



Implement an Effective Transition Framework

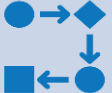
Session 1

Agenda

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Today's Schedule

 **8:30–10:30 a.m.** Session 1: Implement an Effective Transition Framework

 **10:30–11:30 a.m.** Session 2, Part 1: Resources for Successful Transitions

 **11:30 a.m. –12:30 p.m.** Lunch (on your own)

 **12:30–2:00 p.m.** Session 2, Part 2: Resources for Successful Transitions

 **2:00–3:30 p.m.** Session 3: Creating Effective Transition Plans

Session Objectives

- 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

01

Come prepared to engage in the learning.

02

Bring an open mind to reflect on current practices and growth opportunities.

03

Engage in the content and with the presenters. Return to your school prepared to share what you learned and the resources from today's session.

04

Provide feedback on your evaluation and exit slip to guide future professional development.

Engagement Tools



**Engagement
Guide**



Discussion



**Post-It
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



Take a few minutes to share a transition success story with a partner or your table.

- What transition supports and services provided successful opportunities for this student?
- Who was instrumental in the success of this student and why?
- How did you amplify lessons learned with this student in your program? What did you adjust to support other students' success?

Self-Assessment



1. Take a few minutes to independently complete the Transition Self-Assessment (Appendix A) by rating your knowledge on a scale of 1–4. (10 minutes)
2. Reflect in small groups on the Self-Assessment: identify areas of strengths, and approach barriers with solutions. (10 minutes)

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

Disability Rates

Cognitive difficulty is the largest self-reported category of disability through Census, and that rate is 69.8% of youth with disabilities nationally.

High School Completion

There is a significant gap in high school completion when comparing students with and without disabilities, with the largest gap at more than 23%.

College Enrollment

Young adults ages 18–24 with disabilities in the U.S. have a college enrollment rate of 26.8%, whereas the national average rate is 43.5% for young adults without disabilities.

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

Key Research Data Facts (cont'd)



College Completion

Degree completion varies among the states by 14%, from the highest to lowest rates of attaining a bachelor's degree. When considering the gap between those college students with and without disabilities, the national average was 7.4%.

Employment

Nationally, youth with disabilities (ages 14–24) are almost 17% less likely to be employed than their peers without disabilities. Part- or full-time employment, participation in internships and apprenticeships, and other work-based learning opportunities offer youth and young adults with disabilities an entry into employment and self-sufficiency.

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

Key Research Data Facts (cont'd)



Opportunity Youth

Opportunity youth and young adults are commonly defined as those ages 14–24 who are neither in school nor employed. Opportunity youth with disabilities represent 20.2% of the national population compared to only 5.7% of opportunity youth without disabilities.

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



The data confirmed that the gap between youth and young adults (ages 14–24) with and without disabilities remains significant despite decades of federal and state legislation intended to improve education and employment opportunities.

Among all youth and young adults, 6.2% have disabilities, and they are less likely than their peers without disabilities to complete high school, enter and complete college, enter the workforce, and attain financial success.

Patterns of youth and young adults with disabilities that are unemployed or not in the labor force mirror those for working age adults with disabilities (ages 25–64).

As they age, young people with disabilities will face continued barriers to employment success, leading 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

- The 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



Take a few minutes to read your group's assigned pages of [The 2020 Youth Transition Report: Outcomes for Youth and Young Adults with Disabilities](#), noting the Alabama data specifically, and record key takeaways in the Engagement Guide.

Group 1 & 4: Read pages 30-35.	Groups 2 & 5: Read pages 36-40.	Groups 3 & 6: Read pages 41-46.
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Small Group Discussion



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, or any other teams at your school or local education agency (LEA), measure or track similar postsecondary metrics for students or student groups? For example, your counselors track college enrollment, and the LEA central office tracks employment for Career and Technical Education (CTE) students.
4. Do you see a clear connection between students' postsecondary outcomes and your work? If so, how? If not, could you change that?
5. Who is impacted the most and why?

Key Components of the Law

IDEA defines *Transition Services* as a coordinated set of activities for a child with a disability that is designed to be within a results-oriented process that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to postsecondary activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.

A coordinated set of activities

Beginning the year a student turns 16 (or earlier if appropriate) or enters 9th grade, the IEP must identify the transition services needed for that student and the person(s)/agency(ies) involved with the student to ensure goal completion.

Statement of transition services

The student should state his or her goals and the services needed to meet the goals.
The process is all about the student.

Student's participation in the transition process

Key Components of the Law

A transition plan within the IEP is developed annually.

Timeline for developing transition plans

The ongoing process of collecting data on the individual's needs, preferences, and interests relating to the demands of current and future working, educational, living, and personal and social environments.

Transition assessments

The Alabama State Department of Education (ALSDE) has divided the postsecondary goals into three categories: Postsecondary Education/Training, Employment/Occupation/Career, and Community/Independent Living.

Postsecondary Goal Categories

Help students learn about themselves to be better prepared to participate actively in their career development. The Course of Study: the study plan for high school completion.

Measurable Postsecondary Goals

Laws That Help Define Transition



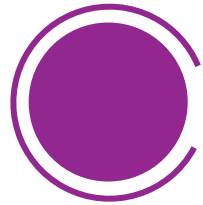
01 | Take a few moments to read each law within the Laws That Help Define Transition document (Appendix B) of this Engagement Guide.

02 | Reflect on how each of these laws is in your current practices.

03 | Record reflections in the template within the Engagement Guide.

04 | Discuss your reflections with a partner.

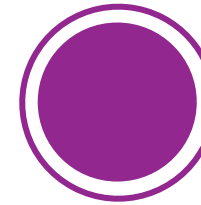
Transition Framework



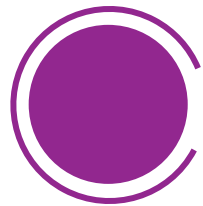
Alignment to standards.



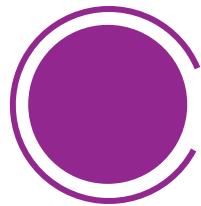
Key components.



Secondary education.



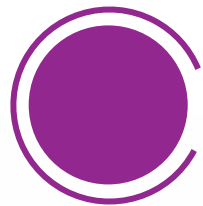
Postsecondary education.



Employment.



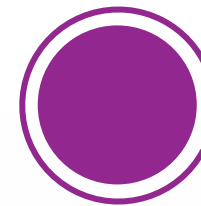
Interagency collaboration.



Family engagement.



Transition professional development.



Student curriculums.

Transition Framework



Step 1

Take a few moments to read your groups assigned section of the Transition Framework.

Step 2

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

Step 3

Discuss your reflections on the transition process with your group. We will then share out.



“

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

“

Wrap Up and Break