

Pursuit of Equity: Maximizing Postsecondary Outcomes for Students With Disabilities Through Systems Alignment

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Presenter Bios

Dr. Roberta Lucas, Federal Programs Coordinator Maine Department of Education, Special Services Team

Dr. Roberta Lucas is the Federal Programs Coordinator who works for the Maine Department of Education, Special Services Team. In her current position, she oversees the integrated monitoring activity, ensuring that all children in public schools are provided a free and appropriate public education. Roberta also oversees the federal indicator 13, Post-Secondary Transition planning. Based on a grant from the National Technical Assistance Center for Transition (NTACT formally NSTACT), using a face to face professional development model, she collaborated with local school districts to promote compliance and appropriate transition planning for all high school students with disabilities in Maine. She continues to provide professional development to special educators around the state on transition planning, working to ensure that students with disabilities have achievable post-secondary goals.

Libby Stone-Sterling, Director Division of Vocational Rehabilitation, Maine Department of Labor

As Director of the Division of Vocational Rehabilitation, Libby is responsible for management and oversight of Maine's Vocational Rehabilitation program. Prior to being appointed Director in 2018, Libby served for seven years as Assistant Director with the agency. In that capacity, she directed agency services for transition-age youth and young adults with disabilities and worked closely with Department of Education partners. Libby is a knowledgeable resource for state and federal laws pertaining to people with disabilities including the Americans with Disabilities Act, the Workforce Innovation and Opportunity Act and Individuals with Disabilities Education Act. Libby joined MDOL in 2007 to oversee a 3-year federal grant to improve accessibility for customers with disabilities at Maine Department of Labor's CareerCenters. She has also worked for Maine Medical Center on a Maine Department of Education-funded grant to promote vocational opportunities for transition-age students with disabilities and has extensive experience working with youth with special education and mental health needs. Libby is currently chair of the State Advisory Panel for the Individuals with Disabilities Education Act (IDEA) and a member of Maine Administrators of Services for Children with Disabilities (MADSEC). She is a frequent presenter on transition and employment topics at the state and national level. Libby holds BA and MA degrees from the University of Maine and a Certificate of Graduate Studies in Mental Health Rehabilitation Technician III from the University of Southern Maine. She is a PhD Candidate in the School for Global Inclusion and Social Development at the University of Massachusetts - Boston.

Dr. Tessie Rose Bailey Principal Technical Assistance Consultant, American Institutes for Research

Dr. Bailey's primary responsibilities include providing technical assistance in special education and MTSS/RTI to states, districts, and institutions of higher education through several national centers: National Center on Intensive Interventions (NCII), Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center, National Center for Systemic Improvement (NCSI), and College and Career Readiness and Success Center (CCRS). She is a senior advisor for the Graduation and Post-School Outcomes Cross State Learning Collaborative hosted by NCSI. In addition, she works with several districts and states to improve transition planning and pre-employment transition services (pre-ETS) for students with disabilities. She is a former special education teacher, professional development provider, and faculty member with extensive experience in special education law and policy, transition plan and program development, data-analysis for program improvement and MTSS/RTI implementation. She has provided technical assistance support and professional development to practitioners and leaders in 43 states. She completed her PhD at the University of Utah in special education curriculum and assessment and post-doctoral work in RTI/MTSS and transition at Lehigh University's Center for Promoting Research to Practice.

Dahlia Shaewitz

Managing Researcher and Practice Area Director

Dahlia Shaewitz is a managing researcher at AIR and director of the disability and rehabilitation practice area. Shaewitz leads and manages teams of researchers and practitioners on projects related to adult literacy and learning as well as knowledge translation—translating research into practical information. For the U.S. Department of Education, she leads the Open Education Resources to Support Adult STEM Teaching and Learning professional development project for adult education instructors to improve the teaching and learning of science and math content in the field. She also serves as deputy project director for the national accountability system for adult education (NRS support project) in which she provides policy guidance and support to federal and state agencies, and designs and implements training on accountability issues such as data quality and using data for program improvement. In addition, Shaewitz leads the knowledge translation technical assistance tasks for the [Model Systems Knowledge Translation Center](#), funded by the National Institute on Disability and Rehabilitation Research. Shaewitz is currently assisting the DC Public Charter School Board in creating performance indicators to measure program effectiveness and program quality of their adult education public charter schools. Shaewitz also leads the disability and rehabilitation interest group at AIR, which aims to bring disability awareness to domestic and international projects to expand the opportunities for individuals with disabilities in the community, the workforce, health, and education.