



Cornell University
ILR School
Employment and Disability Institute

Leverhulme Project at Cornell University

Meeting Location: ILR Conference Center, King-Shaw Hall, Room 525

Wednesday, March 19th

8:30am-9:00am – Breakfast, ILR Conference Center, King-Shaw Hall, Room 525

9:00-10:30am – Welcome to Cornell University and Overview

- **Overview of Leverhulme Network and European Youth Employment (Alan Roulstone)**
- **U.S. Transition in Education Youth Policy and Interface with Other Employment Policies (Thomas Golden)**

10:30am Coffee/Tea Break

10:45am-12:00pm – The Individual and Collective Contributions of Transition Practices

[Arun Karpur, Cornell University](#)

Co-Principal Investigator New York State PROMISE Initiative

[Thomas Golden, Cornell University](#)

Co-Principal Investigator, Cornell University

[David Brewer, Cornell University](#)

Principal Investigator – New York State Transition Services Professional Development Support Center

Over the past three decades, university-led model demonstration projects have mixed and matched transition practices in efforts to establish a universally productive set of transition and career development activities for youth with disabilities across diverse settings. However, the weighted contribution of individual practices across settings is not well understood, calling into question the efficacy of any proposed model as the be-all, end-all. In New York State, the transition-related activities of 16,000 transitioning students with disabilities were collected to evaluate sixty school-community collaborations. Cornell University's recently published comparative analysis of the results of this evaluation with the National Longitudinal Transition Study 2 datasets empirically estimates the role of effective transition practices in improving postsecondary employment and educational engagement for youth with disabilities. Employing mediation analysis within the framework of propensity score matching for controlling observed differences, our research provides an answer to the question: What key ingredients should every self-described transition model contain? The results of these projects created a foundation for the New York State PROMISE Initiative – a five-year comparative research study with a control group and random assignment.

12:00-1:00pm – Lunch – Brief presentation on Educating and Empowering a Grassroots Advocacy Network for the Digital Age: New York State Partners in Policymaking®

[Nancy Hinkley, Cornell University](#)

Project Director, Principal Investigator
[Sarah von Schrader, Cornell University](#)
Project Evaluator

[The NYS Partners in Policymaking® program](#) trains cohort groups of persons with developmental disabilities, including young adults over age 18, and their family members in disability history, leadership, and advocacy. Project staff then supports a program graduate network as the graduates initiate efforts to improve disability outcomes for themselves and others. This blended learning model complements diverse learning styles, addresses barriers to participation, and maintains core values of a face-to-face national program, after which it is modeled. A major emphasis is on facilitating connections, including the use of social media and video testimony, between individuals with disabilities, family members, and policymakers working toward community inclusion and equal opportunities.

This project leadership pairs an advocacy organization and a major university with media, knowledge translation and evaluation expertise. The project director, coordinators and media developer all bring education backgrounds to the project. The Advocacy Center facilitators are both Partners graduates and parents of young persons with significant disabilities, supplementing the course materials with their personal peer insights to education, transition, work and living issues. Continuous evaluation and improvement, including tracking the individual and corporate efforts of the Partners, is an integral part of this project.

1:00pm – 2:15pm –Translating Evidence-Based Practices to Policymakers and Practitioners

[David Brewer, Cornell University](#)

Principal Investigator – New York State Transition Services Professional Development Support Center

[Catherine Fowler, University of North Carolina at Charlotte \(by Videoconference\)](#)

Project Coordinator – National Secondary Transition Technical Assistance Center

The [National Secondary Transition Technical Assistance Center](#) (NSTTAC) is a national technical assistance and dissemination center funded by the U.S. Department of Education's Office of Special Education Programs. Utilizing the [Taxonomy for Transition Programming](#) (Kohler, 1996) and the [Predictors of In- and Post-School Success](#), NSTTAC is collaborating with Cornell University's Employment and Disability Institute (EDI) to advance research-based transition and career development practices for youth with disabilities through an online [Capacity Building Planning Tool](#) for all U.S. states and territories. This work dovetails with EDI's multi-year comparative research on effective transition practices. EDI has effectively blended all of these collaborative efforts within a professional development network across New York State, capturing the activities and impact of these efforts on the lives of students with disabilities.

2:15-2:45pm – Break

2:45pm – 4:00pm – [National Collaborative on Workforce and Disability for Youth](#) (via videoconference)

The National Collaborative on Workforce and Disability for Youth (NCWD/Youth) assists state

and local workforce development systems to better serve all youth, including youth with disabilities and other disconnected youth. The NCWD/Youth, created in 2001, is composed of partners with expertise in education, youth development, disability, employment, workforce development and family issues. Funded by a grant from the U.S. Department of Labor's Office of Disability Employment Policy (ODEP), the NCWD/Youth is housed at the Institute for Educational Leadership in Washington, D.C. NCWD/Youth offers a range of technical assistance services to state and local workforce investment boards, youth councils and other workforce development system youth programs.

4:00-5:00pm – Reflecting on the day and Q&A

Meeting Attendees, Wednesday, March 19th:

- Alan Roulstone – Professor of Disability Studies, Leeds University, Leverhulme Trust Network, Combating Young Disabled People's Worklessness
- Sarah Woodin – Research Fellow, Leeds University, Leverhulme Trust Network, Combating Young Disabled People's Worklessness (via videoconference)
- Susanne Bruyère – Director Employment and Disability Institute and Associate Dean of Outreach, ILR School
- Thomas Golden – Associate Director Employment and Disability Institute
- Arun Karpur – Extension Associate, Co-Principal Investigator New York State PROMISE Initiative
- David Brewer – Principal Investigator – New York State Transition Services Professional Development Support Center
- Nancy Hinkley – Principal Investigator – New York State Partners in Policymaking ®
- Sarah von Schrader – Director of Research, EDI, New York State Partners in Policymaking ® Project Evaluator
- Sara Van Looy – Research and Administrative Assistant, EDI
- William Erickson – Research Specialist, EDI
- [Catherine Fowler, University of North Carolina at Charlotte](#)
Project Coordinator – National Secondary Transition Technical Assistance Center
- Curtis Richards – Director, Center for Workforce Development, Institute for Education Leadership
- Kathy Lee Berggren – Senior Lecturer, Management Communication, Dyson School, Cornell University
- Katherine Fahey – Director, Student Disability Services
- Michael Gold – Associate Professor, Labor Relations, Law and History, ILR School
- Kate MacDowell – Administrative Assistant EDI and Assistant to the Associate Dean of Outreach, ILR School
- Xin Jin – EDI Graduate Student Researcher
- Xu Xu – EDI Graduate Student Researcher
- Yi Zhao – EDI Graduate Student Researcher
- Hannah Weaver – EDI Undergraduate Student Researcher, Global Comparative Legislative Database Project