2:00 p.m. ET (cont'd)</p> <p>Concurrent Workshops</p> | <p>Workshop Description and Objectives</p> |
| <p><i>Data Use & Sharing Part II – Have Data – Now What?</i></p> <p>Charlotte Alverson and Missy Diehl, Vocational Rehabilitation Technical Assistance Center for Quality Management (VRTAC-QM) & NTACTION</p> | <p>This workshop will examine how data can be used to inform strategic planning and to make programmatic decisions.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • learn how the VR performance measures and SPP/APR transition indicators can be used to inform State Education and Vocational Rehabilitation strategic planning; and • learn best practices for data sharing and decision making across agencies. |

2:00 – 2:15 p.m. ET **BREAK**

2:15 – 4:00 p.m. ET **TEAM PLANNING #1** [*hosted by States on their own virtual platforms*]

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| <p>Tuesday, 5/3: 4:00 – 4:45 p.m. ET</p> <p>Optional Post-CBVI Network Chat</p> | <p>Networking Lounge Options</p> |
| <p>Extending the Learning with Presenters, Collaborating Partners, and Content Experts in the Lounge</p> | <p><i>Extending the Learning – Data Sharing and Use</i></p> |
| | <p><i>Extending the Learning – Side-by-side: Collaborating across Education and Vocational Rehabilitation</i></p> |
| | <p><i>Extending the Learning – Statewide Systems of Professional Development</i></p> |
| | <p><i>Extending the Learning – Youth Engagement Transition Initiative (YETI)</i></p> |

Wednesday, May 4, 2022 11:00 a.m. – 4:45 p.m. ET

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| <p>Wednesday, 5/4: 11:00 – 11:45 a.m. ET Optional Early Bird NTACTION: C Peer Network & CoP meetings</p> | <p align="center">Early Bird Options</p> |
| | <p><i>Pre-Employment Transition Services CoP for the Blind</i> John Walsh</p> |
| | <p><i>Career & Technical Education, Vocational Rehabilitation, and Special Education Peer Network</i> Brigid Griffin, Jacque Hyatt, Stephanie Oyler, and Janie Viccio</p> |
| | <p><i>Students with Complex Support Needs CoP</i> Ruth Allison, Brenda Simmons, and Michael Stoehr</p> |
| | <p><i>Indicator B14 CoP</i> Charlotte Alverson and Deanne Unruh</p> |

11:45 a.m. – 12:00 p.m. ET **BREAK**

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| <p>Wednesday, 5/4: 12:00 – 12:40 p.m. ET Whole Group Session</p> | <p align="center">Session Description and Objectives</p> |
| <p><i>A Conversation about Processes and Considerations for Engaging in Justice, Equity, Diversity and Inclusion (JEDI) Initiatives</i> Bettie Ray Butler, Natasha Mitchell, DJ Ralston, and RaQuaam Smith, NTACTION: C</p> | <p>Presenters of this Breakfast/Lunch and Learn Session will share the vision of their work and process with an intent for participants to reflect on his/her/their own worldview and how it influences engagement in diversity, equity, and inclusion work.</p> |

12:40 – 12:45 p.m. ET **BREAK**

| <p>Wednesday, 5/4: 12:45 – 1:30 p.m. ET</p> <p>Concurrent Session</p> | <p>Session Description and Objectives</p> |
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| <p><i>Delivering Pre-Employment Transition Services (Pre-ETS) in Challenging Times</i></p> <p>Lavinia Gripentrog, Secondary Transition Specialist, Utah State Board of Education</p> <p>Aimee Langone, Transition & Supported Employment Coordinator, Utah Department of Workforce Services, Vocational Rehabilitation</p> | <p>Collaboration between education, vocational rehabilitation and other agency partners has long been viewed as important in improving outcomes for students with disabilities and is especially essential in the implementation of WIOA and IDEA and related Pre-Employment Transition Services. During this session, representatives from Utah’s Vocational Rehabilitation and State Department of Education will explore effective practices, resources, and strategies to support students with disabilities in accessing and engaging in Pre-Employment Transition Services and IDEA Secondary transition services and activities.</p> <p>Participants will gain knowledge of:</p> <ul style="list-style-type: none"> • collaboration strategies to develop and/or maintain engagement between families, education, vocational rehabilitation, and other agency partners in the delivery of Pre-Employment Transition Services and IDEA Secondary transition services, and activities for students with disabilities; and • effective practice resources, supports, and tools related to the implementation of the five required Pre-Employment Transition Services that can be implemented in various learning environments. |
| <p><i>Increasing Engagement for At-Risk Populations and Supports to Students with Disabilities in Career Technical Education (CTE)</i></p> <p>Kim King and Chris Napier, Postsecondary Outcomes Team, South Carolina Department of Education, Office of Special Education Services</p> | <p>As states grapple with competing priorities and constrained resources, there is an increasing focus on efficiency and alignment of programs and resources across state agencies. This session will summarize a protocol created by the South Carolina Department of Education to increase efficiency in analyzing the Annual Quality Review Measures and Comprehensive Local Needs Assessment with a focus on increasing opportunities for students in special populations.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • learn how cross agency collaboration and a simple three-step process can increase equity and access for all students; and • leave with concrete ideas to implement a similar procedure in your context. |

| <p>Wednesday, 5/4: 12:45 – 1:30 p.m. ET (cont'd)</p> <p>Concurrent Session</p> | <p>Session Description and Objectives</p> |
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| <p><i>Operationalizing Local Collaboration</i></p> <p>Mary Jackson, Assistance Bureau Chief for Transition, Iowa Vocational Rehabilitation Services</p> <p>Joan Kester, Assistant Professor of Special Education and Disability Studies, Program Director, Interdisciplinary Secondary Transition Services Program, The George Washington University and Principal Investigator, The Transition Discoveries Initiative</p> <p>Kirsten Lane, Secondary Transition Program Facilitator, Iowa Department of Education</p> <p>Erin Weierbach, Youth Empowerment Coordinator, Parent Education & Advocacy Leadership Center</p> | <p>Cross-stakeholder collaboration at the local level continues to be a key predictor for successful secondary transition outcomes for students with disabilities. In this session, information will be presented regarding the <i>Transition Discoveries Initiative</i> led by The George Washington University Interdisciplinary Secondary Transition Services Program, designed to collect data from youth, families, and stakeholders to drive a community-action planning process. The purpose is to identify priorities and strengths, and to engage youth, families, and stakeholders to improve transition practices.</p> <p>Additionally, there will be discussion on how Vocational Rehabilitation and Local Education Agencies (LEAs) in Iowa conducted local strategic planning, how they customized support and technical assistance to LEAs based on their specific need, and the development of new services and programs to address locals' needs. Also, a survey completed by local teams identifying strengths and needs in the planning process will be shared.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • learn about the value of meaningfully engaging students and youth with disabilities, family members, and other transition stakeholders in the implementation and planning of transition programming and services; • understand how identifying potential skills, qualities, and attributes of effective secondary transition practices at the local level were proven to be effective for students and youth with disabilities, and family members; and • understand how to develop a local level planning process to inform programmatic decisions to improve consistency and quality of transition programs. |

1:30 – 1:45 p.m. ET **BREAK**

1:45 – 3:00 p.m. ET **TEAM PLANNING #2** [*hosted by States on their own virtual platforms*]

3:00 – 3:15 p.m. ET **BREAK**

| <p>Wednesday, 5/4: 3:15 – 4:00 p.m. ET</p> <p>Concurrent Session</p> | <p>Session Description and Objectives</p> |
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| <p><i>Understanding Financial Responsibilities in Service Delivery - Supplementing, Not Supplanting Services</i></p> <p>Brandi Boyer Rutherford, Program Administrator, Employment Programs Unit, Florida Division of Vocational Rehabilitation</p> <p>Shaina Cox, Florida Division of Vocational Rehabilitation</p> <p>Brenda Simmons, NTACTION</p> | <p>Florida took the intent of the WIOA and put Florida state statutes in place that emphasize partners working together for the success of students and youth with disabilities. Please join us to learn how Florida Vocational Rehabilitation operationalized a formal Interagency Agreement between the State Education Agency and Vocational Rehabilitation at the local level with schools and other partners to avoid duplication or supplanting of services to students with disabilities.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • understand the difference between “supplementing” and “supplanting” of transition services for students; • identify the criteria to determine VR and LEA responsibilities delivering Pre-Employment Transition Services; and • learn Florida’s process for developing the LEA Agreement, and initiatives for implementation. |
| <p><i>The Value of Work-based Learning – What Families Have to Say</i></p> <p>Kelli Crane and Amy Dwyre D’Agati, NTACTION</p> <p>Bhanu Moturu, Graduate Student, University of Maryland</p> | <p>Family involvement has been identified as a research-based predictor to improve the outcomes of youth with disabilities during their transition to adulthood (Mazzotti et. al., 2021). Traditionally, family involvement occurs through their participation in the transition planning process. A recent study sought to better understand how families engage in planning and facilitate their child’s work-based learning experiences. This session will share, from the perspective of family members, the value of work-based learning experiences, their role in supporting these experiences, and strategies to better involve family members in the process.</p> <p>Participants will learn about:</p> <ul style="list-style-type: none"> • the relationship between family involvement and youth work experience outcomes; • family expectations, concerns, and barriers to engaging and collaborating in career planning; and • key strategies to promote family engagement in work experiences. |

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| <p>Wednesday, 5/4: 3:15 – 4:00 p.m. ET (cont'd)</p> <p>Concurrent Session</p> | <p>Session Description and Objectives</p> |
| <p><i>Partnering with WIOA Title I</i></p> <p>Mayra Gutierrez, Program Specialist for Transition and Pre-Employment Transition Services (Pre-ETS) Texas Workforce Commission, Vocational Rehabilitation Division</p> <p>Alyssa Kee, Program Specialist for Transition and Pre-Employment Transition Services (Pre-ETS) Texas Workforce Commission, Vocational Rehabilitation Division</p> <p>Alyssa Klein, Transition and Pre-Employment Transition Services Coordinator, Minnesota Department of Employment and Economic Development (DEED)- Vocational Rehabilitation Services (VRS)</p> <p>Kevin Markel, Program Specialist for Transition and Pre-Employment Transition Services (Pre-ETS) Texas Workforce Commission- Vocational Rehabilitation Division</p> <p>DJ Ralston, NTACTION</p> | <p>The Workforce Innovation and Opportunity Act (WIOA) places heightened emphasis on coordination and collaboration at the Federal, State, and Local levels to ensure a streamlined and coordinated service delivery system for all job-seekers, including students and youth with disabilities. Local workforce development boards and Vocational Rehabilitation agencies should coordinate and complement agency-specific services with each other, as well as educational agencies serving students with disabilities. This presentation will highlight two states' partnerships with their respective Title I Youth programs to deliver Pre-Employment Transition Services.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • understand the basic eligibility requirements, services, and outcomes associated with the WIOA Title I Youth Program and how both Vocational Rehabilitation and Education can partner with the WIOA Title I Youth program to support students and youth with disabilities in transition; • receive an overview of programming implemented by Minnesota and Texas that effectively partners with their respective WIOA Title I Youth programs including lessons learned and emerging best practices; and • have an opportunity to ask questions and engage in discussion with the panel members. |

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| <p>Wednesday, 5/4: 4:00 – 4:45 p.m. ET</p> <p>Optional Post-CBVI Network Chat</p> | <p>Networking Lounge Options</p> |
| <p><i>Extending the Learning</i> with Presenters, Collaborating Partners, and Content Experts in the Lounge</p> | <p><i>Extending the Learning – Access and Equity in CTE for Diverse Populations</i></p> <p><i>Extending the Learning – Vocational Rehabilitation and Education in Pre-Employment Transition Services</i></p> <p><i>Extending the Learning – Opportunities for Local Collaboration</i></p> <p><i>Extending the Learning – Considerations for Engaging in Justice, Equity, Diversity and Inclusion (JEDI) Initiatives</i></p> |

Thursday May 5, 2022, 11:00 a.m. – 4:45 p.m. ET

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| Thursday, 5/5: 11:00 – 11:45 a.m. ET Optional Early Bird Session | Early Bird Session |
| <p><i>Aligning Resources and Community Supports - Strategies for Accessing Underserved Populations</i></p> <p>Connor Archer, Co-Chair, Maine Executive Student Transition Committee</p> <p>Titus O’Rourke, Extended Eligibility and Transition Specialist, Office of Special Education, Maine Department of Education</p> <p>Tracy Whitlock, Special Projects Coordinator, Office of Special Education, Maine Department of Education</p> <p>Ellen Condon, Project Director, University of Montana’s Rural Institute, and Transition Consultant for the National Center on Deaf-Blindness</p> | <p>This session will provide informational resources and strategies regarding how to best engage underserved students with disabilities in urban and rural environments with an emphasis on the alignment of interagency community supports and resources. Maine’s component of the session will focus on the integration and inclusion of the student/young adult voice in state-wide strategic planning and resource development.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • identify effective strategies to enhance the integration and inclusion of student/young adult voice in state-wide strategic planning and resource development; • learn strategies to enhance interagency and community supports and services for students with disabilities living in urban and rural environments; and • learn effective and evidence-based resources and strategies to best engage underserved students with disabilities in urban and rural environments. |

11:45 a.m. – 12:00 p.m. ET **BREAK**

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| Thursday, 5/5: 12:00 – 12:45 p.m. ET Concurrent Session | Session Description and Objectives |
| <p><i>Engaging Parent and Family Partners in Transition Planning</i></p> <p>Dawn Monaco, Project Director, SPAN Parent Advocacy Network</p> <p>Christy Reese, Deputy Director, FACT Oregon, Parent & Training Information Center</p> | <p>Please join us to learn how Parent Centers are working to improve transition outcomes for youth with disabilities by leveraging strong collaborations with State Education Agencies, state and local stakeholders, and community partners. FACT Oregon Parent & Training Information Center and Resources for Employment, Access, Community Living, and Hope (REAL) Transition Partners, part of the Region A Parent Technical Assistance Center, will share examples of activities they have done as well as the outcomes and process of engaging stakeholders in their efforts.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • understand how Parent Centers can be a strong partner in transition work, and • understand the different ways Parent Centers engage with communities. |
| <p><i>Strategies to Improve Postsecondary Outcomes of Youth with Mental Health Needs through</i></p> | <p>The secondary and postsecondary outcomes for students with emotional disturbance are poor, and often worst compared to any other disability group. However, longitudinal research has shown that three transition practices can make a profound positive impact on postsecondary employment</p> |

| <p>Thursday, 5/5: 12:00 – 12:45 p.m. ET</p> <p>Concurrent Session</p> | <p>Session Description and Objectives</p> |
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| <p><i>Transition Planning and Career and Technical Education (CTE)</i></p> <p>Marsha Langer Ellison, Professor, UMASS Chan Medical School</p> | <p>and training. These are: 1) career and technical education (CTE); 2) student-led IEPs; and 3) community agency representation at IEP transition planning. Three guides for special educators and transition planners, and tip sheets for students, have been developed to provide a roadmap and resources for putting these research findings into practice. Based on these guides, specific strategies will be described along with the special considerations needed to address the unique needs of this disability type.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • learn about the postsecondary outcomes of students with emotional disturbance; • be equipped with three research-based effective transition practices for students with emotional disturbance: Career Technical Education (CTE); Community Partnerships; and Student-led IEPs; and • learn strategies to mitigate barriers that students with emotional disturbance face with engaging and completing CTE to help them prepare for careers. |
| <p><i>The Continuum of Collaboration: One State’s Example</i></p> <p>Bob Barrows, Transition Consultant, Barrows Barometer on SPED, D51 Contractor</p> <p>Cheryl Carver, Youth Services and Transition Unit Manager, Colorado Division of Vocational Rehabilitation</p> <p>Gail Lott, Principal Consultant/Secondary Transition Specialist, Exceptional Student Services, Colorado Department of Education</p> <p>Katie Oliver, Principal Consultant/Inter-Agency Transition Liaison -Exceptional Student Services, Colorado Department of Education</p> <p>Jennifer Stewart, Project Coordinator, Breaking Expectations LLC, and Contractor, Colorado Department of Education and Division of Vocational Rehabilitation</p> | <p>Learn how Colorado brought together thoughtful state level leaders to develop and implement a framework for how to better serve and coordinate services for students and youth with disabilities. State leaders will describe the Colorado framework and how they are working collaboratively to implement it in four local pilot sites: Weld, Pueblo, Mesa, and Denver Public School District. A local transition consultant from Mesa will also describe how the process works at the local level and the impact the work is having on local collaboration/partnerships. Additionally, the state team will share future plans for the implementation of the framework, including scale-up of implementation at additional districts and working directly with students and families.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • understand the design, development, and implementation of the Core Outcomes and Essential Components of the Colorado Framework; • gain knowledge on how a “Sequencing of Services” framework can help coordinate services for students during high school; and • understand how local interagency teams are customizing sequencing of services based on their community context and building enhancing partnerships to improve coordination of services. |

12:45 – 1:00 p.m. ET **BREAK**

1:00 – 2:00 p.m. ET **TEAM PLANNING #3** [hosted by States on their own virtual platforms]

2:00 – 2:15 p.m. ET **BREAK**

| <p>Thursday, 5/5: 2:15 – 3:00 p.m. ET Concurrent Session</p> | <p>Session Description and Objectives</p> |
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| <p><i>Opening Space for New Voices to Lead – It Takes a Village</i></p> <p>Rene Averitt-Sanzone, Executive Director, and Marlo Lemon, Director of Training, The Parents' Place of Maryland</p> | <p>Meaningful contributions of tangible and intangible support from individuals and organizations are often needed for a young person's successful transition into adult roles. This session provides strategies to engage and empower new voices in statewide, community, and individual-level efforts to improve outcomes for people with disabilities. Join us to listen, learn, and share your own experiences.</p> |
| <p><i>Correctional Education and Secondary Transition</i></p> <p>Carole Clancy, Pennsylvania Department of Education, Director Curtis Kinnard, Education Program Specialist, OSEP/MSIP, Correctional Education Lead Heather Olson, Education Program Specialist, OSEP/MSIP, Correctional Education Lead Roni Russell, Pennsylvania Department of Education, Bureau of Special Education, Regional Coordinator of Special Education Cyclical Monitoring Deanne Unruh, NTACTION</p> | <p>The purpose of this session is to provide an overview of technical assistance needs of states in providing correctional education to students with disabilities. An overview of OSEP's Correctional Education Self-Assessment Tool will be provided. Pennsylvania will highlight how they have used the Self-Assessment Tool in providing correctional education to students with disabilities in their state.</p> <p>Participants will learn:</p> <ul style="list-style-type: none"> • about technical assistance needs of states for correctional education programming; • about the OSEP Correctional Education Self-Assessment Tool; and • how to apply the Correctional Education Self-Assessment Tool through an example for how a state has used the tool. |
| <p><i>Maximizing your Strategic Planning to Improve Outcomes for Students and Youth with Disabilities: STEM-ECO at the Student, School, and Community Level</i></p> <p>Charlotte Alverson, Principal Investigator, STEM-ECO, University of Oregon & NTACTION Zach Goude, CTE Teacher, Corbett High School Cathy Noles, Transition Specialist, Corbett High School</p> | <p>In this session, members of the STEM-ECO team from Corbett High School will describe strategies they implemented to help students who experience disability access STEM/CTE career pathways, and the school-wide transformations and outcomes from participation with STEM ECO.</p> <p>Participants will learn:</p> <ul style="list-style-type: none"> • strategies used by the STEM team at student, school, and community-levels to help students who experience disability access STEM/CTE career pathways; and • supports that help school staff implement changes as well as potential barriers to those supports. |

3:00 – 3:10 p.m. ET **BREAK**

| Thursday, 5/5: 3:10 – 4:00 p.m. ET Whole Group Session | Session Description and Objectives |
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| <p><i>Energized to Make a Difference – Where Do We Go from Here?</i></p> <p>Members of the NTACTION Youth Engagement Transition Initiative (YETI) with Michael Stoehr, NTACTION</p> <p>Next Steps and Wrap-Up Caroline MaGee, NTACTION</p> | <p>During this closing keynote session, members of the NTACTION Youth Engagement Transition Initiative (YETI) will engage state team student, youth, and/or young adult members in a discussion regarding their state’s reflections of this year’s CBVI and their state’s goals for the 2022-23 year.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • learn about various states’ secondary transition-related goals for 2022-23 and how they can be aligned to the work of states across the country; and • receive additional tips, strategies, and guidance to meaningfully engage students, youth, and young adults in State and local strategic planning, transition services, and related activities; and • learn about next steps and opportunities to engage in technical assistance and capacity building strategies to improve outcomes for students and youth with disabilities. <p style="text-align: center;">SAVE-THE-DATE: Tuesday, August 30, 2022 for the CBVI State Celebration!</p> |

4:00-4:45 p.m. ET **Optional TEAM PLANNING #4** [*hosted by States on their own virtual platforms*]