

# Training and Education for Secondary and Out-of-School Youth with Special Health Care Needs

23rd Annual Chronic Illness and Disability Conference: *Transition  
from Pediatric to Adult-Based Care*

# What makes life Meaningful?

- Employment (money & self-worth)
- Engagement in community & friends
- A happy home, a sanctuary
- Health
- Choices/options
- Freedom & Independence
- Being valued



# We all have a role...



# Federal Laws Supporting Secondary Education

| Federal Legislation | Every Student Succeeds Act (ESSA)  | Strengthening Career and Technical Education for the 21 <sup>st</sup> Century (Perkins V)  | Individuals with Disabilities Education Act (IDEA)  | Workforce Innovation and Opportunity Act (WIOA) – Rehabilitation Act  |
|---------------------|--|--|---|---|
| Population          | <b>All Students</b> in Public Schools  | CTE is open to <b>all students</b> from middle grades to high school at the secondary level and all students participating in an associate degree program at the <b>postsecondary level</b> .  | Children from <b>birth through high school graduation or age 21 (whichever comes first)</b> . It provides early intervention services up to age 3, and special education for older children in public schools.  | <b>Individuals with disabilities</b> , job seekers & incumbent workers, and in-and out of school students and youth   |
| Purpose             | <b>provides funds</b> to K–12 schools and districts. It includes provisions that helps ensure <b>success for all students</b> and schools, <b>emphasizing equal access</b> to education, high standards, and accountability. | Provides <b>funding to states and local schools</b> for <b>equity and access</b> to CTE programs focused on developing more fully the <b>academic knowledge and technical and employability skills</b> of secondary education students and postsecondary education students who elect to enroll in career and technical education programs of study. | <b>ensures a free appropriate public education to students with disabilities</b> by providing special education and related services, including individualized education programs (IEPs), transition plans, and early and individual interventions. IDEA is meant to <b>ensure equality of opportunity, full participation, independent living, and economic self-sufficiency</b> | emphasizes <b>competitive, integrated employment</b> as the intended employment outcome for all VR program participants, including those with the most significant disabilities. The law also <b>emphasizes transition services for SWD to support entry into the workforce</b> . |

# Common Definition of Transition Services

- Outcome oriented process
- Promotes movement from school to post school activities
- Based on student or youth's preferences and interests

## Coordinated Set of Activities

Instruction

Related services (IDEA)

Community Experiences

Development of employment and other post-school adult living objectives; and

If appropriate, acquisition of daily living skills and provision of functional vocational evaluation

## Post School Activities

Postsecondary education

Vocational education

Integrated employment (including supported employment)

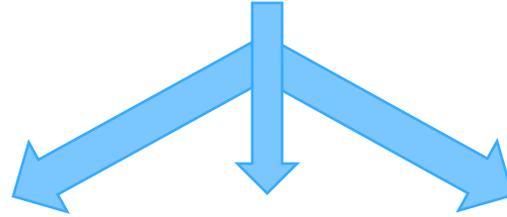
Continuing and adult education

Adult services

Independent living or

Community participation

# Transition Addresses Three Areas



Employment



Education/  
Training



Independent  
Living

# Role of Families

Families are a valuable partner in Transition

- Setting or reinforcing expectations
- Facilitating communication
- Tapping into networks
- Providing ongoing input- areas to assess, interpret results
- Skill development in the home and community

# IDEA IEP: Transition Components

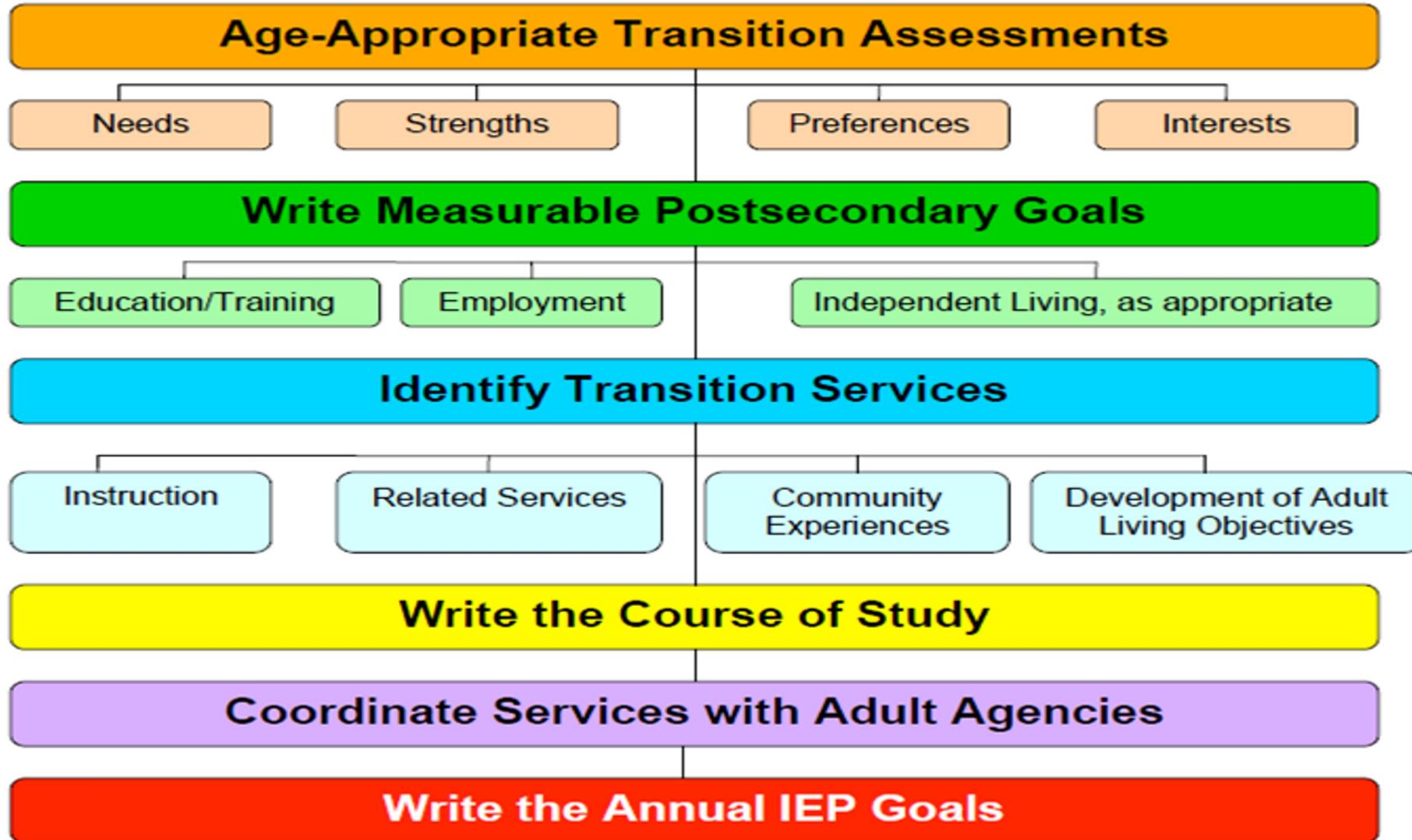
Beginning not later than the first IEP to be in effect when the child turns **16**, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include—

- (1) **Appropriate measurable postsecondary goals** based upon **age appropriate transition assessments** related to training, education, employment, and, where appropriate, independent living skills; and
- (2) The **transition services** (including courses of study) needed to assist the child in reaching those goals

## Purpose of Secondary Transition Components

- Help students and families think about their life after high school
- Focused on postsecondary education/training, employment and community living
- Identify long range goals
- Develop a plan & design the high school experience to ensure students get the skills and connections they need to achieve those goals

# Transition Planning Flow Chart



# Transition Team Members

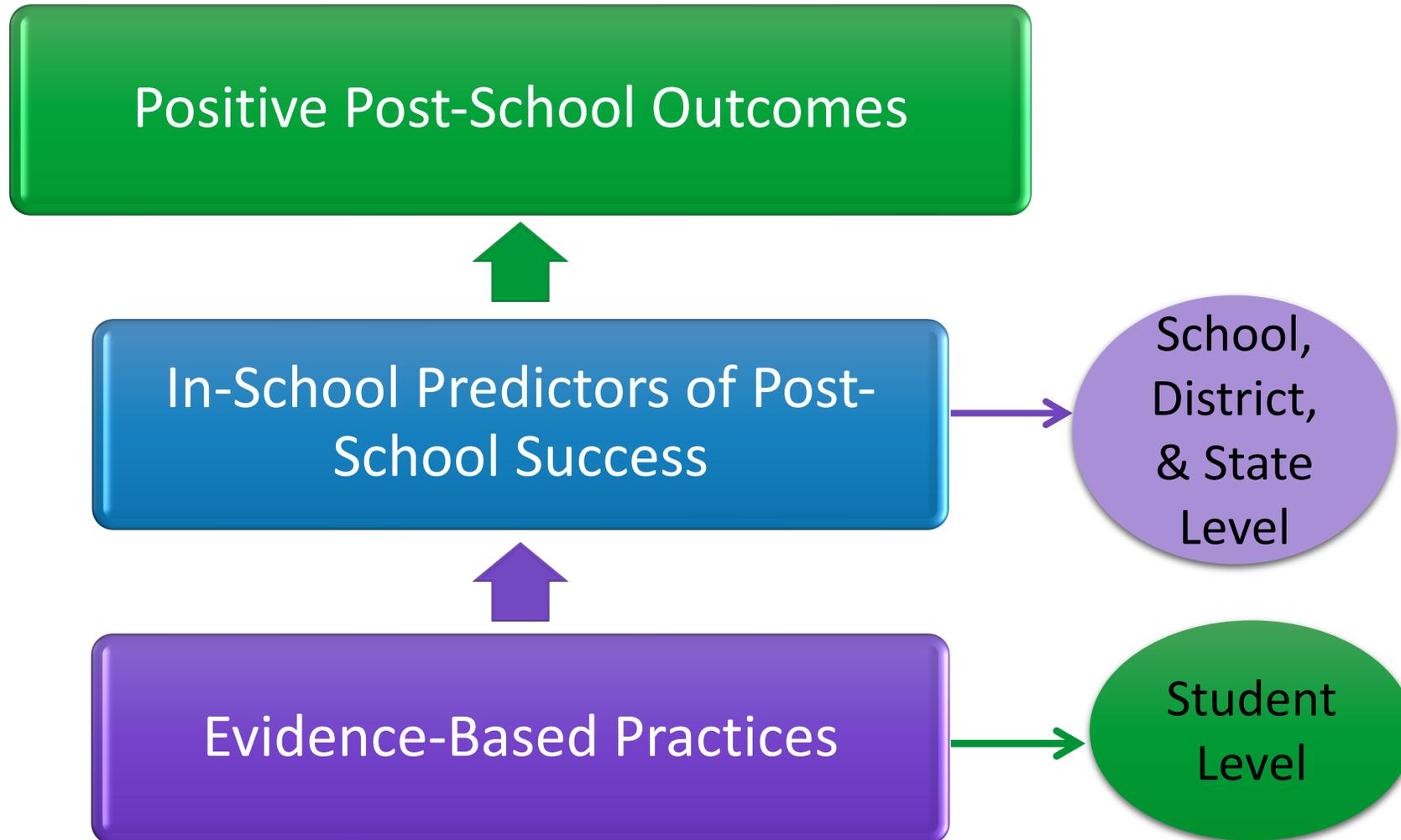
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- **Student**
- **Parents**
- **Special Education Teachers**
- **School Administrator**
- Support Personnel
- Career Technical Education
- School Nurse
- Vocational Rehabilitation
- School Counselors
- Adult Service Providers
- General Educators
- Employer
- Job Coach

# Shared Responsibilities

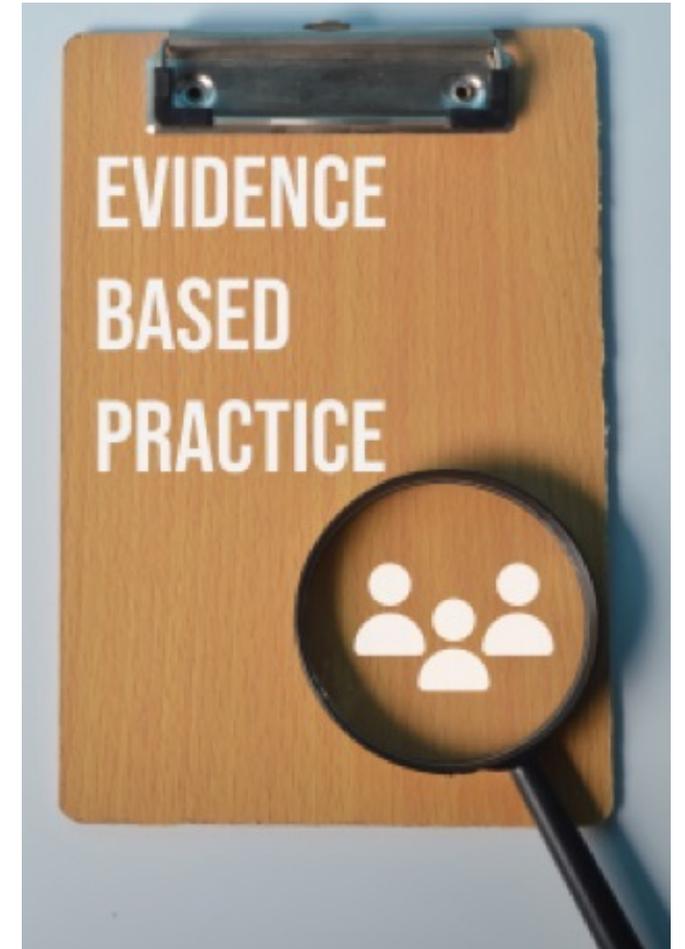
- Gather and Share Assessment Information
- Support Student in Goal Setting
- Activities of Career Development
- Engagement work and community environments
- Skill development in academic, social, career
- Connecting student and family to services/resources
- Focus on Post Secondary Education and Employment Outcomes

# Evidence Based Practices (EBPs) & Predictors to Support Post-School Success



# Importance of Evidence Based Practices

- ESSA (2015), WIOA (2014), and IDEA (2004) each note the expectation of the use of scientific and/or research-based, and/or evidence-based and promising practices
- When school personnel use **practices that research has shown to be effective**, student's perform better (Cook et al., 2008)
- School personnel need trustworthy resources that tell them what (transition) practices have the “best available evidence” or “best **level** of evidence”



# Importance of Predictors of Post-School Success

Predictors provide:

- Evidence-based information to inform what we do while youth are in high school

A framework to:

- Evaluate, develop, and improve secondary transition programs and practices
- Determine if transition programs are implementing effective practices to increase the likelihood youth with disabilities will achieve positive outcomes post-school

# Predictor Application to Transition Planning and Instruction

- Provide stakeholders information about secondary transition program characteristics that have been empirically linked to improved post-school success for students with disabilities
- Can be used to:
  - develop and expand programs
  - evaluate existing programs
- Can help IEP teams design transition services that are more likely to help students achieve their stated post-school goals



# Predictors by Outcome Area

| Predictors/Outcomes                                 | Education | Employment | Independent Living |
|---|-----------|------------|--------------------|
| • Career Awareness                                  | X         | X          |                    |
| • Community Experiences                             |           | X          |                    |
| • Exit Exam Requirements/High School Diploma Status |           | X          |                    |
| • Goal-Setting                                      | X         | X          |                    |
| • Inclusion in General Education                    | X         | X          | X                  |
| • Interagency Collaboration                         | X         | X          |                    |
| • Occupational Courses                              | X         | X          |                    |
| • Paid Employment/Work Experience                   | X         | X          | X                  |
| • Parent Expectations                               | X         | X          | X                  |
| • Parental Involvement                              |           | X          |                    |

# Predictors by Outcome Area

| Predictors/Outcomes                | Education | Employment | Independent Living |
|------------------------------------|-----------|------------|--------------------|
| • Program of Study                 |           | X          |                    |
| • Self-Advocacy/Self-Determination | X         | X          |                    |
| • Self-Care/Independent Living     | X         | X          | X                  |
| • Social Skills                    | X         | X          |                    |
| • Student Support                  | X         | X          | X                  |
| • Transition Program               | X         | X          |                    |
| • Travel Skills                    |           | X          |                    |
| • Career Technical Education       | X         | X          |                    |
| • Work Study                       |           | X          |                    |
| • Youth Autonomy/Decision-Making   | X         | X          |                    |

# Number One Predictor

A **paid**, community-based job while still in high school



# Predictor: Self-Determination/Self-Advocacy

## Operational Definition:

- ability to make choices, solve problems, set goals, evaluate options, take initiative to reach one's goals, and accept consequences of one's actions.

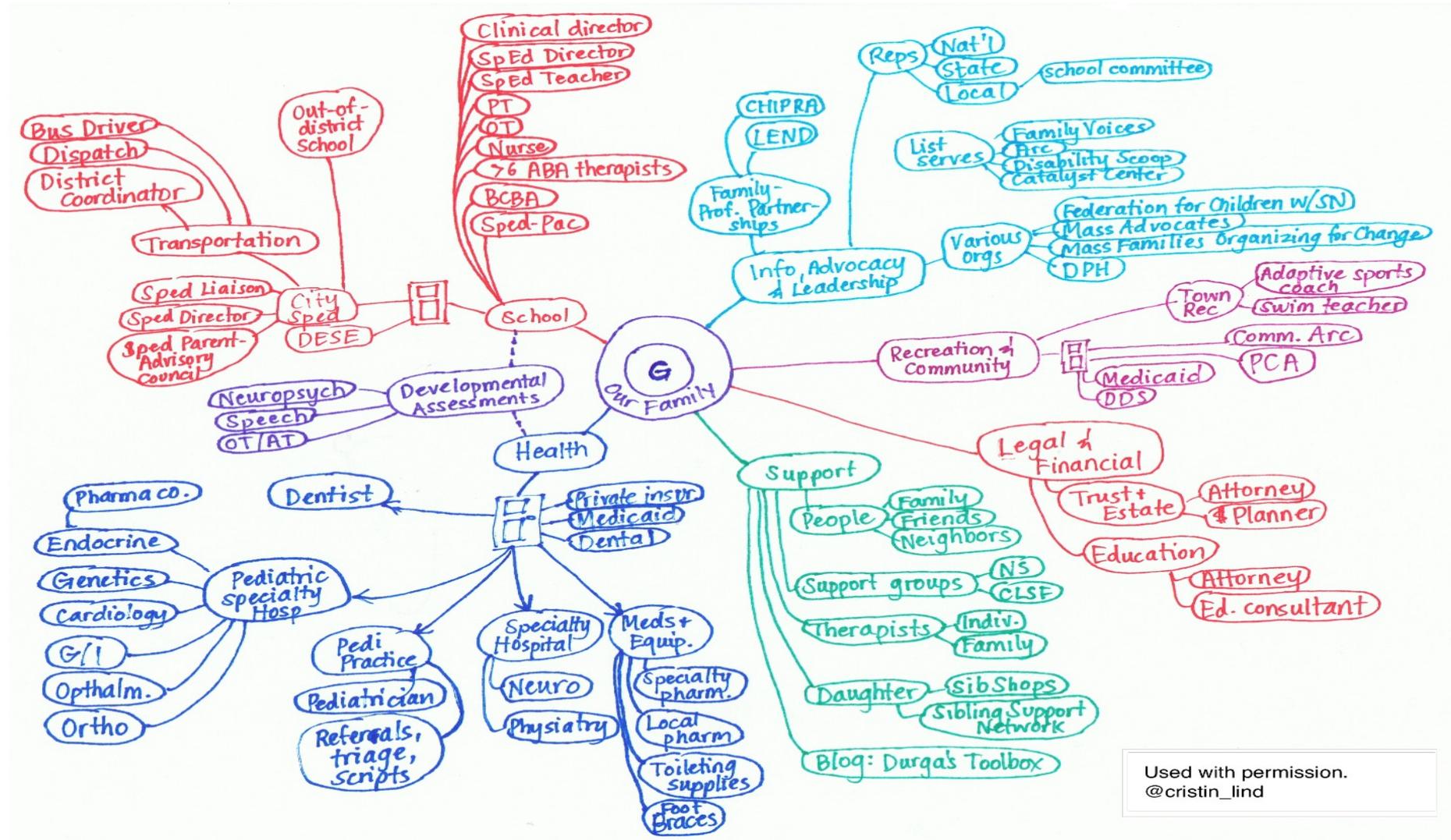


Rowe, D. A., Alverson, C. Y., Unruh, D., Fowler, C., Kellems, R., & Test, D. W. (in press). A Delphi study to operationalize evidence-based predictors in secondary transition. *Career Development and Transition for Exceptional Individuals*.

# Interagency Collaboration.... .....another Predictor



# Why Collaboration Matters



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@cristin\_lind

# Collaboration Defined

## Operational Definition:

- a clear, purposeful, and carefully designed process that promotes cross agency, cross program, and cross disciplinary collaborative efforts leading to tangible transition outcomes for youth.

Rowe, D. A., Alverson, C. Y., Unruh, D., Fowler, C., Kellems, R., & Test, D. W. (2015). A delphi study to operationalize evidence-based predictors in secondary transition.



# Consider Partners that Reflect Your Community

- Parents/Families
- Youth
- Vocational Rehabilitation
- Workforce Development
- Secondary educators (general, special, and career/technical)
- School administrators
- School counselors
- School nurses
- Human Service Agencies
- Community-Based Rehabilitation Agencies
- Juvenile Justice
- Faith-based Organizations
- Community Leaders
- 2- and 4-year colleges/universities
- Employers (large/small)

# Key Components in Effective Collaboration

- Cultivate collaborative partnerships and community teams
- Develop a continuum of services across transition
- Leverage resources effectively
- Increase youth equity and access to services
- Information is shared across youth serving agencies
- View youth and their families as the drivers in transition
- Facilitates collaboration and coordinated transition planning

# Colorado: Sequencing of Services

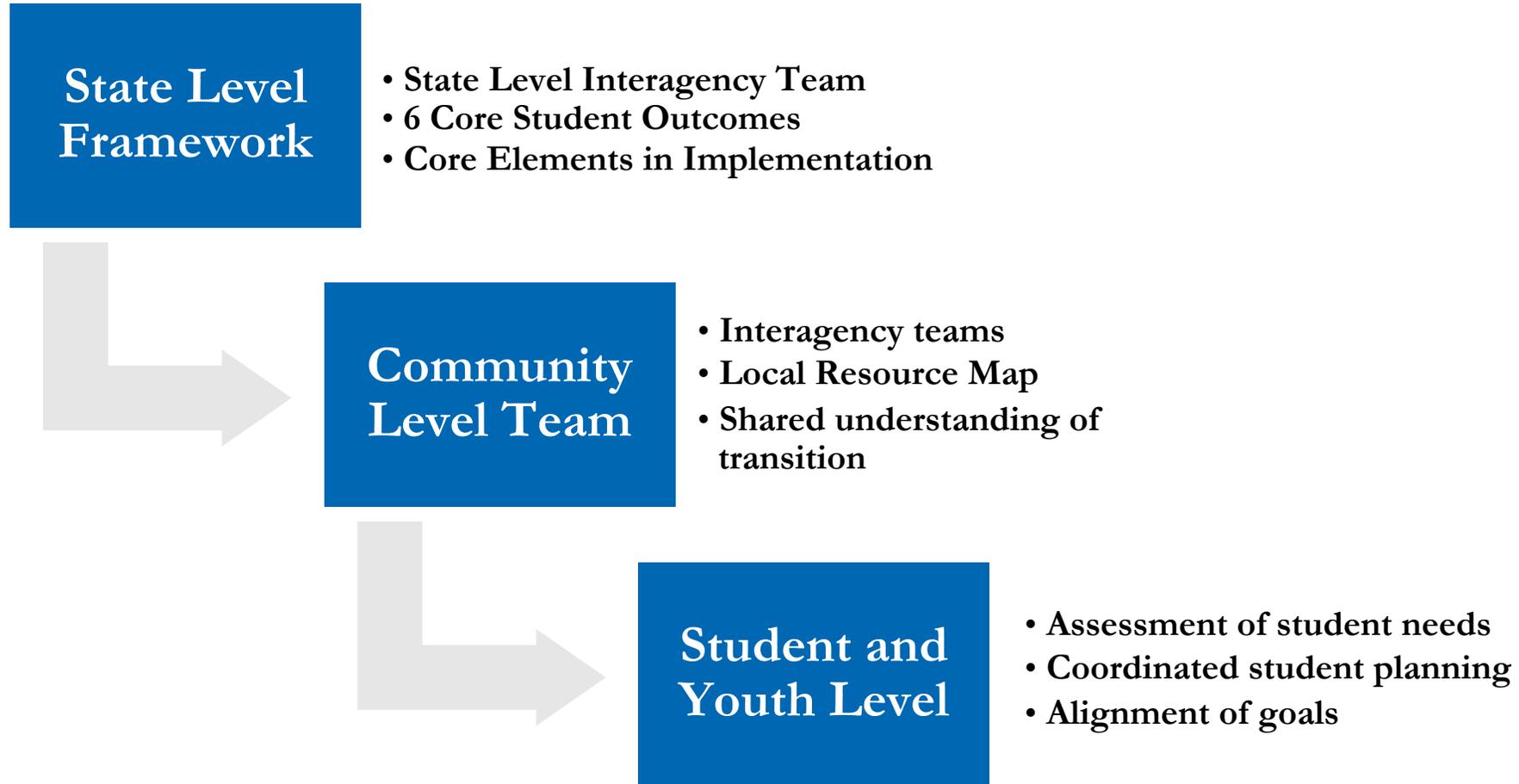


## Six Core Student Outcomes

- Build Self-Determination and Leadership Skills
- Build Skills to Safely Navigate Community and Access Services
- Understand Post-Secondary Options
- Develop Competence in Computer and Digital Literacy
- Expectation of Competitive Employment
- Understand Disability and Health Management

<https://www.cde.state.co.us/sequencingofservices>

# Sequencing of Services Progression



***Transition Discoveries is a systems-level approach.***

*Systems are defined as the networks between youth, families, schools, agencies and community partners.*



# In the TD Systems Level Intervention, high quality transition practices, programs and services are defined by the Transition Discoveries Quality Indicator Framework (Kester et al., 2021)

## The TD Framework

Transition Planning  
Youth Development  
Person and Family Directed Planning  
Family Engagement  
Relationships  
Independent Living & Community  
Engagement  
Cross Agency Collaboration  
Employment  
Postsecondary Education

- Teams identify strengths and potential priorities for improvement through a systems-wide, community-driven action plan.
- Plans align with one or more of these 9 areas and one or more of the 54 practices within them.
- Data collected during implementing TD will inform site of which are strengths, and which will be focused upon for action planning

Explore the Framework



Explore the Research



# TN MAPS : Pathways to Independence

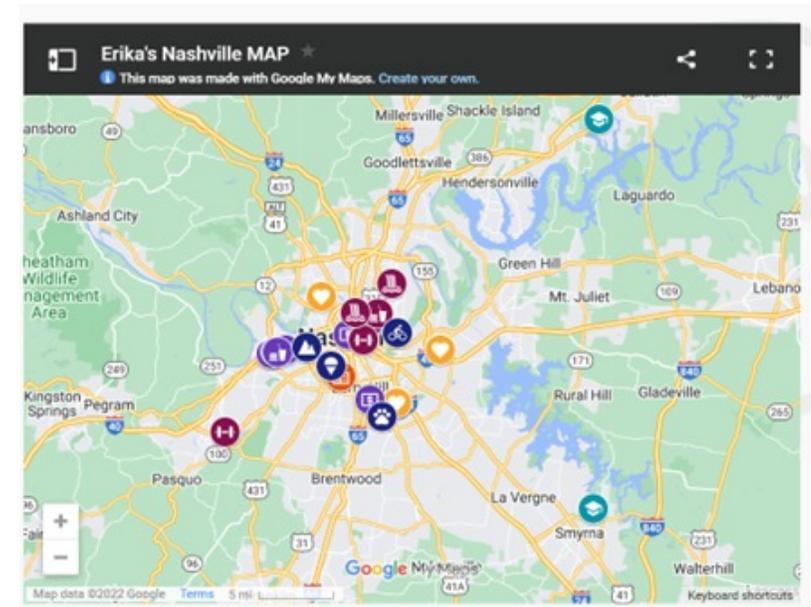
Beginning November 2022 to support Tennesseans with intellectual and developmental disabilities to create a vision for their lives and increase their independence at home, at work, and in the community.

MAPS encourages sustainable independence through:

- Development of Individualized person-centered resource map
- Creation of goals for each area of their life
- Selection of MAPS services to accomplish their goals
- Utilize accessible and affordable technologies to support functional independence

MAPs will provide services to:

- Transition-age youth during their last three years of high school
- Individuals who have already left high school
- Individuals who are waiting for services from—or may apply in the future for—the Employment and Community First CHOICES program



**THANK YOU**  
*for joining us!*

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