Aligning Effective Practices with Postsecondary Education & Training

Preparing Students with Disabilities for Continuing Education and Employment

NTACT:C Capacity Building Institute 2024

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Learning Intentions

- Participants will gain knowledge of how to collaborate with other state organizations/programs to map out postsecondary transition services
- Participants will receive information on the elements of Utah's Portrait of Postsecondary Transition.
- Participants will receive information and resources on preparing students with disabilities for success in postsecondary settings.

Utah’s Statewide Collaborative on Improving Postsecondary Transition Outcomes for Individuals with Disabilities (STC)

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What is the STC?

- The STC is a working partnership of all the state agencies and many other organizations that serve transition-age (14-22) youth across the state of Utah.

- The STC includes agencies and organizations that are disability-specific *and* agencies who serve the general population of transition-age youth to ensure the representation of a wide range of resources to meet the diverse needs of transition-age youth with disabilities.

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Overall Goal of the STC

To improve postsecondary outcomes for students with disabilities in Utah through interagency collaboration

- Employment
- Education
- Independent Living

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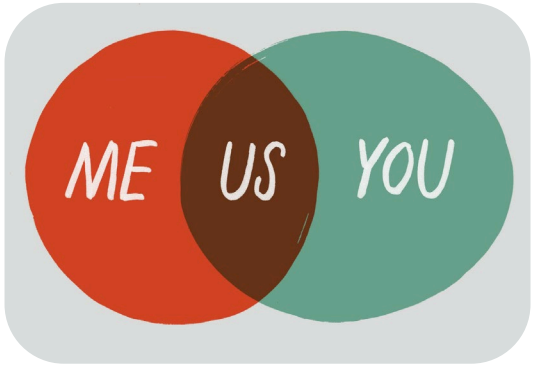
STC Participant Themes



Active Collaboration

Data Driven

Creating a Shared Vision

Student & Family Focused

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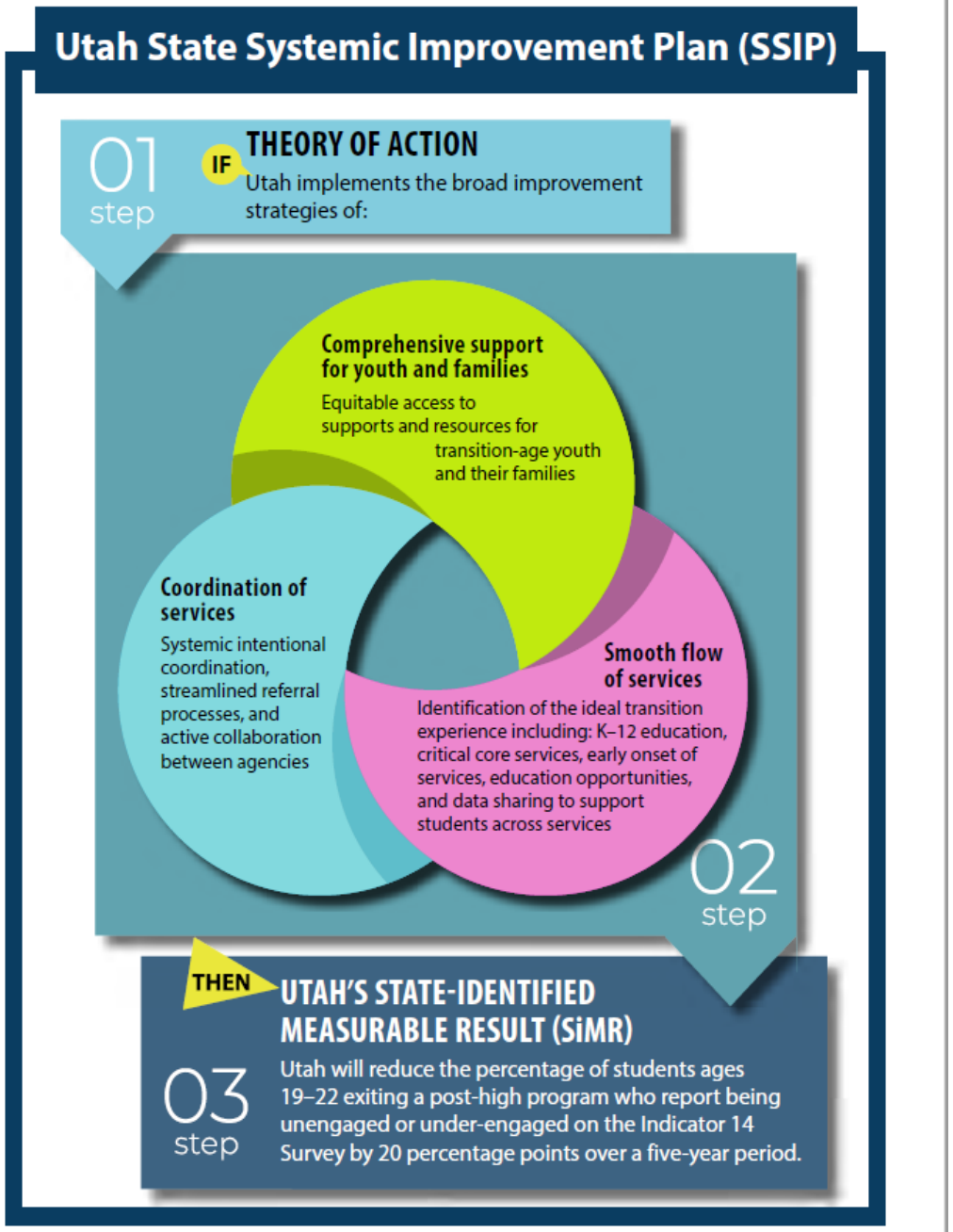
Utah State Systemic Improvement Plan (SSIP)



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UTAH SSIP LOGIC MODEL

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1) If USBE and the STC expend these RESOURCES & EFFORTS (INPUTS)…

Human Capacity (staff time)

Resources

Expertise

Funding

2) … to implement these broad improvement STRATEGIES…

Comprehensive supports for youth and families

Smooth Flow of Services

Coordination of Services

3) …by implementing these ACTIVITIES…

Specific activities chosen to improve outcomes

4) …we can realize these SHORT-TERM OUTCOMES (OUTPUTS):

Measurable targets that direct the work of the STC

…then Utah will reduce the percentage of students ages 19-22 exiting a post-high program who report being unengaged or under-engaged on the Indicator 14 survey by 20 percentage points over a five-year period.

Workgroups

- Supports for Youth and Families
- Resource Development
- Agency Collaboration

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Measurable Outputs

- Improved utilization rates of current resources in Utah
- Universal referral form with basic consent to share information
- MOU in development between workforce, health and human services, and education
- Systemic model of postsecondary transition services in development (Portrait of Postsecondary Transition)
- Creation of new resources to support youth, families, and educators

Visit with Your Neighbors

What does interagency collaboration look like in your state?

What changes or improvements would you like to see in your state?

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Utah’s Portrait of Postsecondary Transition

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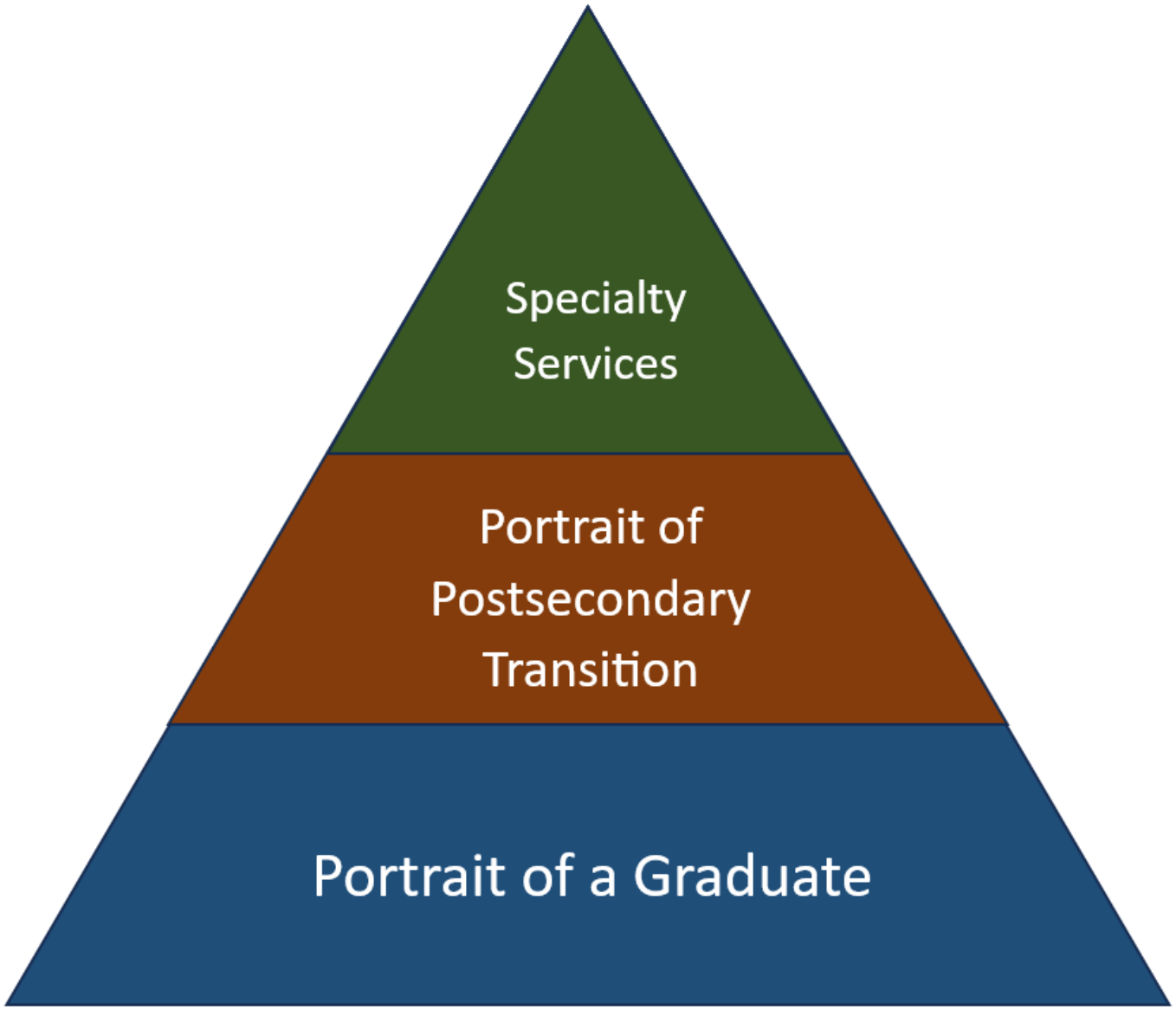
Portrait of Postsecondary Transition

- Creating a systemic model of postsecondary transition services
- Wrap-around for students with disabilities to achieve Utah's Portrait of a Graduate competencies
- Mapping each agency's services and experiences by student age band

A Tiered Approach



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Portrait of a Graduate

- Utah's Portrait of a Graduate identifies the ideal characteristics of a Utah graduate after going through the K-12 system.

- The Portrait of a Graduate model consists of 13 competencies in three broad categories: Mastery, Autonomy, and Purpose (MAP)

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Portrait of a Graduate Competencies

MASTERY

- Academic Mastery
- Wellness
- Civic, Financial, and Economic Literacy
- Digital Literacy

AUTONOMY

- Communication
- Critical Thinking and Problem Solving
- Creativity and Innovation
- Collaboration and Teamwork

PURPOSE

- Honesty, Integrity, and Responsibility
- Hard Work and Resilience
- Lifelong Learning & Personal Growth
- Service
- Respect

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Portrait of Postsecondary Transition Matrix

	MASTERY			
	Academic Mastery	Wellness	Civic, Financial, & Economic Literacy	Digital Literacy
9th Grade (14-15)	Setting annual IEP goals Summary of performance Graduation Requirements/Certification of Completion Progress Monitoring	Transition assessment (self-advocacy, interest inventories, adult living skills, adaptive assessments) Transition services Connect with other agencies & organizations	Transition assessment (adult living skills) Transition services Connect with other agencies & organizations	Transition assessment (assistive technology) Transition services (instruction in communicating, creating, evaluating and sharing information) Connect with other agencies & organizations

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Matrix continued…

	MASTERY			
	Wellness	Civic, Financial, & Economic Literacy	Digital Literacy	Communication
12th Grade (17-18)	Interest inventories Coaching in self-avocacy Coaching in disability and accommodations Coaching in student-led IEPs Connecting to community experiences and resources to support health and wellness Peer mentoring	Benefits planning Instruction in civic engagement Instruction in understanding paycheck		Social Skills Training, Workplace Readiness Training , work based learning experiences

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Preparing Students for Success in Postsecondary Settings

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How do we Prepare Students for Success in College?

- Inclusion in general education leads to positive post school outcomes
- Compliant and quality postsecondary transition plans support positive post-school success
- Predictors for post-school success
  - The research has identified 23 predictors for post-school success for students with disabilities

Predictors of Post School Success

(Mazzotti et. al., 2020)

- Career Awareness
- Career and Technical Education**
- Community Experiences
- Exit exam requirements / High School Diploma Status
- Goal Setting*
- Inclusion in General Education*
- ***Interagency Collaboration***
- Occupational Courses
- Paid Employment / Work Experiences
- Parent Expectations
- Parental Involvement
- Program of Study
- Psychological Empowerment
- Self-Advocacy / Self-Determination
- ***Self-Care / Independent Living Skills***
- Self-Realization
- Social Skills
- Student Support
- Technology Skills
- Transition Program
- Travel Skills
- Work Study
- Youth Autonomy / Decision-Making

** EBP for employment and RBP for education
*RBP in all three areas
Highlight at least RBP in education & employment

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Competencies for Post-School Success

- Self-advocacy
- Social interactions
- Time management/organization
- Problem solving
- Emotional regulation
- Adult living skills
- Safety and wellness
- Community navigation
- Career development
- Technology skills

Postsecondary Transition Skills Mapping Tool

Postsecondary Transition Skills Mapping Tool				
Domain Area	**Pre-K**	**K-5**	**6-8**	**9-12+**
Self-advocacy	Pointing to show or request Verbal requesting Saying "No" to refuse Expressing preferences	Making choices Knows name, address, phone number Communicating wants and needs Awareness of own disability Asking for help	Knowing when to ask for help when needed Declining assistance when appropriate Describing own strengths and support needs Explaining own disability Describing own interests and preferences Actively participating in IEP	Advocating for own needs Incorporating own strengths in decision making Discussing own disability Communicating & using accommodations Leading own IEP and postsecondary transition planning
Social interactions	Participating in conversations Responding to questions Sharing items of interest Turn-taking with peers Initiating basic pretend play Playing alongside peers	Showing empathy and perspective taking Remaining quiet when others are talking Using basic manners Asking questions to show interest in others Playing cooperatively with peers Incorporating others' ideas into play	Understanding social cues when joining a group Introducing oneself in new situations Respecting others' space and property Responding to specific topics without getting off track Waiting to interject in a conversation Maintaining appropriate proximity in a conversation Politely refusing ("no thanks") among peers	Demonstrating personal vs professional communication Navigating social media responsibly Using text messaging appropriately Receiving feedback without getting upset Using supporting comments to remain engaged in conversations Engaging in appropriate non-verbal communication
Time management / Organization	Following simple routines & schedules Sorting objects Putting away toys/materials Recognizing different activities for different days of the week Verbally articulating what day it is	Staying on task to complete an assignment/activity Turning assignments in on time Telling time Setting simple goals Keeping track of events on a calendar Following a classroom schedule	Using graphic organizers Using spellcheck Following a daily schedule independently Organizing school materials in backpack/desk Using a planner and/or Learning Management System to track assignments & activities Arriving to class on time	Using online calendar for scheduling Using time management reminders (phone/Apps) Using task lists Prioritizing tasks

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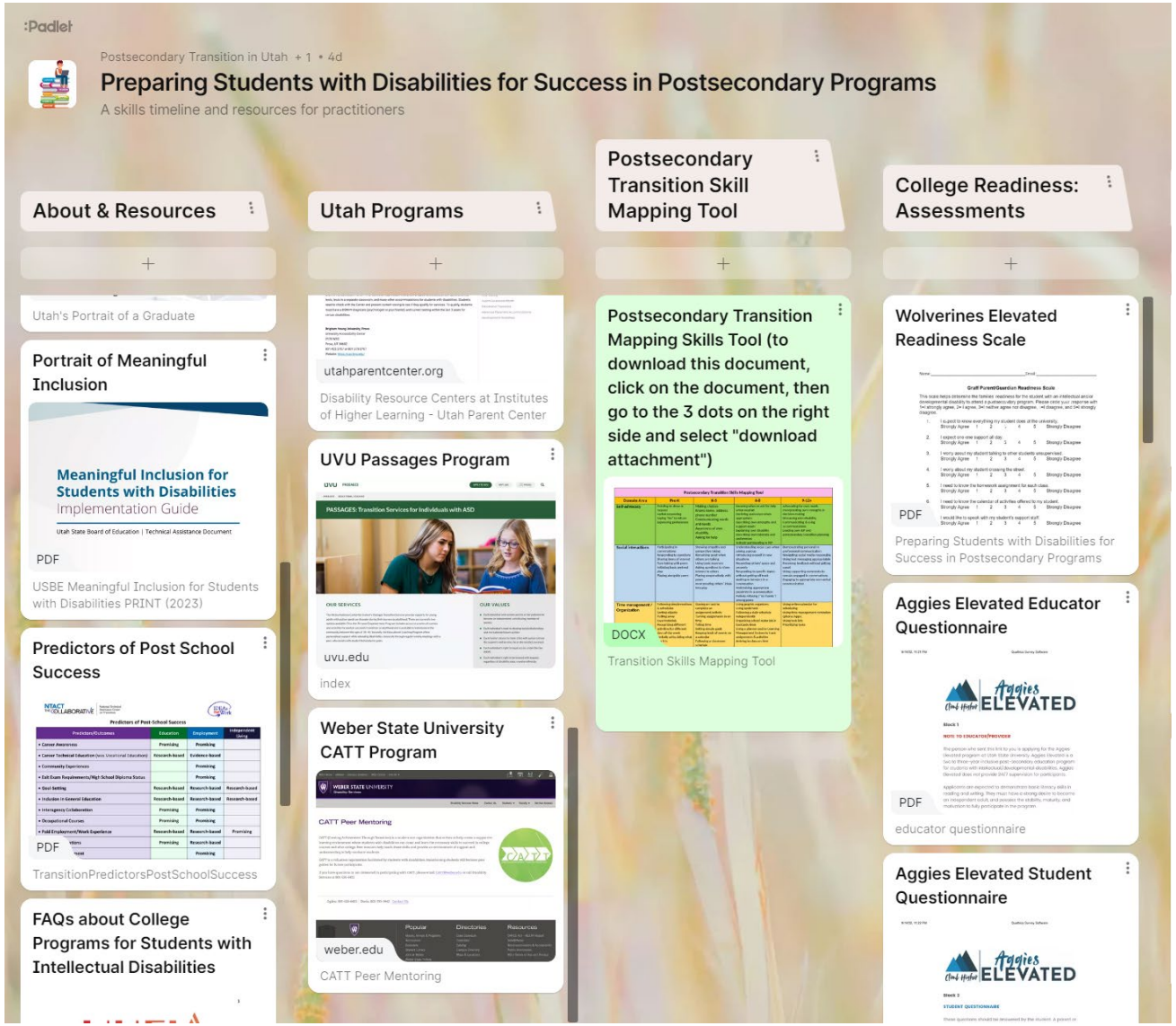
Turn and Talk

Do you have anything like this in your setting? If so, how is it used?

How would you use this tool in your setting?

Resource Padlet



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Utah’s Postsecondary Transition Website

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Background

Based on results from the 2020 postsecondary transition specialists survey, 32% of the specialists/teachers reported the USBE postsecondary transition webpage did not meet their needs for related resources.

The top three identified needs for a more comprehensive postsecondary transition website were:

- IDEA requirements for postsecondary transition
- Student focused planning for postsecondary transition
- Teacher friendly resources for student development

Rationale

Utah was not meeting targets (FFY 2019) in three of four transition indicators for students with disabilities including graduation rate, compliant postsecondary transition plans, and post-school outcomes in education, training and employment.

Effective interagency collaboration is a predictor for positive post school outcomes for students with disabilities.

By creating a comprehensive statewide interagency postsecondary transition website, we could support students and stakeholders to improve services and outcomes for youth.

The Process

- 2020-2021-Development and approval of the proposal to create a postsecondary transition website

- 2021-2022- Brought community partners together; secured contract with Utah Parent Center (UPC); aligned with State Systemic Improvement Plan

- 2022-2023 through 2023-2024- Development of the website in collaboration with Statewide Collaborative on Postsecondary Transition (STC) with support from the UPC web developer

Website Preview

Transition Elevated: Postsecondary Transition for Students with Disabilities

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Next Steps

- Continue content development
- Anticipated pilot Spring 2024
- Anticipated full launch Fall 2024

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Postsecondary Transition Resources

[Postsecondary Transition Elevated Planning App Padlet]

[Self Determination and Self Advocacy Padlet]

[Preparing Students with Disabilities for Success in Postsecondary Programs Padlet]

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Thank You for Coming!

Question or Comments?

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