



STEPS FOR SUCCESSFUL SECONDARY TRANSITION PLANNING: THOUGHTFUL COURSES OF STUDY

2020-21 - Transition Tuesdays Webinar Series

PEAL Center Services

- Outreach
- Resources
- Individual Assistance
- Training
- Leadership Development
- Partnerships



NTACT:C Funders and Partners

- Jointly funded by: The Office of Special Education Programs (OSEP) and the Rehabilitation Services Administration (RSA)
- Five Year Grant: October, 2020 – September, 2025
- Awarded to: University of North Carolina at Charlotte, with multi-site partners
 - East Tennessee State University
 - The George Washington University
 - Portland State University
 - University of Kansas
 - University of Maryland
 - University of Oregon



Outcome of the NTACT:C

- All students and youth with disabilities will be prepared to graduate from high school with the knowledge, skills, and supports for postsecondary education, training, employment, and community engagement, with a focus on:
 - enrollment in postsecondary education
 - credential attainment
 - competitive integrated employment
 - community engagement



Participants will be able to:

- Discuss what families need to know about putting this topic into practice and how this applies to the IEP
- Discuss the importance of thoughtful courses of study during transition planning
- Describe how the topic aligns with the Transition Discoveries Guide



Key Reminders



- Transition services must be addressed in the IEP of the student in the year in which the student turns 14 years of age.
- Secondary Transition planning is a coordinated effort, between families and students, schools, and agencies and support services.
- Planning for a successful Secondary Transition begins with a vision



The Secondary Transition Process

- Eight areas of focus
- 2020-21 Secondary Transition Series for Families

The Secondary Transition Process

- Youth and Young Adult Driven ✓
- Outside Agencies Collaborating with Schools & Families ✓
- Age-Appropriate Transition Assessment ✓
- Post Secondary Education/Training, Employment and Independent Living Goals ✓
- **Thoughtful Courses of Study**
- Transition Services & Activities aligned to Post-Secondary Goals
- Measureable Annual IEP Goals aligned to Post-Secondary Goals
- Ongoing secondary transition process that includes progress monitoring, assessment

Transition Discoveries

- The Transition Discoveries Guide was developed by collecting voices and experiences from youth, families and stakeholders
- Highlights key elements that make a successful transition from high school to adult life
- Collection of indicators and sub-indicators that can be used as a road map to guide your transition plan
- Tip Sheets and Activities for families, students, and teachers
- Additional Resources
- Website is LIVE! www.transitiondiscoveries.org

Indicators with Courses of Study Components



Transition Planning



Postsecondary Education
and Training



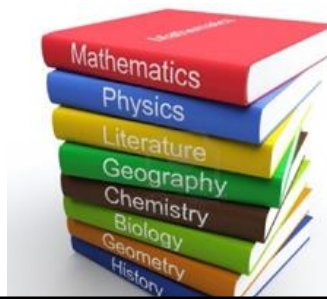
Employment



Independent Living and
Community Engagement



Thoughtful Courses of Study



What are Courses of Study?

- Part of the “coordinated set of activities” that helps students move from high school to identified post-secondary goals
- Support academic and functional achievement
- Meaningful to the student’s future and will motivate them to complete school



Courses of Study should:

- Promote graduation by meeting district standards
- Align with Post-secondary goals
- Include “Programs of Study” at Career Tech Centers
- Be listed by course name used in the LEA’s Program of Studies - not “functional curriculum” or “college prep”
- Reflect current year’s courses

Reviewing a Student’s Courses of Study

- Courses of study may need to be reevaluated at least every year to reflect the student’s growth, and courses should be changed when appropriate.
- Data also needs to be collected annually and updated in the Present Levels section of the IEP.



Planning Ahead

- A good idea would be to have a conversation during the year before high school about the availability of different courses that align with the student's post-secondary goals.
- Having a proposed 4-year plan for the courses a student will take increases the likelihood the student will achieve their goals



Thinking Outside the Box



- Kate took a public speaking class in 10th grade
 - She focused on communication skills, articulation, increasing the volume of her speech
- Kate took the same public speaking class in 11th grade
 - Pulled in other objectives: grammar, getting message across, and writing skills, including speeches & short essays
 - Focused on speaking in different venues, outside of class, such as the Pledge of Allegiance at a School Board meeting
- Kate repeated the class for a 3rd time as a Senior in 12th grade
 - Incorporated entire class into Senior Project-a portfolio and 5 min presentation on Photography

Listing Courses of Study

Post-Secondary Education Goal:

Measurable Annual Goal
Yes/No

(Document in Section V)

Courses of Study:

List current courses by name here (including CTE Courses)

For example: Algebra 2, Chemistry, English Literature, etc.

Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/ Agency Responsible

Remember: There Must be Alignment to Post-School Goals

Postsecondary Goal

After graduation from high school, Kevin will work 20 or more hours, as a sous chef in the deli of the local grocery store.



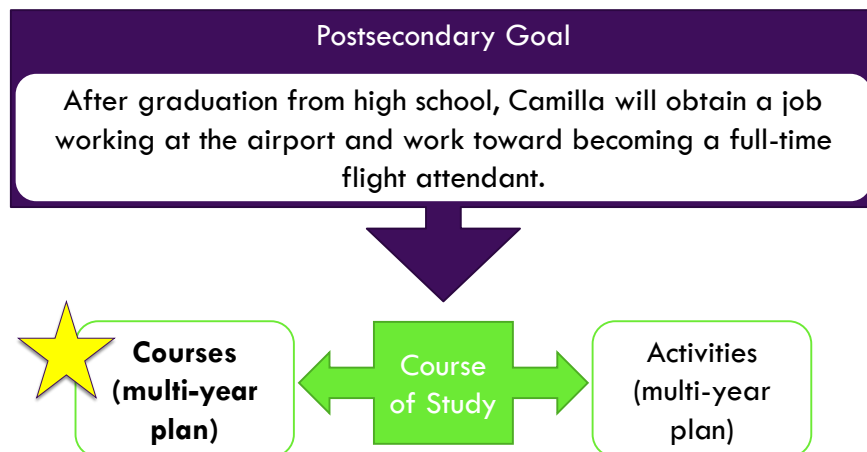
Courses
(multi-year plan)

Course
of Study

Activities
(multi-year plan)

24 credits Alternate Diploma		Courses	
9 th Grade	<ul style="list-style-type: none"> English for Occupations I Math for Community Living I Environmental Science 	<ul style="list-style-type: none"> Computer Applications I Foreign Language/Elective Elective course 	
10 th Grade	<ul style="list-style-type: none"> English for Occupations II Math for Community Living II Geography 	<ul style="list-style-type: none"> Food Science Accounting I Health 	
11 th Grade	<ul style="list-style-type: none"> English for Occupations III Math for Community Living III Civics 	<ul style="list-style-type: none"> Culinary Arts I Consumer Strategies Physical Education 	
12 th Grade	<ul style="list-style-type: none"> English for Occupations IV Math for Community Living IV Culinary Arts II 	<ul style="list-style-type: none"> Food Preparation Fundamentals U.S. Government Home and Consumer Science Internship 	

Remember: There Must be Alignment to Post-School Goals



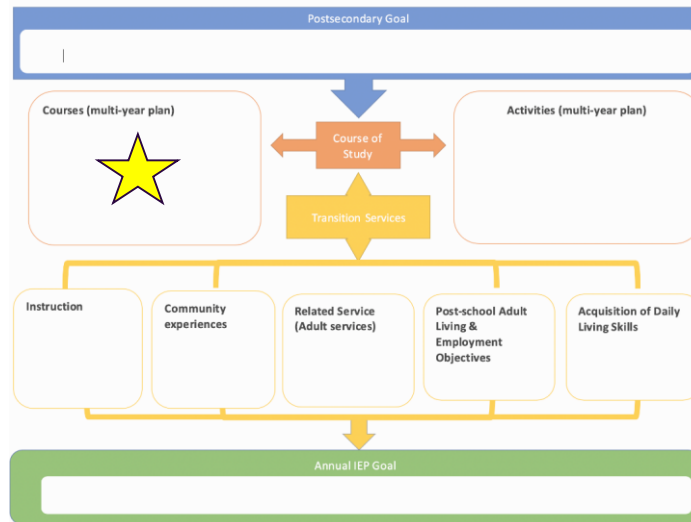
Post-School Goal: After graduation from high school, Camilla will obtain a job working at the airport and work toward becoming a full-time flight attendant.

24 credits Standard Diploma	Courses	
9th Grade	<ul style="list-style-type: none"> English I Math Science 	<ul style="list-style-type: none"> Foreign Language/Elective Introduction to Hospitality and Tourism Elective course
10th Grade	<ul style="list-style-type: none"> English II Math Science 	<ul style="list-style-type: none"> World History Physical Education Technology for Hospitality and tourism
11th Grade	<ul style="list-style-type: none"> English III Math Science 	<ul style="list-style-type: none"> U.S. History Foreign Language/Elective Travel & Tourism Marketing & Management
12th Grade	<ul style="list-style-type: none"> English IV Math Science 	<ul style="list-style-type: none"> US Government/Economics Health Hospitality & Tourism Entrepreneurship

Think about a Young Person

- What courses might be appropriate for them, given their post-school goals across 9th, 10th, 11th, and 12th grades?
- Use the Graphic Organizer on the next slide to write down some notes, specifically under Courses.

Graphic Organizer



Discussion: Impact of Various Learning Models

How do you see Courses of Study impacted by:

- At home learning packets (paper-based hard copy curriculum)
- At home learning - Online/virtual learning
- Face to face learning for part of the week with at home assignments for the days the students are not in physical attendance



The Voices of Youth

Lilly & Shaniya



Lilly's Courses of Study

- **Employment Goal:** Lillian has indicated that she would like to pursue a career in the area of public speaking and advocacy after graduation.
- **Courses of Study:**
 - **Current 19/20 School Year:** English III, Journalism/Yearbook, Health II, Trigonometry, Physical Science, Honors World History, Personal Finance, Sociology, House Design, Dual enrollment English (HACC)
 - **Anticipated 20/21:** English IV, Government/Economics, Journalism/Yearbook, Electives

Shaniya's Courses of Study

- Employment Goal: Shaniya has a goal of competitive employment after graduation.
- Courses of Study:
 - **11th grade-** Algebra 1B, Environmental Science, 20th Century America, American Literature, PE, Electives
 - **Anticipated 12th grade-** Government/Economics, British Literature, PE, Electives

Reminders

- Even with the best plans...
 - Lives change.
 - Adjust your plan as your needs change with time.
- Remember, you are not alone in the process...
 - Use all available resources.
 - Ask for help.



2020-21 Secondary Transition Series for Families



Next Session:

- March 23
- Transition Services & Activities

Visit www.pealcenter.org/transitiontuesdays to review handouts

Resources

- [FIN - Parent-Virtual-Tips-SWD \(1\).pdf](#)
- [Revised Strategies & Resources in Distance Learning 4-14-20 NTACT Webinar.pdf](#)
- [CEC - Quick Takes - Online Instruction During COVID-19](#)
- [Ed Week - Data Privacy Article](#)
- [O*Net Online](#)
- [The Basic High School Subjects and Classes](#)
- [Picking High School Classes](#)

All Roads Lead to NTACT:C

COMING SOON!

New Website is Coming Soon



Visit www.wintac.org or www.transitionta.org for existing resources until new site is up



Email ntact-collab@uncc.edu or reach out to any NTACT:C partner staff you already have a relationship or connection

Sign Up Now >

Sign up for our listserv by going to the bottom of the homepage at www.transitionta.org (can join a CoP too)

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Improving Opportunities & Outcomes

Thank You!



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