

A background image of a classroom with rows of wooden desks and metal chairs. In the background, there is a chalkboard filled with various mathematical equations and diagrams, including algebraic formulas like  $F = v \cdot F \cdot T$ ,  $\Delta = b^2 - 4ac = 41 - 4 \cdot 3 \cdot 0 = 41 - 0 = 41$ ,  $\sin \alpha = \frac{a}{c}$ ,  $\cos \alpha = \frac{b}{c}$ ,  $\tan \alpha = \frac{a}{b}$ ,  $\cot \alpha = \frac{b}{a}$ ,  $\sec \alpha = \frac{c}{a}$ ,  $\csc \alpha = \frac{c}{b}$ ,  $\sin^2 \alpha + \cos^2 \alpha = 1$ ,  $\tan^2 \alpha + 1 = \sec^2 \alpha$ ,  $1 + \cot^2 \alpha = \csc^2 \alpha$ ,  $\sin \alpha = \frac{y}{r}$ ,  $\cos \alpha = \frac{x}{r}$ ,  $\tan \alpha = \frac{y}{x}$ ,  $\cot \alpha = \frac{x}{y}$ ,  $\sec \alpha = \frac{r}{x}$ ,  $\csc \alpha = \frac{r}{y}$ ,  $\sin^2 \alpha + \tan^2 \alpha = \sec^2 \alpha$ ,  $\cos^2 \alpha + \cot^2 \alpha = \csc^2 \alpha$ ,  $\sec^2 \alpha - \tan^2 \alpha = 1$ ,  $\csc^2 \alpha - \cot^2 \alpha = 1$ ,  $\sin \alpha = \frac{1}{\csc \alpha}$ ,  $\cos \alpha = \frac{1}{\sec \alpha}$ ,  $\tan \alpha = \frac{\sin \alpha}{\cos \alpha}$ ,  $\cot \alpha = \frac{\cos \alpha}{\sin \alpha}$ ,  $\sec \alpha = \frac{1}{\cos \alpha}$ ,  $\csc \alpha = \frac{1}{\sin \alpha}$ ,  $\sin \alpha = \frac{1}{\csc \alpha}$ ,  $\cos \alpha = \frac{1}{\sec \alpha}$ ,  $\tan \alpha = \frac{\sin \alpha}{\cos \alpha}$ ,  $\cot \alpha = \frac{\cos \alpha}{\sin \alpha}$ ,  $\sec \alpha = \frac{1}{\cos \alpha}$ ,  $\csc \alpha = \frac{1}{\sin \alpha}$ . To the left of the chalkboard is a bulletin board with several papers pinned to it. The foreground shows the backs of several rows of wooden desks and metal chairs, receding into the distance.

# Implement an Effective Transition Framework

Session 1

# Agenda

1. Welcome & Agenda
2. Schedule
3. Session Objectives
4. Session Norms and Engagement Tools
5. Share a Celebration
6. Self-Assessment
7. Research and Postsecondary Outcomes
8. The Legal Requirements for Transition
9. Transition Framework
10. Questions



# Session Objectives



p. 4

- Research and explore transition and postsecondary outcomes.
- Understand the legal requirements for transition service language in the IEP.
- Increase knowledge about state and federal compliance monitoring of transition language in the IEP.
- Make the connection between compliance monitoring and outcomes.
- Examine practices for working with culturally and linguistically diverse families.
- Understand how to develop relevant, compliant transition plans.

# Today's Session Norms

- Come prepared to engage in the learning.
- Bring an open mind to reflect on current practices and growth opportunities.
- Engage in the content and with the presenters.
- Provide feedback on your evaluation and exit slip to guide future professional development.

# Engagement Tools



**Engagement  
Guide**



**Discussion**



**Online Activity**

# A Celebration Story

Meet Julie . . .

Julie began working with a new transition counselor her junior year of high school. The new counselor started her journey with Julie by creating a two-year assessment plan to assist Julie in meeting her postsecondary goals. The transition plan led Julie on a successful path to graduating high school and transitioning into a community college.

# Share a Celebration



p. 4



**Think of a transition success story. Share two or three factors that made it a success.**



# Self-Assessment



pp. 5–11

1. Take a few minutes to independently complete the Transition Self-Assessment (pages 6–11) by rating your knowledge on a scale of 1–4. (10 minutes)
2. Be prepared to discuss with the large group. Use the guiding questions (page 4) to formulate your thoughts.

## Guiding Questions

- Which areas did you rate with 4s, and why?
- Which areas need your priority (rated with 1s and 2s), and why?
- What barriers are present? Outline realistic steps the planning team can take to move forward with “look-fors.”



# Key Research Data Facts



p. 12

## Disability Rates

Cognitive difficulty is the largest self-reported category of disability with a rate of **69.8%**.

---

## High School Completion

There is a **23%** gap in high school completion when comparing students with and without disabilities.

---

## College Enrollment

Young adults with disabilities in the United States have a college enrollment rate of **26.8%**.

Data from [The 2020 Youth Transition Report: Outcomes for Youth and Young Adults with Disabilities](#).

# Key Research Data Facts (cont'd)



p. 12

## College Completion

Degree completion varies by **14%** among the states.

## Employment

Youth with disabilities are **7% less likely** to be employed than their peers without disabilities.

Data from [The 2020 Youth Transition Report: Outcomes for Youth and Young Adults with Disabilities](#).

# Key Research Data Facts (cont'd)



p. 12

## Opportunity Youth

Opportunity youth with disabilities represent **20.2%** of the national population.

---

## Poverty

Youth and young adults with disabilities are also **more likely to live in poverty** than their peers without disabilities.

Data from [The 2020 Youth Transition Report: Outcomes for Youth and Young Adults with Disabilities.](#)

# Key Findings in the Data



p. 12

- Gap between youth/young adults with and without disabilities remain significant.
- Less likely to complete high school, enter and complete college, enter the workforce, and attain financial success.
- Barriers to employment success, lead to increasingly high rates of unemployment and disconnection from the labor force.

# Closing the Gaps

- Increasing educator knowledge to prepare students with disabilities better.
- Transition-age youth increasingly seek support for work-based learning opportunities and jobs through the national vocational rehabilitation (VR) system.
- Federal- and state-funded systems gradually increased services to youth by 2% nationally during program years 2017–2019.

# Closing the Gaps

- A growing number of students with disabilities receive pre-employment and training services (Pre-ETS) from VR agencies.
- More colleges and universities are prepared to help students with disabilities succeed and offer postsecondary programs.
- The long-term impact of failing to prepare youth and young adults with disabilities for competitive wage jobs and a lifetime of financial independence weighs heavily on national and state support services and social safety nets, so it is a high priority currently.

Data from [The 2020 Youth Transition Report: Outcomes for Youth and Young Adults with Disabilities.](#)

# Looking at Alabama Data



Step 1: Let's review some of the data from pages 30–46 of *The 2020 Youth Transition Report: Outcomes for Youth and Young Adults with Disabilities*

Step 2: Participate in the Menti activity.

# Large-Group Discussion



p. 13

1. What do you notice in the data? What is positive? Where do you see the challenges?
2. Did any of the highlights about postsecondary enrollment, persistence, or completion surprise you? Provide examples.
3. Do you see a clear connection between students' postsecondary outcomes and your work? If so, how? If not, could you change that?
4. Who is impacted the most and why?



# Key Components of the Law



p. 14

## A Coordinated Set of Activities

- IDEA defines *transition services* as a coordinated set of activities for a child with a disability.

## Statement of Transition Services

- Beginning the year a student turns 16 (or earlier if appropriate) or enters 9th grade.

## Student's Participation in the Transition Process

- The student should state his or her goals and the services needed to meet the goals.

## Timeline for Developing Transition Plans

- A transition plan within the IEP is developed annually.

# Key Components of the Law



p. 14

## Transition Assessments

- Ongoing process of collecting data on the individual's needs, preferences, and interests.

## Postsecondary Goal Categories

- Three categories of postsecondary goals:
  1. Postsecondary education/training,
  2. Employment/occupation/career
  3. Community/independent living.

## Measurable Postsecondary Goals

- The course of study = the study plan for high school completion.

# Laws That Help Define Transition



pp. 15–20

- Take a few moments to review the laws you read about within the Laws That Help Define Transition document of your Engagement Guide (pages 15–20).
- Reflect on how each of these laws are reflected in your current practices with KWL chart in engagement guide.
- Share reflections with the group.

# Transition Framework



p. 22

- Alignment to standards
- Key components
- Secondary education
- Postsecondary education
- Employment
- Interagency collaboration
- Family engagement
- Transition professional development
- Student curriculums

# Transition Framework



pp. 23-34

## Step 1

- Take a few moments to read your group's assigned section of the Transition Framework (Appendix A, pp. 23-34).

## Step 2

- Reflect on the key points and record on the 5-4-3-2-1 Reflection in the Engagement Guide (pp. 21-22).

## Step 3

- Discuss your reflections on the transition framework with your group in the Zoom breakout room.

A decorative graphic on the left side of the slide. It features several squares of varying sizes and colors (shades of purple and blue) connected by thin white lines. Some squares are solid, while others are outlined. The overall shape is roughly rectangular, with the top-left corner being more complex and the bottom-right corner being simpler.

“

What **additional questions** do you have about transition research, data, laws, or the framework?

“



Exit Slip

Register for Sessions 2 and 3:

- **Session 2: Wednesday, March 6**  
*PowerSchool Section Number 493218*
- **Session 3: Wednesday, April 10**  
*PowerSchool Section Number 493225*

# Wrap Up