



64TH CONFERENCE ON EXCEPTIONAL CHILDREN

**WORKING TOGETHER
TO ACHIEVE STUDENT SUCCESS**

**Transition:
Real Students, Real Voices**

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PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

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Agenda

- Historical Context
- Current Trends
- Panel Discussion
- Wrap-up Video



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**Historical Perspective and
Current Research**

- About 6% of fulltime freshmen self-report a disability in higher education.
- 37% of students with disabilities enroll in higher education, whereas 78% of nondisabled peers enroll in higher education.
- In 1994, 16% of students with disabilities enrolled in higher education completed a bachelors as compared to only 12% in 2000.

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Historical Perspective and Current Research

- There is a disconnect between high school special educators, transition staff, and disability services providers.

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Transition Programming

- Pennsylvania
 - Higher retention rate, but lower GPA.
- Georgia
 - No significant change in retention rate.
- Tennessee
 - Higher retention rate.
- California
 - Higher retention rate.
- The longer the program and the more students, the less effect that is noted.

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Moving Forward

- Self-determination training
- Sense of belonging
 - Physical access (braille, ramps, etc.)
 - Emotional access (campus climate)
- Sense of purpose
- Campus involvement

Panel Discussion

- Process:
 - Each panelist will introduce themselves.
 - Each panelist will speak on a specific topic.
 - General questions will be asked and each panelist will have an opportunity to respond.
 - Questions from the audience.

Panel

- Introductions
 - Name
 - Current school or place of employment
 - Current extracurricular or community involvement
 - The main point you want the audience to take away from this panel.

Panel

- Specific topics
 - Navigating high school transitions
 - High school to college considerations
 - High school to employment decisions
 - College to employment decisions

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Panel

- Open Question
 - What resources (parents, teachers, friends, campus departments, etc.) helped you most with your transitions? How?

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Panel

- Open Question
 - What did you do to make your transitions successful? What worked well and what would you not recommend?

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Panel

- Open Question
 - What accommodations and services on your IEP or accommodations plan at the college level, were helpful? What wasn't so helpful?

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Panel

- Open question
 - How have state agencies, such as Vocational Rehab and Services for the Blind, and community nonprofits helped in your transition?

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Panel

- Open Question
 - What advice do you have for all the educators who work with students with disabilities regarding transitions?

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Panel

- Your turn!
 - Questions from the audience!

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Resources

- Some that you may not know about...
 - NC Post Secondary Education Alliance
<http://www.cidc.unc.edu/psea/>
 - National Secondary Transition Technical Assistance Center <http://nsttac.org/>
 - Envisioning Youth Empowerment Retreat
www.eyeretreat.org

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Video

- Self-Advocacy Rap
 - <https://www.youtube.com/watch?v=HwLaHYL4jgY>

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