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# Evidence-Based Transition Planning and Services Course Enhancement Module

*Part 1: Introduction to Transition Planning*

**Facilitator’s Guide**



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# Introduction to Evidence-Based Transition Planning and Services

# Course Enhancement Module

With this Course Enhancement Module (CEM), participants will learn about the essential components of effective transition planning and services for students with disabilities.

The CEM provides pre-service candidates and in-service teachers the framework necessary for designing effective transition programs and services to improve graduation and post-school outcomes for students with disabilities.

### Purpose

The Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center developed this CEM on evidence-based transition planning and services interventions to assist faculty at institutions of higher education (IHEs) and professional development (PD) providers in the training and development of all educators. This CEM provides information and resources about how to prepare teacher and leader candidates or current practitioners to create effective transition planning and services for all students, including students with disabilities and their peers without disabilities.

This CEM is designed to build the knowledge and capacity of educators working with pre-service and/or in-service teachers teaching a diversity of students to read. The module can be adapted and is flexible to accommodate faculty and PD provider needs. The anchor module and speaker notes can be used in their entirety to cover multiple courses or PD sessions. Alternatively, specific content, activities, and media can be used individually to enhance existing course and/or PD content.

The CEM is aligned with the innovation configuration on this topic: *Teacher Preparation to Deliver Evidence-Based Transition Planning and Services for Youth With Disabilities*. The first part of the CEM is to provide an understanding of transition planning and the related special education regulations. The remaining topics in this CEM target the critical characteristics of schools that prepare and support youth with disabilities to transition successfully from school to postsecondary education, integrated employment, and community living and participation.

### Rationale

Increasing evidence has indicated that effective transition planning is essential for improved graduation and post-school outcomes for students with disabilities. The importance of transition planning is evidenced by its increasing focus in the reauthorizations of IDEA. Yet, despite its importance, students with disabilities continue to graduate at significantly lower rates than their peers without disabilities. According to a 2015 report, the 2013-14 graduation rate was 63.1% of students with disabilities compared with 82.3% of peers without disabilities, respectively (U.S. Department of Education, 2015).[[1]](#footnote-1) In addition, individuals with disabilities experience significantly higher rates of unemployment and significantly lower rates of employment in comparison to peers without disabilities (U.S. Bureau of Labor Statistics, U.S. Department of Labor, 2014).[[2]](#footnote-2)

To assist pre-service and professional-learning educators in closing the graduation and post-school outcomes gaps, the Transition Planning CEM is organized by the five areas outlined in *Taxonomy for Transition Planning 2.0*: student-focused planning, student development, interagency collaboration, family engagement, and program structure(Kohler, Gothberg, Fowler, & Coyle, 2016).[[3]](#footnote-3)

### Audience

The intended audience is teacher and leader candidates within pre-service programs at the undergraduate or graduate levels and/or district teachers and leaders participating in in-service professional learning opportunities. The facilitator’s guide is designed as a blueprint to support faculty and PD providers charged with providing teachers and leaders with training in a selected topic. The training can be conducted by faculty and by state and local PD providers.

### Facilitator’s Guide

The facilitator’s guide consists of anchor presentation slides with a script to support facilitators as they present the content and learning activities within the anchor presentation. Facilitator notes and talking points are included. The speaker notes are intended as a guide for the facilitator who is using the slide presentation and may be modified as needed. Reviewing the entire guide prior to facilitating the training is highly recommended.

### Evidence Based

All information and resources included in anchor presentations were drawn from PD products developed by U.S. Department of Education-sponsored centers and projects and other peer-reviewed, research-based, or reputable sources. These centers and projects used a rigorous process to directly link their PD products to available research evidence on multi-tiered systems of support (MTSS) for academics and behavior. For example, the National Center on Intensive Intervention (NCII) follows a five-step process for product development (i.e., design, production, internal review, external review, and approval by the U.S. Office of Special Education Programs) to develop its series of eight training modules on how to use a data-based-individualization approach to design and implement intensive academic and behavioral interventions for students with severe, persistent needs.

### Tiered Organization

This CEM is divided into six hours of content, with each hour building on previous information and resources. However, the sessions can stand alone with content embedded into a class or PD session.

**Part 1: Introduction to Transition Planning:** After completing this module, participants will be able to describe the components of the transition plan, articulate the major elements of effective transition planning, and write postsecondary measurable goals for individualized education programs (IEPs).

**Part 2: Designing Effective Transition Program** **Structures:** Upon completion of this module, participants will understand how transition fits within the Common Core State Standards (CCSS) framework and how to embed transition-related activities within general education curriculum. Additionally, participants will be able to identify different ways to implement evidence-based transition practices and programs needed for post-school life.

**Part 3: Student-Focused Planning:** This section provides definitions for essential features of effective transition planning and services. This section teaches how to embed self-determination activities within general education curriculum and how to involve secondary students in individualized planning, including the transition IEP. Additionally, this section emphasizes ways to implement evidence-based practices (EBPs) and programs needed for postsecondary success.

**Part 4: Providing a Transition-Focused Education:** After completion of this module, participants will understand the purpose of providing transition-related activities within a general education setting. Additionally, participants will be able to demonstrate how to embed transition-related activities within the general education curriculum and academic coursework and be able to identify academic EBPs to support students with disabilities in the general curriculum.

**Part 5: Transition and Family Engagement:** During this module, participants will review the law on family engagement in transition planning, learn how family involvement predicts positive post-school outcomes, and identify EBPs for facilitating family involvement and engagement in transition planning.

**Part 6: Interagency Collaboration:** After completing this module, participants will be able to demonstrate the importance of cross-disciplinary planning (i.e., intra-agency and interagency) and understand the critical elements of interagency collaboration. Participants will also identity actions schools can take to increase interagency collaboration and expectations for post-school employment and postsecondary education.

### Resources

The following resources are provided for use in delivering the anchor presentation:

* Facilitator’s guide (this document)
* Presentations
* Participant handouts, as needed
* References and slide citation charts, as needed

These materials may be used and adapted to fit the needs of the training context. To cite the content, please use the following statement: “These materials have been adapted in whole or in part with permission from the CEEDAR Center.”

### Materials

The materials recommended for training and associated activities are as follows:

* Chart paper
* Markers for chart paper
* Post-it® Notes
* Timer
* Pens at each table
* Internet connection for website links embedded in presentations

The materials needed will vary based on the content and activities selected, which will depend on the audience and the format of the course or PD session.

#### In This Guide

The rest of the guide provides the speaker’s notes to support facilitators as they present the content and learning activities included in the Part 1 anchor presentation. Reviewing the entire guide prior to facilitating the training is highly recommended. The table of contents for Part 1 follows, including a listing of handouts.

#### Table of Contents

1. Introduction to Transition Planning
2. Why Transition Planning and Services?
3. What is Transition Planning and Services?
4. IDEA Components of Transition Plans
5. Closing

#### Handouts

1. Handout 1.1: Understanding Key Transition Terms
2. Handout 1.2: Transition Related Terms
3. Handout 1.3: Indicator 14 Outcome Measures
4. Handout 1.4: Indicator 13 Checklist
5. Handout 1.5: Postsecondary Measurable Goals

# Part 1: Slides and Supporting Facilitator Notes and Text

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| --- | --- | --- | --- |
| Slide 1 |  | This slide presentation is part of the Evidence-Based Transition Planning and Services Content Enhancement Module (CEM). This presentation, used in conjunction with the other supporting materials, is intended for use by university and college faculty and other appropriate educator preparation program (EPP) staff to develop and enhance their teacher and leadership education courses as well as their professional development (PD) programs for practitioners.  The CEM aligns with the innovation configuration (IC) on this topic: *Teacher Preparation to Deliver Evidence-Based Transition Planning and Services for Youth with Disabilities*. The first focus of the CEM is to provide an understanding of transition planning and the Individuals With Disabilities Education Act (IDEA) regulations. The remaining topics target the critical characteristics of schools that prepare and support youth with disabilities to transition successfully from school to postsecondary education, integrated employment, and community living and participation. | |
| Slide 2 |  | | *The Transition CEM is divided into six sections. The sections were designed to be one hour in length. However, additional optional activities are included for those wishing to make these sessions longer. Please refer to the facilitator guide for more information in adapting this section for delivery in various contexts.*  *This session will focus on Part 1: Introduction to Transition Planning.* |
| Slide 3 |  | | *This slide summarizes where the field is in relation to transition practices and programs.*    Although transition has been mandated since 1990 in IDEA, we still have large numbers of students with disabilities who do not have successful post-school outcomes. EBPs are necessary to increase students’ skills necessary for improved post-school outcomes. Successful transition requires more than mandates. It has to focus on strategies and interventions known to increase student skill development as well as programmatic elements that lead to success. Current evidence suggests the following:   * + High-quality transition planning leads to improved outcomes (e.g., assessment, goals, services, courses).   + Families make a difference (e.g., high expectations, involvement in planning).   + Student-directed planning and self-determination skills are needed.   + Transition-focused curriculum and instruction matter.   + Interagency collaboration is necessary for a seamless transition from school to post-school living.   + Systems-level infrastructures can improve opportunities for post-school outcomes.   *This slide is a summary of the focus of the CEM, providing a map of the learning to come.* |
| Slide 4 |  | | Although compliance alone is not sufficient, compliance is an important part of the transition planning process and will be discussed next. Part 1 summarizes the requirements under IDEA and introduces the components of transition planning required for improved outcomes that will be discussed in the remaining sections. |
| Slide 5 |  | | *Read slide.* |
| Slide 6 |  | | *Refer participants to Handout 1.1: Understanding Key Transition Terms.*  Individually or with a partner, complete the second column. If you are unsure, just take your best guess. The answers will be presented throughout the content presentation, so take notes on this sheet. After the presentation, complete the last column.  *Allow participants 3-5 minutes to complete Column 2.* |
| Slide 7 |  | | Understanding the value of transition planning and services is important. |
| Slide 8 |  | | *Refer participants to Handout 1.3 for definitions of persons with disabilities, unemployment, and employment rate. Persons with disabilities may include students served under IDEA and Section 504.*  Students with disabilities ages 16 to 19 are those students typically in the transition planning process under IDEA. Mazzotti et al. (2016) and Test et al. (2009) found that paid employment during this time was a significant predictor of future employment. As you can see, the percentage of employed persons with disabilities ages 16 to 19 is significantly lower (~1/2) than same-age peers without disabilities.  Persons with disabilities age 20 to 24 typically include individuals who have exited public school programs and have entered into community living. However, in some states, this population may include students still served under IDEA. Please check your state’s age of services. The data suggest more individuals obtain employment but only at half of the rate of individuals without disabilities. The longer individuals with disabilities wait to work or access paid employment, the lower their likelihood of gaining meaningful employment.  To increase opportunities for post-school employment, individuals with disabilities need employment skills training and early work experience during the transition planning period.  *Employed.* Employed persons are all those who, during the survey reference week, (a) did any work at all as paid employees; (b) worked in their own business, profession, or on their own farm; or (c) worked 15 hours or more as unpaid workers in a family member's business. Persons who were temporarily absent from their jobs because of illness, bad weather, vacation, labor dispute, or another reason are also counted as employed.  *Unemployed.* Unemployed persons are those who had no employment during the reference week, were available for work at that time, and had made specific efforts to find employment sometime during the four-week period ending with the reference week. Persons who were waiting to be recalled to a job from which they had been laid off need not have been looking for work to be classified as unemployed.  *Source*: U.S. Bureau of Labor Statistics, U.S. Department of Labor. (2014). *Persons with a disability: Labor force characteristics—2014.* Washington, DC: Author. Retrieved from <http://www.bls.gov/news.release/disabl.nr0.htm> |
| Slide 9 |  | | Higher education is often seen as how individuals can increase their employment opportunities. These data suggest that although higher education increases employment chances slightly, it does not provide the same level of opportunity as for individuals without disabilities. In other words, level of education is not the primary factor for individuals with disabilities in obtaining employment.  *Employed.* Employed persons are all those who, during the survey reference week, (a) did any work at all as paid employees; (b) worked in their own business, profession, or on their own farm; or (c) worked 15 hours or more as unpaid workers in a family member's business. Persons who were temporarily absent from their jobs because of illness, bad weather, vacation, labor dispute, or another reason are also counted as employed.  *Unemployed.* Unemployed persons are those who had no employment during the reference week, were available for work at that time, and had made specific efforts to find employment sometime during the four-week period ending with the reference week. Persons who were waiting to be recalled to a job from which they had been laid off need not have been looking for work to be classified as unemployed.  *Source*: U.S. Bureau of Labor Statistics, U.S. Department of Labor. (2014). *Persons with a disability: Labor force characteristics—2014*. Washington, DC: Author. Retrieved from <http://www.bls.gov/news.release/disabl.nr0.htm> |
| Slide 10 |  | |  |
| Slide 11 |  | | *Refer to Handout 1.2 for a summary of transition related terms and law.*  Formal transition services are available for students who are eligible under IDEA. However, all students can benefit from transition planning and activities. In Part 2, we will discuss how district and school programs can benefit both students with and students without disabilities.  *If possible, provide time for participants to review the resources and respond to the following questions.*  1. What are the differences in how an individual with a disability is defined under IDEA and the Department of Labor? What challenges may this present?  2. Review the requirements under IDEA. Have participants underline and discuss key terms. |
| Slide 12 |  | | *Refer participants to Handout 1.2. Encourage participants to highlight key terms and concepts as they are discussed.* |
| Slide 13 |  | | *Refer participants to Handout 1.3. Encourage participants to highlight key terms and concepts as they are discussed.* |
| Slide 14 |  | | *Read slide. Each of these features will be discussed in more detail on the next couple of slides.* |
| Slide 15 |  | | What is meant by results? From a federal perspective, the result being sought can be found in the very first finding of Congress in IDEA, which refers to “our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities [20 U.S.C. 1400(c)(1)].” Preparing children with disabilities to “lead productive and independent adult lives, to the maximum extent possible” is one of IDEA’s stated objectives [20 U.S.C. 1400(c)(5)(A)(ii)].  The results are measured by state and local measures. Under IDEA, states are required to submit data on the percentage of transition plans that meet the requirements under IDEA. We will discuss this in more detail later in this presentation. Under Indicator 14, states are required to submit data on the percentage of students in higher education, competitive employment, other postsecondary education/training, or other employment.  *Refer participants to Handout 1.3 for a summary of the outcomes measured by Indicator 14.*  Under IDEA, local educational agencies and schools are accountable for providing an educational program and transition services that will facilitate the movement from high school to postsecondary goals.  *Optional activity: Locate the State Systemic Improvement Plan (SSIP) on the state website. Have participants review the data for Indicator 1 Graduation, 2 Dropout, 13 Quality of Transition Plans, and Indicator 14 Outcomes. Discuss strengths and areas of improvement.* |
| Slide 16 |  | | *Read slide.* |
| Slide 17 |  | | Transition services must be specifically developed for the individual in transition. IDEA states that teams:   * Must invite the youth with a disability to attend IEP team meeting “if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals under §300.320(b),” and * “Must take other steps to ensure that the child’s preferences and interests are considered” if the child is not able to attend [§300.321(b)].   *Read slide.* |
| Slide 18 |  | | IDEA requires teams to work with outside agencies, families, and the students to effectively implement the transition plan. This collaboration is referred to as interagency collaboration. Interagency collaboration leads to more positive post-school outcomes, especially when students are linked with services prior to exiting high school (Test et al., 2008). This topic will be discussed in more detail in Part 6: Interagency Collaboration.  *Read slide.* |
| Slide 19 |  | | The reauthorization of IDEA in 2004 changed the age when transition planning should start for students with disabilities. In the 1997 IDEA, transition planning (specifically the identification of transition needs and courses of study) was mandated to start when the student turned 14 years old. Now, IDEA 2004 clearly stipulates that transition planning does not need to begin until the first IEP is in effect when the student turns 16. These changes are disappointing to many who have advocated that transition planning should begin while the student is at a young age to support younger students who are at risk for dropping out of school (O’Leary, 2005).  Also noticeably absent from the IDEA 2004 legislation regarding the age when transition planning must start is the phrase “or younger when deemed appropriate.” The 2004 reauthorization now uses the phrase “beginning no later than,” which is not as explicit. However, this phrasing does leave open the flexibility of starting transition planning at a younger age if appropriate as determined by the IEP team.  Proactive transition planning includes those activities, including career awareness, future planning, and employability skill development activities, that help students prepare for transition in the future. |
| Slide 20 |  | |  |
| Slide 21 |  | | The development and implementation of the transition IEP occur throughout the school year. Data are collected throughout the year as part of proactive transition planning activities, not just before the due date. Postsecondary measurable goals are driven by transition assessment data, including interest inventories and futures planning, but transition assessment data are also necessary to identify the gaps between the student’s current skills and knowledge and the skills and knowledge necessary to achieve their postsecondary measurable goals. These gaps drive the nature of the transition coordinated services, including interagency collaboration and annual goals.  *Discuss the plan components and how they connect. Highlight that the components must be aligned to the postsecondary measurable goals.* |
| Slide 22 |  | | *Provide participants with Handout 1.4, which is a copy of the Indicator 13 Checklist. Other versions of the checklist can be accessed at* [*http://www.transitionta.org/transitionplanning*](http://www.transitionta.org/transitionplanning)*.*  *As each transition plan component is introduced, connect it to the related Indicator 13 question.*  The Indicator 13 Checklist is a useful resource for understanding the required component of the Transition Plan.  *Optional activity: Provide time for groups of participants to review the content of the Indicator 13 Checklist. After introducing the components, consider having participants review a Transition Plan using the checklist.* |
| Slide 23 |  | | Everything in the transition plan is connected to the postsecondary goals.  *Read slide.*  *Highlight the connection of postsecondary goals to the Indicator 13 Checklist (#s 1-5):*   1. *Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills?* 2. *Are the postsecondary goals updated annually?* 3. *Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessment(s)?* 4. *Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?* 5. *Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?* |
| Slide 24 |  | | Postsecondary goals are not written as annual goals. Instead, think of measurable as “observable,” not necessarily quantifiable. Postsecondary goals are written as future plans after high school even if the student is currently doing a related activity. For example, “After graduating from high school, Emma will continue to work part-time at the grocery store as a cashier while she attends cosmetology school.” Postsecondary goals are written from the student’s perspective. Avoid “would like,” “wants,” “is interested.” For example, saying a student “would like to be an auto mechanic” is not observable. A more appropriate way to write it would be “will work in the auto mechanic field,” which is observable and reflects the student’s goals—not anyone else’s goals—for the future. |
| Slide 25 |  | | *Individually or with a partner, read the directions and complete Handout 1.5.* |
| Slide 26 |  | | *Highlight connection to Indicator 13 (# 3 Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment(s)?).* |
| Slide 27 |  | | Transition assessment is important for transition planning.  *Read slide.*  In addition to assisting in the development of the postsecondary measurable goals, the age-appropriate transition assessments can help teams identify gaps in skills and knowledge needed to achieve the postsecondary goals. These data assist the team in identifying which services are necessary to address those gaps. |
| Slide 28 |  | | *Bolding added for emphasis.*  *Highlight connection to Indicator 13 (#4 Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?).*   * Based upon the **student’s needs, strengths**, preferences, and interests. * Focus on the **measurable postsecondary goals for the student**. * Cannot be limited by what is available in the community. * For every measurable postsecondary goal, transition services must be identified that facilitate the movement toward the goal. |
| Slide 29 |  | | Services are not selected at random. They should be designed to align with one another to drive toward a result.  *Read slide.* |
| Slide 30 |  | | Keep in mind that courses projected to be a part of the student’s**course of study are not set in stone**. As the student’s identified postsecondary goals change, so may the courses he or she will take. The courses of study may also include course content and skills instruction for students with significant disabilities. The purpose of outlining the course of study is to ensure that students have the necessary requirements for graduation (a predictor of post-school success) and relevant experiences and coursework necessary for achieving his or her postsecondary goals.  *Review the example. Highlight connection to Indicator 13 Checklist (#5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?).* |
| Slide 31 |  | | *This slide has animation. Click to view circle around annual goals.*  Annual goals are different from the postsecondary goals. The annual goals outline the outcomes of the specialized instruction that will be provided as part of the transition IEP. The goals should be directly connected to the transition services, which are directly to the measurable postsecondary goals.  *Highlight annual goals in the Indicator 13 Checklist (#6. Is (are) there annual IEP goal(s) related to the student’s transition services needs?)* |
| Slide 32 |  | | *Highlight evidence of student involvement in the Indicator 13 Checklist (#7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?)*  Invite student:   * Inviting the student to transition/IEP meetings meets minimum compliance for IDEA; however, usually, without adequate preparation in self-determination skills, students cannot be active participants in planning. * Self-determination skills teach students not only how to be actively involved, but also help them see the importance of their involvement and direction in their IEP planning for transition. * Exemplary practices include students receiving self-determination training, practicing using the skills in real situations, and leading their transition-focused IEP meetings. We will see some examples of how this works in Part 3: Student-Focused Planning. * Students’ active involvement in their transition planning assists the IEP team in developing the IEP; self-determination facilitates this process.   Transition Assessment:   * One of the key steps in self-determination training/curricula is knowing and valuing yourself; this process includes some assessment that can be collected over time as part of the transition assessment process. In this way, the transition assessment process helps the self-determination training process and vice versa.   Creating Postsecondary Goals:   * The information gathered from the ongoing transition assessment, which can be embedded in self-determination training, feeds directly into the development of the postsecondary goals. * Self-determined students can identify their postsecondary goals and are probably more apt to have a clearer idea of what they want for their futures – and have realistic goals for their futures. * Self-determination training and experiences give students a natural opportunity to articulate their preferences and goals and work to identify strategies and resources to help achieve their goals.   Overall, these requirements show that IDEA implies that students actively participate in their transition planning, but IDEA is not explicit. Self-determination training can help you meet the requirements and go above/beyond to meet the spirit of IDEA and the implications behind the requirements. |
| Slide 33 |  | | *Highlight connection to Indicator 13 Checklist (#8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?).*  Interagency collaboration is a means to:   * Coordinate services and supports. * Identify and address gaps in services within the community. * Share and leverage resources to reduce costs. * Promote efficient service delivery.   *Source*: The IRIS Center. (2016). *Secondary transition: Interagency collaboration*. Retrieved from http://iris.peabody.vanderbilt.edu/module/tran-ic/ |
| Slide 34 |  | | *Optional Activity: Have participants review a team member or sample transition IEP. Use the Indicator 13 Checklist to evaluate the extent to which the document meets the requirements under IDEA.*  *Sample IEPs can be accessed here under quality transition planning,* http://www.transitionta.org/transitionplanning |
| Slide 35 |  | |  |
| Slide 36 |  | | *Refer participants to their responses to Handout 1.1 activity. Have them complete Column 3 individually or with a partner. Clarify any terms.* |
| Slide 37 |  | | *Review the objectives of this section. Have participants reflect on their learning.*  *Consider the following partner discussion prompts:*   * *What are the components of a transition plan? How are they connected?* * *What are the major elements of transition planning? Describe the steps for training planning.* * *What is an example of a postsecondary measurable goal for employment, education/training, and independent living?* |
| Slide 38 |  | | *Materials: note card or post-it for Ticket Out the Door*  *(provide students with note card*). Take a moment to talk with a partner and identify follow-up questions you have related to today’s objectives or content and anything additional you would like to know. Write your questions and responses on the notecard, which will serve as your Ticket Out the Door for today. |
| Slide 39 |  | |  |
| Slide 40 |  | |  |

1. U.S. Department of Education. (2015). *U.S. high school graduation rate hits new record high*. Retrieved from <https://www.ed.gov/news/press-releases/us-high-school-graduation-rate-hits-new-record-high-0> [↑](#footnote-ref-1)
2. U.S. Bureau of Labor Statistics, U.S. Department of Labor. (2014). *Persons with a disability: Labor force characteristics—2014*. Washington, DC: Author. Retrieved from <http://www.bls.gov/news.release/disabl.nr0.htm> [↑](#footnote-ref-2)
3. Kohler, P. D., Gothberg, J. E., Fowler, C., & Coyle, J. (2016). *Taxonomy for transition programming 2.0: A model for planning, organizing, and evaluating transition education, services, and programs.* Kalamazoo, MI: Western Michigan University. Retrieved from <http://www.transitionta.org/sites/default/files/Tax_Trans_Prog_0.pdf> [↑](#footnote-ref-3)