

Secondary Transition Virtual Event: Charting a Course for the Future

**May 13, 2021
6:30 - 8:00pm**



Chris Gibson, Transition Facilitator, ECHHS
Tracy Jessee, Transition Facilitator, CHHS
Chris Norwood, Transition Facilitator, CHS
Jennifer Michalenok, Secondary Transition Specialist
Leah Wilson, Autism Specialist



REVIEW OF EQUITY NORMS

- *Stay Engaged*
- *Speak Your Truth*
- *Listen for Understanding*
- *Step Up and Step Up*
- *Experience Discomfort*
- *Expect and Accept Non – Closure*
- *Maintain Confidentiality*
- *Focus on Impact vs. Intent*

ALIGNMENT WITH CHCCS DISTRICT STRATEGIC PLAN

Chapel Hill Carrboro City Schools Strategic Plan 2018-2021

Family and Community Engagement

Schools are successful when parents, educators and communities lock arms and work together for the benefit of students. Chapel Hill-Carrboro community stakeholders are crucial partners in student success, and, as such, will be actively engaged in productive and equitable two-way communications.

FCE Goal 1: Engage families in the entire educational process.

FCE Goal 2: Create meaningful partnerships by building trust, collaboration, and engagement.

Student
Success

Employee
Experience

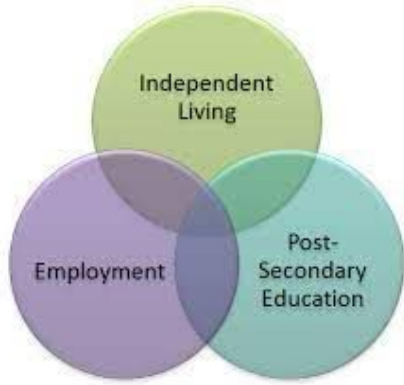
Family and
Community
Engagement

Organizational
Effectiveness

SESSION HIGHLIGHTS



- **Transition Education for Students with IEPs**
 - Transition Plans are the framework for secondary IEPs
- **CHCCS Transition Services - Teamwork for Success:** School-based teams collaborate to support transition outcomes
 - CHCCS Secondary Transition Webpage
- **CHCCS and Community Resources - Enhancing Transition Services**
 - NC Dept of Vocational Rehabilitation
 - Pre-ETS: Transition Ready Agency Collaborative (TRAC)
- **Family Perspectives on Transition**



Transition Education

An Introduction to Secondary Transition Policies, Services,
and Transition Plans

GROUNDING OURSELVES IN FEDERAL POLICY AND SERVICES: IDEA

Exceptional Children:

In accordance with [North Carolina Policies Governing Services for Children with Disabilities](#) (amended March 2021) and the [Individuals with Disabilities Education Act \(IDEA\)](#), CHCCS provides special education and related services for students with disabilities, ages 3 through 21. Students identified with a disability and found eligible for special education are offered services, as appropriate, to meet their unique needs as specified in their Individual Education Program (IEP).

Questions concerning courses and services for students with an IEP should be directed to: the Exceptional Children Teacher/Case Manager. Additional information can be accessed on the NCDPI or CHCCS Exceptional Children website.

GROUNDING OURSELVES IN FEDERAL POLICY AND SERVICES: TRANSITION SERVICES

Transition Services as defined by IDEA:

Transition services are a *coordinated set of activities* for a child with a disability that--

- (1) 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 post-school activities, including postsecondary education, vocational education, adult services, independent living, or community participation;

GROUNDING OURSELVES IN FEDERAL POLICY AND SERVICES: TRANSITION SERVICES

(2) Is based on the individual child's needs, taking into account the child's strengths, preferences and interests; and include --

- (i) Instruction;
- (ii) Related services;
- (iii) Community experiences;
- (iv) The development of employment and other post-school adult living objectives;
- (v) If appropriate, acquisition of daily living skills and functional vocational evaluation.

Transition Services for children with disabilities may be special education, if provided as specially designed instruction; or a related service, if required to assist a child with a disability to benefit from special education.

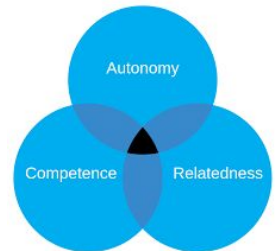
WHAT DOES TRANSITION MEAN FOR STUDENTS WITH IEPs?

Policy Drives Our Practices - Achieving Transition Goals Requires Coordinated Services

Goals for our students to achieve to their individualized fullest potentials as citizens “participating in postsecondary education and/or training, engaging in meaningful employment, living within one’s community, exercising self-determination, and contributing to society as productive citizens.”

(Office of Special Education & Rehabilitative Services)

[U.S. Dept of Education, OSERS](#)



WHAT DOES TRANSITION MEAN FOR STUDENTS WITH IEPs?

Policy Drives Our Practices - Achieving Transition Goals Requires Coordinated Services

Achieving desired outcomes requires all of us to place the student at the center of planning and instruction taking place in the least restrictive environment.

- 3 Secondary Pathways for high school students with disabilities to receive core academic and transition services across three domains (postsecondary education, and training, employment, and independent living)
- Systematic Transition Planning - IEP Transition Plans
- CHCCS Transition Services - teamwork and community resources

SECONDARY PATHWAYS FOR HIGH SCHOOL STUDENTS

Future Ready Core

- Diploma pathway with requirements intended to build college ready skills
- Students obtain a standard high school diploma which supports entry into a traditional university program

Occupational Course of Study

- Diploma pathway with requirements intended to build work and community college ready skills
- Not appropriate for students who wish to immediately attend a 4 year college or university upon graduation
- OccPrep Courses (I-IV): includes community and school-based Work-Based Learning Experiences to achieve graduation requirements

Adapted Curriculum

- Students on this pathway receive a certificate of completion
- Instruction is based on alternate achievement standards
- Targeted instruction in life & living skills, community-based learning experiences, variety of work experiences
- Students typically remain in school until 22 years of age

TRANSITION PLANS IN THE IEP: THE ROADMAP

Transition Planning is person-centered and long-range. The Transition Plan provides a roadmap for the team to design an individualized program which supports academic and life-centered achievement.

Transition goals are the only goals on the IEP which are written beyond the scope of the school year.

- **3 Goal Areas:** Employment, Education/Training, Independent Living (a.k.a. adulting)
- **Transition Services** are activities specifically designed to focus on instruction, related services, community experiences, employment and post-school adult living objectives, daily living skills, and functional vocational assessments.

Transition Goals and services/activities support the student assuming as much responsibility as possible in the planning, implementation, and refinement of long-term goals.

TRANSITION SERVICES: FUTURE READY CORE

Students should be integral participants in driving the design of the IEP (including Transition Plans) and taking leadership roles in all IEP team meetings

- IEP/Transition Plan developed using educational assessments, Interest and employment inventories, and functional skills assessments.

Courses & Activities:

- **Career & Technical Education (CTE) Electives:** project-based classes, industry credentials, internships, clubs, and more
- **Pre-ETS TRAC supplements:** Instruction in self-advocacy and self-determination (choosing goals, goal planning, expressing goals), Seminars in Leadership & Conflict Resolution, Transitioning from high school, Effective Communication, and Interviewing 101; Social Emotional lessons and employability skill building exercises; Career Counseling; Virtual job/career explorations

TRANSITION SERVICES: OCCUPATIONAL COURSE OF STUDY

Students should be integral participants in driving the design of the IEP (including Transition Plans) and taking leadership roles in all IEP team meetings

- IEP/Transition Plan developed using educational assessments, Interest and employment inventories, and functional skills assessments.

Courses/Activities:

- **OccPrep Courses (I-IV):** Education and training designed to meet career development needs
- **Career & Technical Education (CTE) Electives:** project-based classes, industry credentials, internships, clubs, and more
- **Work-Based Learning Experiences (WBLEs):** school and community-based work experiences supported by EC school staff provide hours toward state graduation requirements
- **Pre-ETS TRAC supplements:** Instruction in self-advocacy and self-determination (e.g., choosing goals, goal planning, expressing goals, rights & responsibilities), Seminars in Leadership & Conflict Resolution, Transitioning from high school, Effective Communication, and Interviewing 101; Social Emotional lessons and skill building exercises; Targeted community Work-Based Externships with TRAC Career Coaches; Community-Based Instruction experiences focused on training/education options, job exploration, & recreation/leisure opportunities; TTAP Assessment and Career Counseling

TRANSITION SERVICES: ADAPTED CURRICULUM

Students should be integral participants in driving the design of the IEP (including Transition Plans) and taking leadership roles in all IEP team meetings

- IEP/Transition Plan developed using educational assessments, Interest and employment inventories, and functional skills assessments.

Activities:

- **Community-Based Instruction experiences (CBIs):** variety of experiences within the community for students to practice using skills learned in the classroom. These include Special Olympics activities
- **Work-Based Learning Experiences (WBLEs):** school and community-based work experiences supported by EC school staff provide hours of employability skills training
- **Pre-ETS TRAC supplements:** Instruction in self-advocacy and self-determination (e.g., choosing goals, goal planning, expressing goals, rights & responsibilities), Seminars in Leadership & Conflict Resolution, Transitioning from high school, Effective Communication, and Interviewing 101; Social Emotional lessons and skill building exercise; Targeted community Work-Based Externships with TRAC Career Coaches; Community-Based Instruction experiences focused on training/education options, job exploration, & recreation/leisure opportunities; TTAP Assessment and Career Counseling



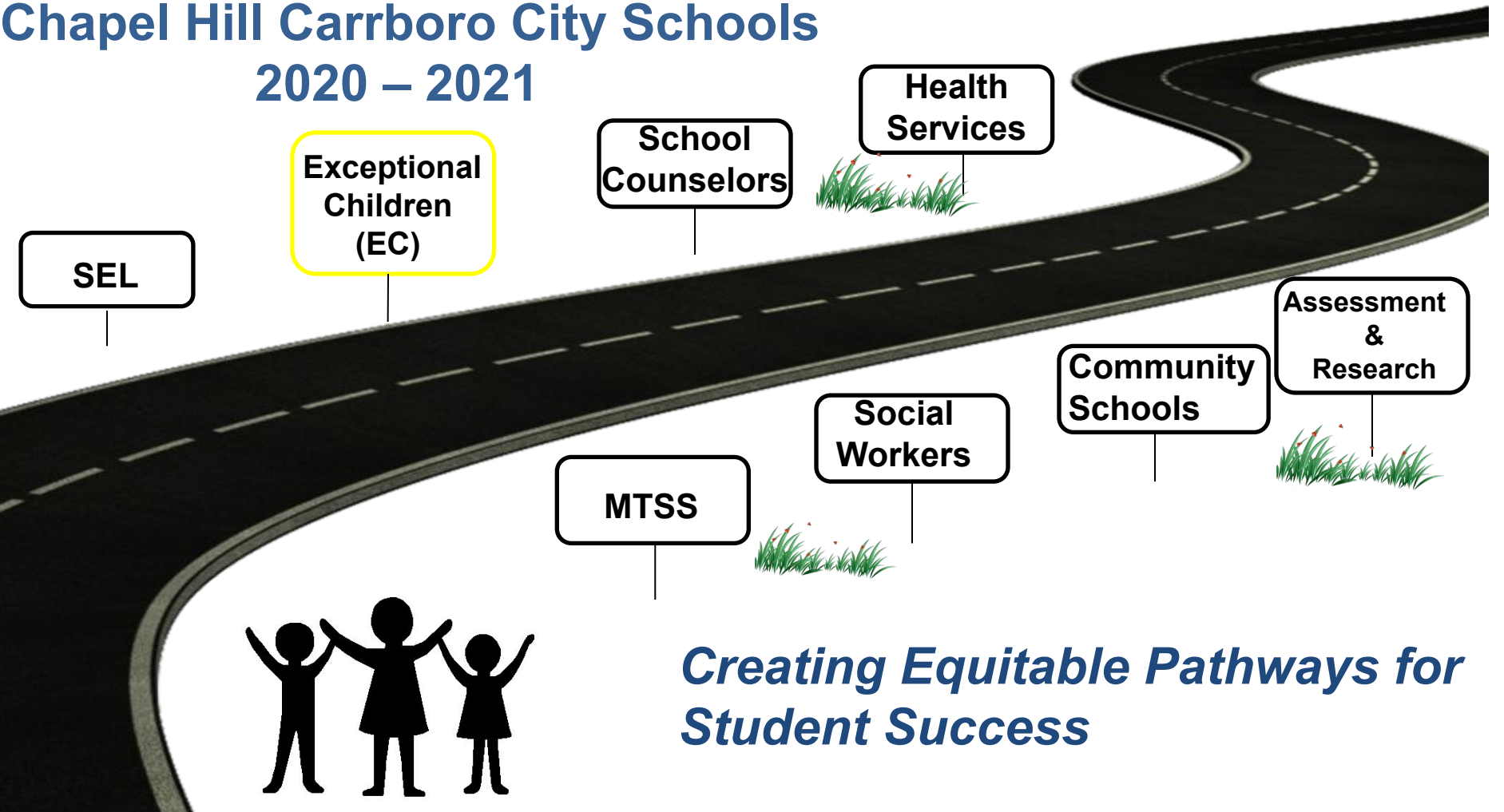
CHCCS Transition Teams

Achieving Outcomes - Why We Do What We Do!!!

IEP Transition Plans drive services and interdisciplinary collaborations achieve outcomes

Chapel Hill Carrboro City Schools

2020 – 2021



SEL

Exceptional
Children
(EC)

School
Counselors

Health
Services

MTSS

Social
Workers

Community
Schools

Assessment
&
Research

*Creating Equitable Pathways for
Student Success*

TEAMWORK: SCHOOL TEAMS

Throughout a student's educational career, the focus is always on postsecondary outcomes. Teachers, support providers, and team members should develop goals that consider building on skills that allow students to be successful adults.

TEAMS SHOULD ALWAYS ASK- WHY are we doing what we are doing? HOW will this assist the student in becoming a successful adult?

From preschool to high school, our work is framed by :

- Increasing independence
 - Teaching students self care skills, communication skills, motor planning skills, etc
- Increasing self advocacy skills
 - Teaching students how to communicate their own desires
- Increasing self determination
 - Teaching student skills to set goals, self regulate, decision making skills
- Increasing self awareness
 - Teaching students awareness of their individuality, strengths, areas of weakness

SCHOOL-BASED SUPPORT TEAMS



SCHOOL PERSONNEL WHO MAY SUPPORT TRANSITION SERVICES

- **School Counselors**- Provide supports in planning course selection based on student interests, applying to post-secondary opportunities, ensuring that students meet graduation and post secondary requirements
- **Career Development Coordinator**- Provide supports and link the school with business/industry, postsecondary institutions, and community organizations to support students' transition
- **Special Populations Coordinator**- Provide supports and career development activities for special population students
- **Social Workers**- Provide supports for students and linking students with community resources
- **Mental Health Specialists**- Provide supports for students with Mental Health needs and linking students to resources

HOW STAFF MAY ASSIST IN TRANSITION?

Staff may include: Speech Language Pathologists, Occupational Therapists, Physical Therapists, Transition Facilitators and Autism/Behavior Support Specialists

ALL Staff may support transition by:

- Being involved in transition planning in high school, and with employability support services
- Communicating and coordinating with outside agencies
- Designing and implementing transition evaluations and transition goals
- Collaborating with parents, teachers, and classroom staff at all levels of transition (e.g., preschool → elementary school; elementary → middle school, etc.)
- Attending transition meetings and collaborating with all stakeholders
- Design/recommending adaptations to the curriculum and delivery of instruction at the appropriate level
- Design/recommending modifications to the curriculum to benefit students at the appropriate level

HOW STAFF MAY ASSIST IN TRANSITION?

Speech Language Pathologists

- Facilitate students' abilities to understand and access information presented in virtual and-in person learning--especially for students with limited communication skills.
- Provide visual supports, scripts, schedules aimed at fostering students' abilities to follow schedules, ask or answer questions, greet others in the workplace setting,
- Provide support for the training and use of both high and low tech Assistive Technology
- Visit volunteer and job sites to determine where the support of a speech/language pathologist may be needed
- Participate in peer groups on campus fostering the development of improved interpersonal communication skills with peers in the high school setting
- Assist students with vocabulary related to resume writing, interviewing, etc.

Autism/Behavior Supports

- Assist students in developing Executive Functioning Skills, such as organizational skills, work completion skills, making plans to complete work
- Assist students with developing social skills, communicating with teachers and peers, and communicating verbally and non-verbally
- Help students learn skills to manage their anxiety and to self regulate
- Skills for self-advocacy
- Skills for working in small groups to include listening and negotiating ideas and work
- Skills for learning to be flexible when faced with changes in routine or challenging situations

HOW STAFF MAY ASSIST IN TRANSITION?

Occupational Therapists and Physical Therapists

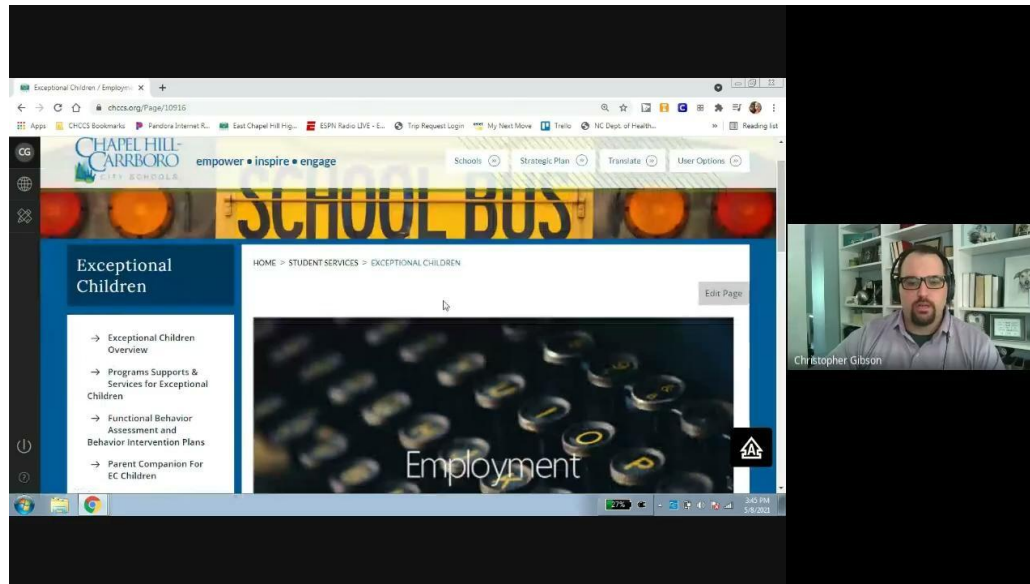
- Assist students with sequencing skills (to better understand how to follow directions, complete tasks)
- Assist students with self care skills such as managing their clothing, opening containers, hygiene skills
- Assist students in developing motor planning skills
- Assist students with using a variety of tools and materials
- Teach students how to safely access environments
- Teach students to navigate stairs, ramps, uneven surfaces
- Assist students in learning how to use public transportation

Transition Facilitators

- Support teaching teams in creating and managing IEP Transition Plans for AC, OCS, and FRC students
- Develop and supervise Transition Activities outlined on the IEP
- Assist and collaborate with CDC's in developing job interview skills and with resume writing
- Facilitate the completion and analysis of employment rating scales
- Guide the development and implementation of job exploration and interest inventories which help students begin to define their job-related interests/talents
- Support the creation and implementation of Pre-ETS TRAC services

CHCCS SECONDARY TRANSITIONS WEBPAGE

A brief overview of what you can discover on the new Webpage



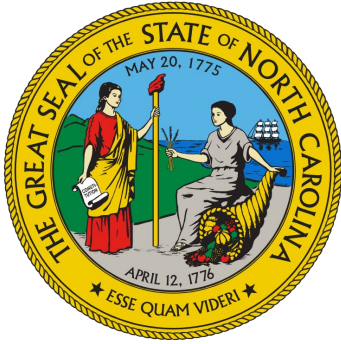


CHCCS & Community Resources: Enhancing Transition Services

OVERVIEW OF VOCATIONAL REHABILITATION

Vocational Rehabilitation (Voc Rehab/VR), a division within North Carolina's Department of Health and Human Services, helps people with disabilities achieve their goals for employment and greater independence. If you have a disability and want to find a job, keep working or advance professionally, VR can help you chart your path to a career with a future. VR can provide counseling, education, training, job placement assistance, assistive technology and many other services, depending on what you need to meet your goals for competitive, integrated employment.





NC DEPARTMENT OF
HEALTH AND HUMAN SERVICES

Division of Vocational
Rehabilitation Services

Serving Students in
Chapel Hill-Carrboro
City Schools



What is Vocational Rehabilitation?

Skills. Experiences. Options.

VR empowers **young people** with disabilities to **explore career options**, **set goals for their future** and **overcome challenges** they may face along the way.



Explore VR's Pre-Employment Transition Services

Plan Your Path to Success



VR's Pre-Employment Transition Services are available at no cost for students who are:

- ✓ between ages 14 – 21
- ✓ eligible for special education-related services under IDEA or considered an individual with a disability under Section 504
- ✓ enrolled in traditional/alternative secondary or post-secondary program
- ★ school referral and signed consent form required

Pre-ETS Options

- TRAC Program – embedded in CH-Carrboro City Schools
- VR Staff customized

VR TRANSITION SERVICES FOR ELIGIBLE CONSUMERS

1 Eligibility Determination

If a disability prevents you from making a successful transition to school or a career, you may be eligible for VR.

2 Needs Assessment

We'll assess your history, experiences and abilities to identify barriers to work and the services you need.

3 Plan Development

A counselor will help you establish goals for employment and a plan to achieve them.

4 Plan Implementation

We'll monitor progress, making sure that you receive the support you need to succeed.

5 Ongoing Support

When you are ready for a job, we help you get hired. When you get a job, we can help you keep it.





Individualized VR with Transition Services may include:

- Comprehensive Vocational Assessment
- Supportive Counseling & Treatment
- Assistive Technology
- Postsecondary Training Assistance
- Job Search Assistance and Job Coaching Supports
- Disability Benefits Counseling
- Other Core and Support Services necessary to achieve the employment goal

Some services are contingent on financial need.

More About VR's Individualized Program with Transition Services:

- Individualized Plan for Employment (IPE) is reviewed at least annually
- IPE is aligned with your IEP (if applicable)
- Services provided by VR staff or other providers and organizations in the community

VR's Transition Services may be provided at no cost for students or youth who:

- ✓ are between ages 14 – 24
- ✓ have a disability that results in barriers to preparing for, finding, keeping or advancing in employment
- ✓ require the help of VR to achieve an employment goal
- ★ application and eligibility determination required



Contact: Adrienne Kittle
VR Counselor, CHCCS
919.357.9106 Direct
919.357.9100 Main Office
Adrienne.kittle@dhhs.nc.gov

CHCCS + VR = TRAC

Transition Readiness Agency Collaborative (TRAC) - an interagency collaboration among CHCCS, North Carolina Dept of Vocational Rehabilitation (NCDVR), and UNC TEACCH, Supported Employment



TRANSITION READY AGENCY COLLABORATION (TRAC)

The purpose of **Transition Ready Agency Collaborative (TRAC)** is to meet the federal and state requirement that all students leave high school college or career ready and meet the state initiative that high school transition planning include post secondary opportunities and employment options.

- TRAC is a supplementary service to enhance the Transition Services provided at each high school for students in AC, OCS, and FRC pathways.
- Goal: Provide a continuum of services to students with disabilities. Services are specially designed to maximize their potential to enter into competitive and integrative employment, post-secondary education/training, and participation in community living.



TRAC ENHANCES TRANSITION SERVICES

Pre-ETS services with VR encompass 5 Domains:

1. Job Exploration Counseling
2. Workplace Readiness Training
3. Work Based Learning Experiences (WBLE)
4. Counseling on Post-Secondary Training Options
5. Instruction in Self-Advocacy



JOB EXPLORATION COUNSELING

Job exploration counseling: providing information regarding in-demand industry options and occupations, as well as non-traditional employment, administration of vocational interest inventories, and identification of career pathways of interest to the students; may include a discussion of the students' vocational interest inventory results, in-demand occupations, career pathways, and local labor market information that applies to those particular interests

- **TEACCH Transition Assessment Profile (TTAP)** The TTAP helps determine life skills that are important for successful adult outcomes. Collaboration with UNC TEACCH.
- **Career Counseling** The goal of Career Counseling is to improve awareness of vocational options in relationship to their own interests, skills, and abilities. Collaboration with UNC TEACCH.

Based on the student's developing skills and experiences, Transition Plans may be more comprehensive and individualized.

WORK BASED LEARNING EXPERIENCES

Work-based learning experiences: job training, informational interviewing, work-site tours, job shadowing, or mentoring opportunities and work experiences such as paid and unpaid internships, apprenticeships, short-term employment, fellowships, or on-the-job training.

- **TRAC Externships:** Work-based learning (WBL) is a school-coordinated, coherent sequence of unique, on-the-job experiences related to students' career goals and/or interests, are based on instructional preparation, and are performed in partnership with local businesses, industries, or other organizations in the community.
- Each student is paired with a TRAC Career Coach who works with students in the field to reinforce classroom-based instruction, skills training, self-evaluation, problem solving, and goal setting.

Each student is eligible for 4 Experiences, 12-24 hours each. Typically take place in years 3 & 4 (11-12th grades). TRAC Career Coaches: CHCCS and UNC TEACCH

WORKPLACE READINESS TRAINING

Workplace readiness training: programming to develop social skills and independent living, such as communication and interpersonal skills, financial literacy, orientation and mobility skills, job-seeking skills, understanding employer expectations for punctuality and performance, as well as other “soft” skills necessary for employment.

- **Community Based Instruction Experiences (CBIs):** 4 targeted experiences in the community, focused on workplace and educational/training explorations.
- **TTAP and Career Counseling sessions**
- **Work Online Resource Kit (WORK):** focus using skills in the workplace - communication and interpersonal skills, self-management and executive functioning skills
- **Seminars & Practicum:** Leadership & Conflict Resolution, Transitioning from high school, Effective Communication, and Interviewing 101

INSTRUCTION IN SELF-ADVOCACY

COUNSELING ON POST-SECONDARY TRAINING OPTIONS

Instruction in self-advocacy: instruction on rights, responsibilities, and how to request accommodations or services and supports needed during the transition from secondary to postsecondary education and employment; includes disability and peer mentoring and youth leadership activities.

TRAC Career Coaches implement modified lessons during a scheduled period of the day (e.g., Academic Strategies classes, OC Prep classes).

Post-secondary Education and Training: Information on college application and admission processes, college course offerings, career options, types of academic and occupational training needed to succeed in the workplace, postsecondary options connected to career pathways, resources for supporting training, accessing disability support services.

- **Community Based Instructional Experiences (CBIs):** focus on local community colleges and certification programs
- **Seminar:** Transitions in education and training after high school

PERSPECTIVES ON TRANSITION FROM DISTRICT FAMILIES

Interviews were conducted by two of our High School Transition Facilitators!



FINAL THOUGHT: START NOW!!!

- Make sure goals are Real & Right Now
- It's never too early to start thinking about long-term goals
- Everything you do now moves you closer to long-term goals.
- Be purposeful (why is this skill important?)
- Teamwork: school, community, and family teams are integral to student successes
- Be Realistic - what can be accomplished in a year?
- Be Open to slow and steady!
- Be willing to have difficult conversations with teams and your student
- Be Honest about Disability - talk about it
- Hold your student accountable and responsible for themselves and others
- Start Now - encourage communication (negating and affirming), problem-solving, choice making, resolving conflicts, honor attempts and failures



THANK YOU!

A big thank you to our Transition Team for creating this wonderful resource for our families during this unique time in education.

Title	Name
Executive Director of Exceptional Children	Lessley Saenz-Mader
EC Administrative Assistant	Clarissa Bacon
EC Coordinator	Sheila Borrero
EC Coordinator	Erin Watts
Director of Exceptional Children	David Bouldin
Lead Adapted Curriculum Specialist	Alice Rivenbark
Coordinator of Psychological Services and Systems of Support	Teonaka Daye
Lead Speech/Language Pathologist	Elizabeth Burns
Pre-K Coordinator	Thea Wilson
Lead for the Autism and Behavior Support Specialist	Tania Trembl
Lead Occupational Therapist/ Physical Therapist	Jennifer Radzik
Secondary Transition Specialist	Jennifer Michalenok
Director of System of Care	Janet Cherry
Nursing and Homebound Coordinator	Tracy Sanders
Equity Coach for Leads Team (Speech/Language Pathologist)	Delia Hudson

EC PROGRAM FACILITATOR CONTACTS

School	Program Facilitator
Pre-K	Thea Wilson Ashley Kellum
Carrboro Elementary School Frank Porter Graham Bilingüe School	Jackie Barros Smith
Carrboro High School	Ajalyn Baker
Chapel Hill High School	Sandra McAdoo
East Chapel Hill High School	Gale Sendzia
Ephesus Elementary School Phillips Middle School	Nancy Barbee
Estes Hills Elementary School Glenwood Elementary School	Jacqueline Holloman
Scroggs Elementary School Northside Elementary School	Lisle Pearman
McDougle Elementary School McDougle Middle School	Shanice Harrington
Morris Grove Elementary School	Stacey Rader
Phoenix Academy High School	Rob Tolbert
Rashkis Elementary School Culbreth Middle School	Vacant (contact Sheila Borrero or Erin Watts)
Seawell Elementary School Smith Middle School	Adina Moon