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DCDT WEBSITE
www.dcdt.org

MESSAGE FROM THE PRESIDENT



Welcome to our DCDT Spring 2019 Newsletter! I hope you are enjoying the start to the 2019 year! The DCDT Executive Committee and Board have been busy over the last six months. In October we held

our annual DCDT International Conference in Cedar Rapids, Iowa, which was a great success. We had over 550 attendees and appreciate the Local Planning Committee for helping make the conference a success! For those of you who were able to attend the national Council for Exceptional Children's (CEC) conference in Indianapolis, Indiana, I hope you stayed warm! We had great representation for our division at CEC, with a number of committee meetings and other events. Remember, if you want to get involved with DCDT, please reach out to me or to specific committee chairs, as we welcome your engagement in DCDT.

Next, I would like to welcome Sue Ann Bube as our newly appointed Northwest Regional Representative. Sue Ann has been a longstanding member of DCDT and will bring to the Membership Committee great ideas related to recruiting and engaging new practitioner members for DCDT. Welcome Sue Ann! As of July 1, Jennifer Bumble, current Student Representative, has agreed to move into the Publications Chair position on the Board. I would like to thank Jennifer for all the great work she has done as Student Representative. Under her watch, student and early career membership has increased, and the Student and Early Career subcommittee has thrived. Thank you, Jenn! We are glad you are continuing as a part of our Board. Finally, Kyle Reardon, doctoral student from the University of Oregon, will move into the Student Representative position as of July 1. We are excited to welcome Kyle as a new member of the Board.

As mentioned in the fall newsletter, there are a number of initiatives that I have been working on with the Executive Committee. First, we worked together to revise the DCDT bylaws to reflect current policies and procedures of DCDT. I am happy to say that the bylaws were approved during our CEC Business Meeting and will be posted on our website in the next few weeks. I encourage you to review the ever-so-interesting bylaws in your down time, as we are planning a discussion session at the 2019 DCDT Conference in Seattle to gain additional input related to the mission statement and any other thoughts our members may have.

Second, while our membership remains strong, we continuously strive to attract new members. Vice President John McNaught, our Regional Representatives, and I continue to work to identify innovative ways to encourage new state subdivisions, increase student and early career scholar membership, and ensure we maintain our members over time. Additionally, we are working to identify new ways to increase practitioner membership within DCDT. Further, because it has been three years since DCDT developed the 2015 strategic plan, the Executive Committee has been discussing action items related to strategic planning that will allow the division to continue the great work we do. In Seattle, the Executive Committee will meet to discuss the action items identified over the course of this year and develop an Executive Committee strategic plan that can be presented to the Board in Seattle.

Finally, I would like to highlight the 2019 Annual DCDT International Conference in Seattle, Washington, October 23–25. The Local Plan-

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President's Message, *continued from page 1*

ning Committee has been working hard to plan the conference, which will be held in beautiful downtown Seattle. A few highlights include the keynote speaker, Jenny Lay-Flurrie, Chief Accessibility Officer for Microsoft, who leads innovative work on accessibility and empowerment for all people. There will also be a fun, hands-on opportunity related to assistive technology as a pre-conference workshop. These are just a few of the exciting events planned for the Seattle conference. Stay tuned for more

information as we get closer to October and MARK YOUR CALENDARS!

Throughout this issue of our newsletter you will find information from NTACT about upcoming events, new partnerships, and new products. You will also read about the great opportunities for increasing membership if you have an active state subdivision. Remember to engage with DCDT by getting involved!

Valerie Mazzotti

President

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UPDATE FROM NTACT

The National Technical Assistance Center on Transition (NTACT) will host its **best Capacity Building Institute (CBI) ever from May 7–9, 2019 in Charlotte, NC**. As it does every year, the CBI combines quality content delivery with facilitated planning sessions for state interdisciplinary teams. This year's CBI will include sessions focused on scaling up and sustaining practices to improve outcomes for students with disabilities. Time will be devoted to sharing lessons learned across states on such initiatives as employment preparation for individuals with the most complex support needs, servicing students in rural communities, youth leadership development, and collaborative planning and instruction for students with disabilities in career and technical education. You may register and make hotel reservations by visiting www.transitionta.org and clicking on the Events tab.

What Else Is NTACT Doing?

NTACT continues to convene state leadership in transition around special education, career and technical education, and vocational rehabilitation partnerships. If you are interested in being part of the SPED/CTE/VR State Sharing Network, contact us at ntactmail@unc.edu. NTACT also hosts regular discussions and sharing across states through its (a) urban school think tank, (b) alternate diploma community of practice, (c) NLTs community of practice, and (d) rural state peer-to-peer learning group. If you are interested in keeping up with these opportunities and NTACT's monthly webinars, sign up for NTACT's listserv here: [NTACT listserv registration](#).

What's New from NTACT?

DCDT members may be interested in a few new resources from NTACT. Our most recent online module with the Transition Coalition at the University of Kansas focuses on **Work Based Learning**. NTACT now hosts nearly a dozen toolkits on such topics as **Resource Mapping and Flow of Services**, **Postsecondary Education and Training Preparation**, **School Completion**, and **Competitive Integrated Employment** (updated). NTACT's knowledge development team continuously updates the **Practice Descriptions and Lesson Plan Starters**.

NTACT remains in close contact with the monitoring division of OSEP to share any changes regarding Part B Indicators 1, 2, 13, and 14. Visit the **Revised Indicator 14 Data Collection Protocol** and other relevant updates in the Data Analysis and Use Resources on NTACT's website. NTACT developed new Quick Guides and Annotated Bibliographies since DCDT's last newsletter issue. Those may be viewed under the Resources tab on the home page.

Finally, as announced in the pre-conference at the DCDT Conference in October 2018, there is now a collection of resources—developed through one year of research and product development—focused on improving employment and other adult outcomes of students with Autism. Visit the **ASD Resources**, or click on its tab at the top of the NTACT home page.

Who Are the Staff of NTACT?

NTACT is funded through a grant from the Office of Special Education Programs (OSEP) and the Rehabilitation Services Administration (RSA) to the University of North Carolina at Charlotte (UNC Charlotte). UNC Charlotte partners with faculty and staff at Cornell University, Portland State University, University of Oregon, University of Central Florida, University of Kansas, TransCen, Inc., and Western Michigan University to implement the grant's knowledge development, technical assistance and dissemination, and evaluation activities. So, we're all over! Our staff hail from Oregon, Idaho, Kansas, Wisconsin, Michigan, Pennsylvania, Maryland, Virginia, North and South Carolina, and Florida. Additionally, NTACT frequently partners with other federally funded Centers, such as Center on Parent Information and Resources; College and Career Readiness and Success Center; IDEA Data Center; National Center on Deaf Blindness; the National Center on Systemic Improvement; the Resources for Advocacy, Independence, Self-determination and Employment Technical Assistance Center; Think College National Coordinating Center; the National Deaf Center; the VR Youth Technical Assistance Center; the Workforce Innovation National Technical Assistance Center; and professional organizations such as DCDT.

RESEARCH COMMITTEE UPDATE



Allison Lombardi
Research Committee Chair
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Since our last newsletter, the DCDT Research Committee sponsored two exciting competitions for graduate students who focus their scholarship on transition: (a) the Patricia Sitlington Emerging Researcher in Transition Award, and (b) the Graduate Student Scholarship competition.

Patricia Sitlington Emerging Researcher in Transition Award, and (b) the Graduate Student Scholarship competition.

The Patricia Sitlington Emerging Researcher in Transition Award takes place every year at the DCDT Conference. At our most recent conference in Cedar Rapids, three award winners were recognized:

First place: Elisabeth Kutscher, *George Washington University*

Second place: Sheida Raley, *University of Kansas*

Third place: Jessica Monahan, *University of Connecticut*

The Graduate Student Scholarship competition takes place every year in the fall. Applicants respond to a call for proposals, released shortly before the fall conference, and then submissions are accepted through late fall. Five winners are determined through a panel review process, and winners receive a monetary scholarship of \$1,000 to apply toward dissertation studies that focus on improving transition services.

2019 Scholarship Awardees:

Wen-hsuan Chang, *UNC Charlotte*

“The Effects of Asynchronous Online Parent Training on Knowledge of Secondary Transition Services for Parents of Transition Age Youth with Disabilities”

Cynde Katherine Josel, *Michigan State*

“Exploring the Development of Friendships Between Young Adults with and Without Intellectual and Developmental Disabilities”

Jessica Monahan, *University of Connecticut*

“College and Career Readiness and Teacher Expectations of Students with and Without Disabilities”

Joshua Pulos, *University of Oklahoma*

“Effects of the Self-Determined Learning Model of Instruction on Academic and Non-Academic Behaviors: A Meta-Analysis”

Wen Zeng, *University of Cincinnati*

“A Mixed Methods Study of Postsecondary Enrollment and Completion of Students with Learning Disabilities”

Read more about their studies [here](#).

The 2019 competition was organized by Allison Lombardi and John Schaefer. Special thanks to those who served on the review panel: Marcus Poppen, James Sinclair, Ryan Kellems, Carly Gilson, Lindsay Athamanah, Amber McConnell, and Leena Landmark.

DCDT STUDENT UPDATE



Jennifer Bumble
Student Representative
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Wow! I had such a wonderful time connecting with all of our Student and Early Career (SEC) members at CEC 2019 in Indianapolis. I'm always impressed by the passion and expertise you bring to our division. This year, we hosted roughly 20 members at Nada for an evening of networking, socializing, and delicious churros. We also had a wonderful SEC Committee meeting where we brainstormed new ideas for future SEC engagement activities.

Thinking ahead to DCDT 2019, be sure to take advantage of opportunities to share your research, including the Patricia Sitlington Emerging Researcher in Transition poster competition. We will also have a new, free SEC pre-conference session and SEC social the Wednesday before the conference. Stay tuned for updates on these opportunities and more. We

have big things in the works for DCDT 2019, and we hope you'll be able to join us in Seattle!

As July approaches, my time as the DCDT student representative will end. I have truly enjoyed the last three years serving as your voice on the Board, and I have learned so much about the power, passion, and potential of our SEC members. I'm thrilled to be moving into a new position as the Publications Committee Chair. Over the next few months I'll be working with our incoming student representative, Kyle Reardon, to ensure a smooth transition. I am so impressed with Kyle's ideas for building our SEC Committee, and I am confident he will lead us well into this next chapter. Below you will find a short note from Kyle introducing himself. Again, thank you for the last three years, and thank you for all that you do to improve outcomes for youth with disabilities and their families!

Dear SEC members, my name is Kyle Reardon, and I am a second-year doctoral student at the University of Oregon and a

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REGIONAL & STATE SUBDIVISION NEWS

NORTHEAST REGION



Clare Papay
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Greetings from the Northeast! In this edition of the newsletter, we have an update from the NY state chapters. If you have any updates you would like to share in future editions of the newsletter, or if you are in the Northeast and interested in finding out how to start a chapter of DCDT in your state, please send me an email.



NY DCDT: Greetings from NY DCDT! Our executive committee has been working diligently since the last newsletter. We were awarded one of the DCDT mini-grants, and we have used the funds to create updated materials for marketing to increase membership. We have also disseminated 2 RFPs for mini-grants, one for WBL and the other for folks interested in providing PD to increase knowledge of transition for pre-service teachers. Finally, we are preparing for our 6th Annual Statewide Transition Institute that is scheduled for November 7–8, 2019. Stay tuned for details and registration information.

Cathy Pantelides
President, NY DCDT



SOUTHEAST REGION



Joy Ivester
Southeast Regional Representative
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Hello from the southeast corner of DCDT! Our region currently has six active subdivisions: Florida, Georgia, South Carolina, North Carolina, Virginia, and Maryland. If you reside in a southeast state that does not currently have an active DCDT subdivision, please reach out to me! I would love to talk with you about getting one started.

Please visit the [DCDT Subdivision Page](#) on the DCDT website, or visit one of the state pages listed below, to learn more about what is going on in our busy region! The following are some highlights from the southeast states in action.



FLORIDA DCDT: Florida DCDT is actively planning for the 2019 VISIONS: A Transition Planning Institute and Conference, which will be held April 10–12, 2019, in St. Augustine, FL.



GEORGIA DCDT: (Facebook) is in the process of redeveloping the state subdivision and increasing membership. They are currently working with the GA Department of Education/CEC conference committee to plan and host a transition strand focused on best practices that result in a smooth transition from school to adult life for youth with disabilities. The conference theme is *Transition: Driving Towards the Future*.

Did you know that national DCDT will help states create a state-specific DCDT logo? The GA DCDT board requested this support and will unveil their new logo soon. Contact your regional representative for more information!



NORTH CAROLINA DCDT: North Carolina DCDT is also in the process of planning their annual transition conference, *Lighting the Way Through Transition*, which will be held April 3–5, 2019, in Greensboro, NC. Registration is open and can be found by visiting the NC DCDT website.



SOUTH CAROLINA DCDT: South Carolina DCDT (Facebook) continues to collaborate with the Transition Alliance of South Carolina and co-hosted the fall statewide Inter-agency Transition Conference in North Charleston, SC. This year proved to be a great year for students in transition in South Carolina. Many awards were given to people contributing to excellence in transition, including SC DCDT's own CEC Governmental Relations Representative, Ms. Laura Elder from the Department of Disabilities and Special Needs, who was this year's recipient of the Richard M. Kuffel Award; Ms. Cassandra Luttrull was named Special Educator of the Year; and Stanley Garrison from the Charleston County Leadership Academy was named Student of the Year.



SC DCDT was excited to once again host a pre-conference and transition strand at the SC CEC conference in Myrtle Beach. Ms. Terri LaPlante, who operates the Self-Directed Learning Model of Instruction (SDLMI) project in Rhode Island, led the pre-conference session. She teaches SDLMI and transition to undergraduate students and is the main coach

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Subdivision News, *continued from page 4)*

for Rhode Island on implementing the Self-Determined Learning Model of Instruction as a response to the Olmstead settlement.



VIRGINIA DCDT: **VA DCDT** ([Facebook](#)) leveraged funds from a DCDT mini-grant to provide transition sub-grants in the Commonwealth. The first goal of this grant was for high school students to use video modeling and mock interviews in the community to strengthen job-seeking skills. The second goal was for schools to build relationships with regional businesses. Three grantees were selected from eight geographically dispersed applicants.

Harrisonburg High School partnered with **The Hub Co-working**. After 13 students built resumes and practiced and self-evaluated interview skills, they used public transportation to meet at The Hub with representatives from multiple businesses and careers, including bakers, meteorologists, librarians, nurses, real estate agents, and restaurateurs. The employers interviewed students and provided students with feedback. Some students were offered internships and future collaboration opportunities with businesses. Another grantee, Goochland High School, partnered with their county Chamber of Commerce. Like The Hub, the Chamber served as a partner but also created an avenue for connections to other businesses. Three local businesses taught mini-lessons to 14 participating students who later used video modeling to evaluate interview skills prior to being interviewed by the director and office manager of the Chamber of Commerce. In both projects, students showed gains in interview skills as assessed by interview evaluation measures.

Virginia's Membership Strategies: A major benefit of DCDT membership in Virginia is that professionals can access locally generated and applicable knowledge related to transition for students with disabilities. These benefits are valuable for practitioners and academics. We aimed to reach out to these populations, examining past and present member lists, and looked to reach out to former members. We also looked at who was attending the national DCDT conference but were not VA DCDT members. We did this by examining lists of Virginia attendees at national conferences. Finally, to reach out to academics, researchers, and graduate students, we compiled lists of academic departments in the Commonwealth that emphasize improving well-being for individuals with disabilities. To each of these parties we sent membership postcards and emails, and we hope to see a positive impact from these strategies in the first three months of 2019.

**SOUTHWEST REGION****Kendra Williams-Diehm**

Southwest Regional Representative

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Hello from the Great Southwest Region! Below is a quick update on past events and future conferences.



FROM THE LONE STAR STATE: The Texas Transition Conference was held February 21–23, 2018, in Houston, TX. Two national speakers and experts in the field of transition were invited to speak on transition to employment as an intervention and desired outcome and the employment-first policy as it relates to transition. Also, national- and state-level specialists in transition provided extended information on numerous areas relating to transition for youth with disabilities. All general and breakout sessions were organized under six general strands: (a) student-focused transition planning, (b) family involvement, (c) student development, (d) program structure, (e) interagency collaboration, and (f) assistive technology. Five hundred and twenty-six secondary educators, transition specialists, service agency personnel, parents, and youth with disabilities attended this year's conference.

The **2019 Texas Transition Conference** was held February 20–22, 2019, at the Wyndham San Antonio Riverwalk Hotel. This was an excellent transition conference with current, cutting-edge presentations. Please contact **Dr. Cheryl Grenwledge** with any questions.

The Garrett Center on Transition and Disability Studies at Sam Houston State University was created in February 2017 as a practitioner center for educators, students, parents, and community in the state of Texas. The website went live seven months ago and the Garrett Center staff—who are all members of national DCDT and Texas DCDT—are working to continuously add to each section of the website. To assist with the professional development of teachers and administrators around the state, the Garrett Center provides training and technical assistance for school districts and the 20 regional education service centers in Texas. For those who are interested in reviewing the tools and information, go to the **Garrett Center website**.



OKLAHOMA'S OK! The 13th Annual Oklahoma Transition Institute was held October 15–17, 2018, at the NCED Conference Center in Norman. The Oklahoma Transition Council consists of 29 teams representing diverse interests,

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WOULD YOU LIKE TO ACHIEVE DCDT'S NATIONAL CERTIFICATION IN TRANSITION?



Jane A. Razeghi
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One of DCDT's strategic plan goals is to develop a DCDT National Certification in Transition that, in my opinion, is one of the most exciting projects in DCDT's history. For those who may not know me, I've been a member since about 1978 and have served as the first executive director since 1999. My goal is to interest you personally in eventually applying for and achieving our unique DCDT National Certification in Transition and to enlist your assistance and input in its development.

Why Would You Want DCDT's National Certification in Transition?

- First of all, since 1977, DCDT has been (and continues to be) this nation's leading national organization for professionals working in the field of transition, especially transition teachers, specialists, and professors.
- Secondly, DCDT developed the transition standards approved by the Council of Exceptional Children's (CEC) Board of Directors (2013) for use in the Council for the Accreditation of Educator Preparation (CAPE)'s national reviews and credentialing of special education programs.
- A third reason is the fact that each of the DCDT Transition Standards are based on skills validation studies and best transition practices analyses involving employers and leaders in the discipline of transition education and services.
- Finally, you would be recognized by your professional organization as having achieved its official approval through documented coursework and experience. Certification in Transition will single you out as having taken the extra effort to become the best in your field.

How Can You Achieve the DCDT National Certification in Transition?

There will be two ways to achieve our transition certification: Level 1 and Level 2. In Level 1, we're working with universities that have a sequential course of studies focused on transition that could be called a "transition program." Our process is modeled after that of the Council on Education of the Deaf (CED). Basically, the university applies to DCDT for approval of its "transition program" so that their graduates are qualified for the certification. Once approved, the university will be identified on our website. We are aware that there are other categories of university programs that we will work with in the future.

At the same time, we want to reach out to those individuals already working in transition, whether as a transition teacher, transition specialist, professor, job coach, or other service areas. As a professional with experience working in transition, you will apply directly to DCDT and document your education and work experience, possibly in a portfolio. Details of this pathway (Level 2) to certification are being developed, but we'd like to complete the university pathway first before we get too involved in the "experienced individual" one.

Like any national certification plan, both the university programs and the "experienced individuals" will need to update and renew their certification after a few years. For those who achieve their certification through either a university program or by applying as an "experienced individual," they will be able to document and update their knowledge and skills through a number of ways but also through a special strand and sessions at our annual DCDT conferences.

It's possible that some of you would like to have your university apply, or you may want to help us pilot the "experienced individual" (Level 2) pathway to national certification. I'm open for questions and concerns and definitely look forward to hearing from you at jrazeghi@gmu.edu.

DCDT Student Update, continued from page 3)

graduate employee in the Special Education department. I hold a B.A. in music education and an M.A. in special education, both from Northern Vermont University-Johnson. I have worked in a variety of settings, including direct behavior support for students with ASD, coordinator of a customized employment program for adults with developmental disabilities, public school special education teacher for high school students with intellectual disabili-

ties, and as the assistant director of a residential and academic support program for college students with diverse learning needs. My research interests include Universal Design in post-secondary educational settings to support diverse learners, students on the autism spectrum attending post-secondary education, and the role of self-determination in secondary transition for individuals with disabilities. I am thrilled be serving in the role of student board representative and eager to support all current students to be more involved in and supported by DCDT.

Subdivision News, *continued from page 5*)

and includes representatives from the Oklahoma State Department of Education, Oklahoma Department of Rehabilitation Services, Oklahoma Family Network, public school educators, Oklahoma Department of Human Services, the Parent Training and Information Center of Oklahoma, and university representatives, to name a few.

The OKDCDT subdivision hosted their 2nd annual Legislative Summit on March 27–28, 2018, at the state capitol. The 3rd Annual Legislative Summit will be held in March 2019. Please contact **Megan Curry** or **Josh Fearing** for more information.



ONLY IN ARKANSAS The **Arkansas Transition Services Transition Summit** was November 5–6, 2018, in Rogers. This was an excellent opportunity for schools to interact with transition consultants and gather valuable information. Please contact your state consultant or visit the **website** for more information.



The Southwest region consists of California, Nevada, Utah, Arizona, Colorado, New Mexico, Oklahoma, Texas, Arkansas, Louisiana, and Hawaii. Please let me know about the amazing things happening in your states so that we can share. If you have any questions regarding the process of becoming a formalized DCDT subdivision, I am here to help. Please send me an email or call.

**Join us October 23–25, 2019, in Seattle, Washington, for the
2019 DCDT INTERNATIONAL CONFERENCE**

**DCDT INTERNATIONAL
CONFERENCE
2019**



OCTOBER 23–25, 2019

**THE WESTIN SEATTLE
1900 5TH AVENUE
SEATTLE WA 98101**

Proposal submissions open on February 15, 2019.
Find the link on the DCDT website: <http://www.dcdt.org/>

JOIN US FOR THE THURSDAY KEYNOTE – OCTOBER 23, 2019, DCDT INTERNATIONAL CONFERENCE THE WESTIN SEATTLE



Jenny Lay-Flurrie

Chief Accessibility Officer, Microsoft

Twitter: @jennylayfluffy

Jenny Lay-Flurrie is passionate about seeing people reach their full potential, including people with disabilities.

Jenny is chief accessibility officer at Microsoft, leading the

company's efforts to drive great products, services, and websites that empower people and organizations to achieve more. Her team is at the forefront of creating positive experiences that apply technology to make a difference in the world and the lives of individuals, from how we hire and support people with disabilities in employment to innovative technology that aims to revolutionize what's possible for people with disabilities.

PROMOTE MEMBERSHIP IN DCDT

One of the best ways to promote membership in DCDT is to encourage a friend or colleague to join.

Try these strategies to build our membership:

- Share an issue of the journal and newsletter with a friend (enclose membership information from our website).
- Add DCDT membership information to your hand-out packets for workshops and conference presentations.
- In your presentations, add a slide promoting DCDT.
- Create DCDT stickers that include our website (<http://www.dcdt.org>).