

TABLE OF CONTENTS

<p>Tab 1: Introduction Table of Contents About Transition Purpose for <i>Charting the Course</i> How to Use <i>Charting the Course</i></p> <p>Tab 2: Discovering the Road to Transition Transition Basics A Transition Story: The Dream Transition: A Process, Concept and Definition Why Focus on Transition? Why Start Early? Transition Planning Which Students Need Transition Planning and When? Transition Planning Begins How Do We Organize for Transition Planning? The Essential Elements for Effective Transition Roles and Responsibilities Age Appropriate Transition Activities Transition Checklist Transition Terminology Glossary of Terms Acronyms</p> <p>Tab 3: Identifying the Destination: Building a Body of Evidence Transition Assessment – Introduction Using Transition Assessment in IEP Transition Planning Career/Vocational Assessment Family Involvement</p>	<p>Methods of Gathering Information Formal Assessments Informal Assessments Summarizing, Reporting and Documenting the Data Examples Using Formal/Informal Assessments for Transition Planning Family / Parent Involvement in Assessment Process Assessment / Transition Meeting Tips for Parents Informal Assessment Tools Job Tryout Job / Student Match Career/Vocational Formal Transition Assessments List Assessment Documentation Summary Sheet</p> <p>Maintaining the Body of Evidence Transition Portfolio Credit Audit Worksheet Suggested Notebook Contents Individual Career and Academic Plan – ICAP Summary of Performance</p> <p>Tab 4: Designing the Map: IEP Development Legal Basics IDEA Requirements Transition IEP Requirements Transition IEP Compliance Checklist IEP Goals / Transition Meeting IEP Transition Planning Summary Transition Planning Worksheet Activities – Before, During, After IEP Meeting Outline and Meeting Requirements How to Develop the Goals – A Model IEP Annual Goals Process for Transition Activities – A Model Transition Planning Examples Transition Planning Worksheet Sample IEP Goals and Objectives Samples</p>
--	---

Tab 5: Transition to Careers

- Career Development
 - The Process of Progression in Career Development
 - Stages of Career Development
 - Transition Continuum/Summary
- Vocational Skills
 - Cluster skills
- Fair Labor Practices
 - Federal Labor Laws for Young Workers – Summary
 - Labor Standards Terminology
 - Checklist for Un-Paid Community Work Experiences
 - Fair Labor Standards Act
 - Community-Based Vocational Training Contract

Tab 6: Community Agencies

- Agency Overview
 - Coordination Strategies
 - Sample Questions to Ask
- Adult and Community Agencies
- Cooperative Services Handbooks

Tab 7: Tools, Templates and Worksheets

- Students
 - Credit Audit Worksheet
 - Student Activities/Honors/Awards
 - Student Transition Interview Form
 - Pocket Resume
 - Know Your Rights Pocket Guide
 - Learning Styles Inventory
- Teachers/Transition Team Domain-Skill/Knowledge Inventory Vocational Program Observation Form Planning for Education after High School Planning for Employment
 - Planning for Living Independently
 - Job/Student Match
- Parents
 - Questions That Should Be Answered Before Graduation
 - Parent Interview-Portfolio Inventory Form
 - Fast Facts

Tab 8: Resources/District Information

- Resource Lists
 - Clearing Houses
 - Commercial Publishers
 - On-Line Resources

ABOUT TRANSITION

Numerous follow-up and follow-along studies of youth with disabilities in areas such as employment, living arrangements, post-secondary education and training, and community participation have shown that these individuals do not succeed as well as young adults when compared to the general population. In order to improve these outcomes for youth with disabilities, transition services requirements were included in the Individuals with Disabilities Education Act (IDEA P.L. 101-476). The basic purpose of including transition components in the legislation is to better prepare students with disabilities to gain access to the supports and services necessary to reach their desired outcomes and become as independent as possible. The transition planning process should promote successful movement from school to post-secondary education and training, employment, independent living, and community participation based on students' preferences, interests, abilities and needs.

The concept of transition is simple. First, help students and their families think about their life after high school and identify desired outcomes and then to design their school and community experiences to ensure that the student gains the skills and connections necessary to achieve those outcomes. The transition services requirements of IDEA provide opportunities to:

- Help students and families think about the future and consider what they want to do after high school;
- Plan how to make the high school experience most relevant to the student's desired outcomes; and
- Help students and families make connections to supports and services they may need after high school.

Although the concept of transition is simple, the process of planning and providing transition services based on individual student needs may be challenging in our complicated systems of education with limited resources.

PURPOSE FOR *CHARTING THE COURSE*

Growing up is not easy! It is even more complicated for young adults with disabilities. Far too many students with disabilities leave school lacking the academic, technical, and social skills necessary to find and/or maintain employment, and often the jobs they do find are low paying and offer no health benefits.

As students prepare to move from school to community living and employment, good program planning can help them become independent, productive adults. Identifying the challenges students will face as adults, and preparing and assisting them to meet those demands successfully requires careful transition planning beginning at the earliest age possible.

This kit is designed to help teachers, parents, and students:

- Understand the transition concept and process;
- Determine and conduct appropriate assessment activities;
- Successfully complete the Individualized Education Program (IEP) to meet transition compliance requirements;
- Develop long-term student plans for transition using a portfolio to frame the process;
- Guide transition planning through the use of tools and templates;
- Access appropriate agencies and resources; and
- Use the transition process to ensure that student's move from school to community living and employment with appropriate support

HOW TO USE *CHARTING THE COURSE*

Charting the Course is designed for teachers, administrators and agency personnel to use as a resource to support effective transition planning for students receiving Special Education services and to provide guides, checklists and tools for use during that process.

The “toolkit” contents include:

- *f*Rules and regulations as defined by IDEA for transition planning
- *f*Application of these “rules and regulations” in lay terms for parents, educators, and students
- *f*Handouts, Fast Facts and Booklets to share with parents (i.e. to answer questions and provide information regarding effective transition planning); to identify how parents can support the process; to provide checklists of “what to do when” for parents
- *f*Inventories, tools and strategies for assessment in preparation and as updates for transition planning including: careers and independent living
- *f*Real world examples and case studies of students’ and their families’ experiences during the process
- *f*Terminology and Agency information
- *f*Fair Labor practices
- Material and Internet Resources

The intent of the toolkit is exactly that – a kit of tools. It is designed to provide educators with the conceptual framework for transition, materials to obtain and organize student information, and to inform and effectively involve parents in the transition planning process. The kit is organized so that it is easy to use, easy to locate items you are looking for and easy for you to re-file and add to it. There are 8 primary sections in the tool kit. Each of these sections is identified with a different colored set of tabs. Within each section are “section dividers” providing further definition of the contents of that section. Each section is page numbered separately with the title of the section and the section dividers in the footer for easy refilling of items you have used from the kit.

The Section, “Tools, Templates and Worksheets” [red] is full of materials to assist you in assessing students, creating a variety of handouts for students and parents and developing a body of evidence as part of the student’s transition portfolio in “Maintaining a Body of Evidence” in the section titled “Identifying the Destination” [orange]. These tools, templates and worksheets are examples of the materials you will use or give your parents and students as you move together toward the student’s transition from school to community living, postsecondary education and employment.

We anticipate that you will make the kit your own by adding more “tools” and information in each of the sections and updating the materials that are there when it is appropriate. We have created a space on each section divider for you to identify additions to the contents so you can keep track of where new materials are located in the kit.

If there are additional materials you need to complete your information and resource “tools”, the Exceptional Student Services Unit of the Colorado Department of Education is always available to help you locate the resources you need. Call 303-866-6694 with your requests.