Transition Discoveries is funded by PA Developmental Disabilities Council.

TRANSITION QUALITY INDICATOR SURVEY PACKAGE

Research and Technical Assistance Team

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PA Youth Leadership Network Governing Board

Background

The PA Developmental Disabilities Council funded a Participatory Action Research Project to develop a survey package to measure successful secondary transition practices, leading to positive post school outcomes for youth. The goal of the PADDC was to have PA transition stakeholders develop a list of agreed upon and inclusive common definitions that all partners share in describing processes, events, efforts, and any other components that make up what people want from transition in PA. The data collected through the focus groups were used to develop this Transition Quality Indicator Survey Package to be used by teams to measure those key components identified as contributing to successful transition.

Transition stakeholders include:

Advocates
Agency Administrators
Assistive Technology Professionals
Business/Employers
Career & Technology Educators
CareerLink Staff
Direct Support Providers
Drug & Alcohol Program Workers
Education Administrators
Family & Caregivers
Family Health Representatives
Foster and Adoptive Parents
Guidance Counselors
Health Professionals
Higher Education Professionals
Independent Living Staff
Juvenile Justice Affiliates
Job Coaches
Local Government Officials
Local Service Providers
Local Youth Councils
Medical Assistance Program Staff

Medical Health Services Workers
Occupational Therapists
Office of Developmental Programs Staff
Paraprofessionals
Partnerships for Youth Affiliates and Staff
Physical Therapists
Psychologists
Public & Private Child Welfare Workers
School Nurses
Secondary Educators
Social Security Benefits Counselors
Social Security Staff
Social Workers
Special Educators
Speech/Language Therapists
Transition Coordinators
Transportation Affiliates
Vocational Evaluators
Vocational Rehabilitation Staff
Workforce Investment Board Members
Youth & Young Adults
Youth Served in Foster Care

Based upon a series of dreams and goals focus groups with youth with disabilities (14-25) and their families, 9 quality indicators emerged. The surveys also include quality sub-indicators, which were identified in a series of "What's Working" focus groups:

1. Transition Planning
2. Youth Development
3. Person and Family-Directed Planning
4. Family Engagement
5. Relationships
6. Independent Living and Community Engagement
7. Cross Agency Collaboration
8. Employment
9. Post-Secondary Education & Training

Purpose of the Transition Quality Indicator Survey Package

The purpose of this survey is to help us learn from you! We want to hear about your experiences as a young person, family member, transition stakeholder, or someone that has a vested interested in helping youth with disabilities plan for the transition from high school to adult life (14-25 years of age). We are asking about getting ready for work, going to college, and being a part of the community. This will help you work as a transition team to improve transition experiences of youth and families.

Team Commitments
- Be interested in evaluating current transition practices
- Have a desire to improve transition practices, leading to enhanced postschool outcomes of youth you serve
- Identify a core team committed to the project, along with a team leader (educators, agencies, other transition stakeholders, youth, families)
- Agree to collect data through surveys to youth with disabilities, family members, and a diverse group of transition stakeholders
- Agree to collect data from at least 10 youth with disabilities, 10 family members, and 10 transition stakeholders
- Engage youth and families in the data collection and interpretation processes
- Collaborate with the Transition Discoveries team to analyze the data collected from the surveys to identify strengths and areas for improvement
- Participate in technical assistance to improve transition practices

Team Technical Assistance
The research team will provide technical assistance:
- Online survey portal, to collect confidential data
- Confidentiality regarding outcome of data
- Analysis of the data, in partnership with the team
- Technical assistance to support the team's efforts to target quality indicator areas to improve transition practices
- Ongoing follow-up and support

Resources to Supplement Technical Assistance and Dissemination
Resources are being developed to share with youth, families, and transitions stakeholders to improve transition practices and post school outcomes of youth. These resources will be available through technical assistance to teams. Additional resources will be developed within the next year. The Transition Quality Indicator Survey Package and supporting resources will be publicly available by spring 2017 on the www.secondarytransition.org website. These resources will include quality indicator/sub-indicator infographics with youth stories, definitions, and descriptions of effective practices. In addition, transition practices are being solicited to be vetted and showcased as examples on the website.

Transition Quality Indicator Survey
YOUTH SURVEY

The purpose of this survey is to help us learn from you! We want to hear about your experiences as a young person with a disability planning your transition from high school to adult life (14-25 years of age). This means getting ready for work, going to college, and being part of your community. This will help us work as a transition team to improve transition experiences of students and families.

An online version of this survey is available at:
http://www.surveygizmo.com/s3/3200653/Transition-Quality-Indicator-Survey

Please identify the name of your transition team:

_____

Demographics

How old are you?

- ☐ 14
- ☐ 15
- ☐ 16
- ☐ 17

- ☐ 18
- ☐ 19
- ☐ 20
- ☐ 21

- ☐ 22
- ☐ 23
- ☐ 24

What gender are you?

- ☐ Female
- ☐ Male
- ☐ Other
- ☐ Prefer not to say

What race and/or ethnicity are you? (Select all that apply)

- ☐ African-American or Black
- ☐ Asian/Pacific Islanders
- ☐ Caucasian or White
- ☐ Latino or Hispanic
- ☐ Native American
- ☐ Other

What disability do you have?

What county do you live in?

- ☐ Adams
- ☐ Allegheny
- ☐ Armstrong
- ☐ Beaver
- ☐ Bedford
- ☐ Berks
- ☐ Blair
- ☐ Bradford
- ☐ Bucks
- ☐ Butler
- ☐ Cambria
- ☐ Cameron
- ☐ Carbon
- ☐ Centre
- ☐ Chester
- ☐ Clarion
- ☐ Clearfield
- ☐ Clinton
- ☐ Columbia
- ☐ Crawford
- ☐ Cumberland
- ☐ Dauphin
- ☐ Delaware
- ☐ Elk
- ☐ Erie
- ☐ Fayette
- ☐ Forest
- ☐ Franklin
- ☐ Fulton
- ☐ Greene
- ☐ Huntingdon
- ☐ Indiana
- ☐ Jefferson
- ☐ Juniata
- ☐ Lackawanna
- ☐ Lancaster
- ☐ Lawrence
- ☐ Lebanon
- ☐ Lehigh
- ☐ Luzerne
- ☐ Lycoming
- ☐ McKean
- ☐ Mercer
- ☐ Mifflin
- ☐ Monroe
- ☐ Montgomery
- ☐ Montour
- ☐ Northampton
- ☐ Northumerland
- ☐ Perry
- ☐ Philadelphia
- ☐ Pike
- ☐ Potter
- ☐ Schuylkill
- ☐ Snyder
- ☐ Somerset
- ☐ Sullivan
- ☐ Susquehanna
- ☐ Tioga
- ☐ Union
- ☐ Venango
- ☐ Warren
- ☐ Washington
- ☐ Wayne
- ☐ Westmoreland
- ☐ Wyoming
- ☐ York

Scale:		
(1) Not at All	**(2) Some**	**(3) A lot**

1. Transition Planning

1.1. Has your school team helped you prepare for work?

(1) Not at All   (2) Some   (3) A lot

1.2. Has your school team helped you plan for more education after high school?

(1) Not at All   (2) Some   (3) A lot

1.3. Has your school team helped you prepare to be independent and be part of your community?

(1) Not at All (2) Some (3) A lot

1.4. Has your school team supported you as you plan for life after high school?

(1) Not at All (2) Some (3) A lot

2. Youth Development

2.1. Have you learned about your strengths, needs, and goals?

(1) Not at All (2) Some (3) A lot

2.2. Have you learned about your disability, accommodations, and supports you need?

(1) Not at All (2) Some (3) A lot

2.3. Have you learned skills to be independent?

(1) Not at All (2) Some (3) A lot

2.4. Have you learned how to speak up for yourself and to advocate for what you want and need?

(1) Not at All (2) Some (3) A lot

2.5. Have you learned how to be organized and manage your time?

(1) Not at All (2) Some (3) A lot

2.6. Have you learned skills to be a leader?

(1) Not at All (2) Some (3) A lot

2.7. Have you participated in your IEP meetings?

(1) Not at All (2) Some (3) A lot

2.8. Has an adult helped you develop independence and leadership?

(1) Not at All (2) Some (3) A lot

3. Person Centered Planning

3.1. Has someone helped you and your family discuss your hopes, dreams, and goals?

(1) Not at All   (2) Some   (3) A lot

3.2. Has someone helped you plan to reach your dreams and goals?

(1) Not at All   (2) Some   (3) A lot

4. Family Engagement

4.1. Has your family been included by your school team to help you plan for life after high school?

(1) Not at All   (2) Some   (3) A lot

4.2. Has your family received information to help you plan for your life after high school?

(1) Not at All   (2) Some   (3) A lot

4.3. Has your family received help from other families to understand how to help you plan for your life after high school?

(1) Not at All   (2) Some   (3) A lot

4.4. Has your family been able to get support so they can take a break from everyday life and caring for their children?

(1) Not at All   (2) Some   (3) A lot

5. Relationships

5.1. Have you hung out with friends?

(1) Not at All   (2) Some   (3) A lot

5.2. Have you felt like you belong?

(1) Not at All   (2) Some   (3) A lot

5.3. Has someone helped you learn how to get along with others and make friends?

(1) Not at All   (2) Some   (3) A lot

5.4. Has someone taught you how to deal with bullying?

(1) Not at All   (2) Some   (3) A lot

6. Independent Living and Community Engagement

6.1. Have you learned how to handle adult responsibilities after high school?

(1) Not at All　　　　　　　(2) Some　　　　　　　(3) A lot

6.2. Have you learned how to plan where you want to live after high school?

(1) Not at All　　　　　　　(2) Some　　　　　　　(3) A lot

6.3. Have you learned how to travel independently in your community?

(1) Not at All　　　　　　　(2) Some　　　　　　　(3) A lot

6.4. Have you participated in fun activities, a club, a group, or sporting event in your community?

(1) Not at All　　　　　　　(2) Some　　　　　　　(3) A lot

6.5. Have you done things to have fun in your community?

(1) Not at All　　　　　　　(2) Some　　　　　　　(3) A lot

6.6. Have you gone to activities organized by a church, synagogue, mosque or other place of worship?

(1) Not at All　　　　　　　(2) Some　　　　　　　(3) A lot

6.7. Have you volunteered to help others or your community?

(1) Not at All　　　　　　　(2) Some　　　　　　　(3) A lot

6.8. Have you received counseling or support from someone when you needed help?

(1) Not at All　　　　　　　(2) Some　　　　　　　(3) A lot

7. Cross Agency Collaboration

7.1. Has your school set up meetings with agencies to help you plan for life after high school?

(1) Not at All　　　　　　　(2) Some　　　　　　　(3) A lot

7.2. Have you attended events planned by your local transition council or team?

(1) Not at All   (2) Some   (3) A lot

7.3. Have you attended events to learn about agencies and how they can help you plan for life after high school?

(1) Not at All   (2) Some   (3) A lot

7.4. Has your school and agency team helped you plan for the supports you need after high school?

(1) Not at All   (2) Some   (3) A lot

7.5. Have you attended events to help you get ready for work?

(1) Not at All   (2) Some   (3) A lot

7.6. Have you attended events to help you plan to go for more education after high school?

(1) Not at All   (2) Some   (3) A lot

7.7. Have you gone to transition conferences to plan for life after high school?

(1) Not at All   (2) Some   (3) A lot

8. Employment

8.1. Have you taken a class at school to help you plan for work?

(1) Not at All   (2) Some   (3) A lot

8.2. Have you attended school clubs to help you plan for work?

(1) Not at All   (2) Some   (3) A lot

8.3. Have you had a chance to go to a Career and Technical Education program?

(1) Not at All   (2) Some   (3) A lot

8.4. Have you explored different jobs in your community? [Career exploration]

(1) Not at All   (2) Some   (3) A lot

8.5. Have you worked with a job coach to discover what kinds of job you would love to do?

(1) Not at All   (2) Some   (3) A lot

8.6. Have you had a volunteer or unpaid job?

(1) Not at All   (2) Some   (3) A lot

8.7. Have you had a chance to get a job where you are paid?

(1) Not at All   (2) Some   (3) A lot

8.8. Have you gotten help from the Office of Vocational Rehabilitation (OVR) to plan for your future?

(1) Not at All   (2) Some   (3) A lot

8.9. Have you gotten help from a job coach to learn job duties?

(1) Not at All   (2) Some   (3) A lot

8.10. Have you had a job in the summer, while still in high school?

(1) Not at All   (2) Some   (3) A lot

8.11. Have you had a paid job where the company provided you with on-the-job training?

(1) Not at All   (2) Some   (3) A lot

8.12. Have you been in a work program where you went to school and had internships at a company?

(1) Not at All   (2) Some   (3) A lot

8.13. Have you had classes at a college to help you learn about work?

(1) Not at All   (2) Some   (3) A lot

9. Postsecondary Education

9.1. Have you taken college courses while still in high school to learn about college demands?

(1) Not at All   (2) Some   (3) A lot

9.2. Have you attended a program on a college campus while still in high school, where you stayed overnight to learn how to live on your own?

(1) Not at All   (2) Some   (3) A lot

9.3. Have you attended a college program after high school, where you received supports to help you succeed?

(1) Not at All   (2) Some   (3) A lot

9.4. Have you attended a job training program on a college campus, where you earned a certificate?

(1) Not at All   (2) Some   (3) A lot

What helped you the most in your transition?

What do you still need help with?

Who answered most of the questions in this survey?
- ☐ You, a transition-age youth
- ☐ You and family, friend, guardian or advocate
- ☐ You and staff
- ☐ Family, friend, guardian or advocate
- ☐ Staff
- ☐ Family, friend, guardian or advocate and staff

Transition Quality Indicator Survey
FAMILY SURVEY

The purpose of this survey is to help us learn from you! We want to hear about your experiences as a family member of a young person with a disability planning the transition from high school to adult life (14-25 years of age). This means getting ready for work, going to college, and being part of your community. This will help us work as a transition team to improve transition experiences of youth and families.

An online version of this survey is available at:
http://www.surveygizmo.com/s3/3200653/Transition-Quality-Indicator-Survey

Please identify the name of your transition team:

_____

Demographics
How old is your transitioning youth?

☐ 14	☐ 18	☐ 22
☐ 15	☐ 19	☐ 23
☐ 16	☐ 20	☐ 24
☐ 17	☐ 21	

What gender is your transitioning youth?
- ☐ Female
- ☐ Male
- ☐ Other
- ☐ Prefer not to say

What race and/or ethnicity is your transitioning youth? (Select all that apply)
- ☐ African-American or Black
- ☐ Asian/Pacific Islanders
- ☐ Caucasian or White
- ☐ Latino or Hispanic
- ☐ Native American
- ☐ Other

With what disability/ies does your transitioning youth identify?

_____

What county do you live in?

- ☐ Adams
- ☐ Allegheny
- ☐ Armstrong
- ☐ Beaver
- ☐ Bedford
- ☐ Berks
- ☐ Blair
- ☐ Bradford
- ☐ Bucks
- ☐ Butler
- ☐ Cambria
- ☐ Cameron
- ☐ Carbon
- ☐ Centre
- ☐ Chester
- ☐ Clarion
- ☐ Clearfield
- ☐ Clinton
- ☐ Columbia
- ☐ Crawford
- ☐ Cumberland
- ☐ Dauphin
- ☐ Delaware

- ☐ Elk
- ☐ Erie
- ☐ Fayette
- ☐ Forest
- ☐ Franklin
- ☐ Fulton
- ☐ Greene
- ☐ Huntingdon
- ☐ Indiana
- ☐ Jefferson
- ☐ Juniata
- ☐ Lackawanna
- ☐ Lancaster
- ☐ Lawrence
- ☐ Lebanon
- ☐ Lehigh
- ☐ Luzerne
- ☐ Lycoming
- ☐ McKean
- ☐ Mercer
- ☐ Mifflin
- ☐ Monroe
- ☐ Montgomery

- ☐ Montour
- ☐ Northampton
- ☐ Northumerland
- ☐ Perry
- ☐ Philadelphia
- ☐ Pike
- ☐ Potter
- ☐ Schuylkill
- ☐ Snyder
- ☐ Somerset
- ☐ Sullivan
- ☐ Susquehanna
- ☐ Tioga
- ☐ Union
- ☐ Venango
- ☐ Warren
- ☐ Washington
- ☐ Wayne
- ☐ Westmoreland
- ☐ Wyoming
- ☐ York

Scale:		
(1) Not at All	**(2) Some**	**(3) A lot**

1. Transition Planning

1.1. Has your school team helped your child prepare for work?

(1) Not at All   (2) Some   (3) A lot

1.2. Has your school team helped your child plan for more education after high school?

(1) Not at All   (2) Some   (3) A lot

1.3. Has your school team helped your child prepare to be independent and be part of their community?

(1) Not at All   (2) Some   (3) A lot

1.4. Has your school team supported your child plan for life after high school?

(1) Not at All　　　　　　　　(2) Some　　　　　　　　(3) A lot

Has transition planning been effective?
☐ Yes
☐ No
Please describe:

2. Youth Development

2.1. Has your child learned about their strengths, needs, and goals?

(1) Not at All　　　　　　　　(2) Some　　　　　　　　(3) A lot

2.2. Has your child learned about their disability, accommodations, and supports they need?

(1) Not at All　　　　　　　　(2) Some　　　　　　　　(3) A lot

2.3. Has your child learned skills to be independent?

(1) Not at All　　　　　　　　(2) Some　　　　　　　　(3) A lot

2.4. Has your child learned how to speak up for him/herself and to advocate for what they want and need?

(1) Not at All　　　　　　　　(2) Some　　　　　　　　(3) A lot

2.5. Has your child learned how to be organized and manage their time?

(1) Not at All　　　　　　　　(2) Some　　　　　　　　(3) A lot

2.6. Has your child learned skills to be a leader?
(1) Not at All　　　　　　　　(2) Some　　　　　　　　(3) A lot

2.7. Has your child participated in their IEP meetings?

(1) Not at All　　　　　　　　(2) Some　　　　　　　　(3) A lot

2.8. Has an adult helped your child develop independence and leadership?

(1) Not at All　　　　　　　　(2) Some　　　　　　　　(3) A lot

Has youth development been effective?

☐ Yes

☐ No

Please describe:

3. Person Centered Planning

3.1. Has someone helped your child and your family discuss their hopes, dreams, and goals?

(1) Not at All　　　　　　　　(2) Some　　　　　　　　(3) A lot

3.2. Has someone helped your child to plan to reach their dreams and goals?

(1) Not at All　　　　　　　　(2) Some　　　　　　　　(3) A lot

Has person centered planning been effective?

☐ Yes

☐ No

Please describe:

4. Family Engagement

4.1. Has your family been included by your school team to help your child plan for life after high school?

(1) Not at All　　　　　　　　(2) Some　　　　　　　　(3) A lot

4.2. Has your family received information to help your child plan for life after high school?

(1) Not at All　　　　　　　　(2) Some　　　　　　　　(3) A lot

4.3. Has your family received help from other families to understand how to help your child plan for your life after high school?

(1) Not at All　　　　　　　　(2) Some　　　　　　　　(3) A lot

4.4. Has your family gotten support so you can take a break from everyday life and caring for your children?

(1) Not at All　　　　　　　　(2) Some　　　　　　　　(3) A lot

Has family engagement been effective?

☐ Yes

☐ No

Please describe:

5. Relationships

5.1. Does your child hang out with friends?

(1) Not at All   (2) Some   (3) A lot

5.2. Does your child feel like they belong?

(1) Not at All   (2) Some   (3) A lot

5.3. Has someone helped your child learn how to get along with others and make friends?

(1) Not at All   (2) Some   (3) A lot

5.4. Has someone taught your child how to deal with bullying?

(1) Not at All   (2) Some   (3) A lot

Have relationships been effective?

☐ Yes

☐ No

Please describe:

6. Independent Living and Community Engagement

6.1. Has your child learned how to handle adult responsibilities after high school?

(1) Not at All   (2) Some   (3) A lot

6.2. Has your child learned how to plan where they want to live after high school?

(1) Not at All   (2) Some   (3) A lot

6.3. Has your child learned how to travel independently in their community?

(1) Not at All   (2) Some   (3) A lot

6.4. Has your child participated in fun activities, a club, a group, or sporting event in their community?

(1) Not at All   (2) Some   (3) A lot

6.5. Has your child done things to have fun in their community?

(1) Not at All   (2) Some   (3) A lot

6.6. Has your child gone to activities organized by a church, synagogue, mosque or other faith-based organization?

(1) Not at All   (2) Some   (3) A lot

6.7. Has your child volunteered to help others or their community?

(1) Not at All   (2) Some   (3) A lot

6.8. Has your child received counseling or support from someone when they need help?

(1) Not at All   (2) Some   (3) A lot

Have independent living and community engagement been effective?
☐ Yes
☐ No
Please describe:

7. Cross Agency Collaboration

7.1. Has your school set up meetings with agencies to help your child plan for life after high school?

(1) Not at All   (2) Some   (3) A lot

7.2. Have your child and/or family attended events planned by your local transition council or team?

(1) Not at All   (2) Some   (3) A lot

7.3. Have your child and/or your family attended events to learn about agencies and how they can help them plan for life after high school?

(1) Not at All   (2) Some   (3) A lot

7.4. Has your school and agency team helped your child and/or family plan for the supports they need to after high school?

(1) Not at All   (2) Some   (3) A lot

7.5. Has your child and/or family attended events to help you get ready for work?

(1) Not at All   (2) Some   (3) A lot

7.6. Has your child and/or your family attended events to help plan to go for more education after high school?

(1) Not at All   (2) Some   (3) A lot

7.7. Has your child and/or family gone to transition conferences to plan for life after high school?

(1) Not at All   (2) Some   (3) A lot

Has cross agency collaboration been effective?
- ☐ Yes
- ☐ No

Please describe:

8. Employment

8.1. Has your child taken a class at school to help them plan for work?

(1) Not at All   (2) Some   (3) A lot

8.2. Has your child attended school clubs to help them plan for work?

(1) Not at All   (2) Some   (3) A lot

8.3. Has your child had a chance to go to a Career and Technical Education program?

(1) Not at All   (2) Some   (3) A lot

8.4. Has your child explored different jobs in their community?

(1) Not at All   (2) Some   (3) A lot

8.5. Has your child worked with a job coach to discover what kind of jobs they would love to do?

(1) Not at All   (2) Some   (3) A lot

8.6. Has your child had a volunteer or unpaid job?

(1) Not at All   (2) Some   (3) A lot

8.7. Has your child had a chance to get a job where they are paid?

(1) Not at All   (2) Some   (3) A lot

8.8. Has your child gotten help from the Office of Vocational Rehabilitation (OVR) to plan for their future?

(1) Not at All   (2) Some   (3) A lot

8.9. Has your child gotten help from a job coach to learn job duties?

(1) Not at All   (2) Some   (3) A lot

8.10. Has your child had a job in the summer, while still in high school?

(1) Not at All   (2) Some   (3) A lot

8.11. Has your child had a paid job where the company provided them with on-the-job training?

(1) Not at All   (2) Some   (3) A lot

8.12. Has your child been in a work program where you went to school and had internships at a company?

(1) Not at All   (2) Some   (3) A lot

8.13. Has your child had classes at a college to help them learn about work?

(1) Not at All   (2) Some   (3) A lot

Has employment been effective?
☐   Yes
☐   No
Please describe:

9. Postsecondary Education

9.1. Has your child taken college courses while still in high school to learn about college demands?

   (1) Not at All   (2) Some   (3) A lot

9.2. Has your child attended a program on a college campus while still in high school, where you stayed overnight to learn how to live on their own?

   (1) Not at All   (2) Some   (3) A lot

9.3. Has your child attended a college program after high school, where they received supports to help them succeed?

   (1) Not at All   (2) Some   (3) A lot

9.4. Has your child attended a job training program on a college campus, where they earned a certificate?

   (1) Not at All   (2) Some   (3) A lot

Has postsecondary education been effective?
☐   Yes
☐   No
Please describe:

What helped youth the most in their transition?

What do youth still need help with?

TRANSITION DISCOVERIES

Transition Quality Indicator Survey
TRANSITION STAKEHOLDER SURVEY

The purpose of this survey is to help us learn from you! We want to hear about your experiences as a transition stakeholder, or someone that has a vested interested in help youth with disabilities plan for the transition from high school to adult life (14-25 years of age). This means getting ready for work, going to college, and being part of their communities. This will help us work as a transition team to improve transition experiences of youth and families.

An online version of this survey is available at:
http://www.surveygizmo.com/s3/3200653/Transition-Quality-Indicator-Survey

Please identify the name of your transition team: _____

Demographics

What is your team role?

- ☐ Advocates
- ☐ Agency Administrators
- ☐ Assistive Technology Professionals
- ☐ Business/Employers
- ☐ Career & Technology Educators
- ☐ CareerLink Staff
- ☐ Direct Support Providers
- ☐ Drug & Alcohol Program Workers
- ☐ Education Administrators
- ☐ Family & Caregivers
- ☐ Family Health Representatives
- ☐ Foster and Adoptive Parents
- ☐ Guidance Counselors
- ☐ Health Professionals
- ☐ Higher Education Professionals
- ☐ Independent Living Staff
- ☐ Juvenile Justice Affiliates
- ☐ Job Coaches
- ☐ Local Government Officials
- ☐ Local Service Providers
- ☐ Local Youth Councils
- ☐ Medical Assistance Program Staff
- ☐ Medical Health Services Workers
- ☐ Occupational Therapists
- ☐ Office of Developmental Programs Staff
- ☐ Paraprofessionals
- ☐ Partnerships for Youth Affiliates and Staff
- ☐ Physical Therapists
- ☐ Psychologists
- ☐ Public & Private Child Welfare Workers
- ☐ School Nurses
- ☐ Secondary Educators
- ☐ Social Security Benefits Counselors
- ☐ Social Security Staff
- ☐ Social Workers
- ☐ Special Educators
- ☐ Speech/Language Therapists
- ☐ Transition Coordinators
- ☐ Transportation Affiliates
- ☐ Vocational Evaluators
- ☐ Vocational Rehabilitation Staff
- ☐ Workforce Investment Board Members
- ☐ Youth & Young Adults
- ☐ Youth Served in Foster Care

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Transition Discoveries is funded by PA Developmental Disabilities Council.

TRANSITION DISCOVERIES

In which county do you work?

☐	Adams	☐	Elk	☐	Montour
☐	Allegheny	☐	Erie	☐	Northampton
☐	Armstrong	☐	Fayette	☐	Northumerland
☐	Beaver	☐	Forest	☐	Perry
☐	Bedford	☐	Franklin	☐	Philadelphia
☐	Berks	☐	Fulton	☐	Pike
☐	Blair	☐	Greene	☐	Potter
☐	Bradford	☐	Huntingdon	☐	Schuylkill
☐	Bucks	☐	Indiana	☐	Snyder
☐	Butler	☐	Jefferson	☐	Somerset
☐	Cambria	☐	Juniata	☐	Sullivan
☐	Cameron	☐	Lackawanna	☐	Susquehanna
☐	Carbon	☐	Lancaster	☐	Tioga
☐	Centre	☐	Lawrence	☐	Union
☐	Chester	☐	Lebanon	☐	Venango
☐	Clarion	☐	Lehigh	☐	Warren
☐	Clearfield	☐	Luzerne	☐	Washington
☐	Clinton	☐	Lycoming	☐	Wayne
☐	Columbia	☐	McKean	☐	Westmoreland
☐	Crawford	☐	Mercer	☐	Wyoming
☐	Cumberland	☐	Mifflin	☐	York
☐	Dauphin	☐	Monroe		
☐	Delaware	☐	Montgomery		

Scale:		
(1) Not at All	**(2) Some**	**(3) A lot**

1. Transition Planning

1.1. Has the school team helped transitioning youth prepare for work?

(1) Not at All	(2) Some	(3) A lot

1.2. Has the school team helped transitioning youth plan for more education after high school?

(1) Not at All	(2) Some	(3) A lot

1.3. Has the school team helped transitioning youth prepare to be independent and be part of their community?

(1) Not at All	(2) Some	(3) A lot

1.4. Has your school team supported transitioning youth plan for life after high school?

(1) Not at All   (2) Some   (3) A lot

Has transition planning been effective?
- ☐ Yes
- ☐ No

Please describe:

2. Youth Development

2.1. Have transitioning youth learned about their strengths, needs, and goals?

(1) Not at All   (2) Some   (3) A lot

2.2. Have transitioning youth learned about their disability, accommodations, and supports they need?

(1) Not at All   (2) Some   (3) A lot

2.3. Have transitioning youth learned skills to be independent?

(1) Not at All   (2) Some   (3) A lot

2.4. Have transitioning youth learned how to speak up for themselves and to advocate for what they want and need?

(1) Not at All   (2) Some   (3) A lot

2.5. Have transitioning youth learned how to be organized and manage their time?

(1) Not at All   (2) Some   (3) A lot

2.6. Have transitioning youth learned skills to be a leader?

(1) Not at All   (2) Some   (3) A lot

2.7. Have transitioning youth participated in their IEP meetings?

(1) Not at All   (2) Some   (3) A lot

2.8. Has an adult helped transitioning youth develop independence and leadership?

(1) Not at All   (2) Some   (3) A lot

Has youth development been effective?

☐ Yes

☐ No

Please describe:

3. Person Centered Planning

3.1. Has someone helped transitioning youth and families discuss their hopes, dreams, and goals?

(1) Not at All   (2) Some   (3) A lot

3.2. Has someone helped transitioning youth to plan to reach their dreams and goals?

(1) Not at All   (2) Some   (3) A lot

Has person centered planning been effective?

☐ Yes

☐ No

Please describe:

4. Family Engagement

4.1. Have families of transitioning youth been included by the school team to help their child plan for life after high school?

(1) Not at All   (2) Some   (3) A lot

4.2. Have families of transitioning youth received information to help families with transitioning youth plan for life after high school?

(1) Not at All   (2) Some   (3) A lot

4.3. Have families of transitioning youth received help from other families to understand how to help their child plan for life after high school?

(1) Not at All   (2) Some   (3) A lot

4.4. Have families of transitioning youth gotten support so they can take a break from everyday life and caring for their children?

(1) Not at All   (2) Some   (3) A lot

Has family engagement been effective?

☐ Yes
☐ No

Please describe:

5. Relationships

5.1. Do transitioning youth hang out with friends?

(1) Not at All   (2) Some   (3) A lot

5.2. Have transitioning youth feel felt like they belong?

(1) Not at All   (2) Some   (3) A lot

5.3. Has someone helped transitioning youth learn how to get along with others and make friends?

(1) Not at All   (2) Some   (3) A lot

5.4. Has someone taught transitioning youth how to deal with bullying?

(1) Not at All   (2) Some   (3) A lot

Have relationships been effective?

☐ Yes
☐ No

Please describe:

6. Independent Living and Community Engagement

6.1. Have transitioning youth learned how to handle adult responsibilities after high school?

(1) Not at All   (2) Some   (3) A lot

6.2. Have transitioning youth learned how to plan where they want to live after high school?

(1) Not at All   (2) Some   (3) A lot

6.3. Have transitioning youth learned how to travel independently in their community?

(1) Not at All   (2) Some   (3) A lot

6.4. Have transitioning youth participated in fun activities, a club, a group, or sporting event in their community?

(1) Not at All   (2) Some   (3) A lot

6.5. Have transitioning youth done things to have fun in their community?

(1) Not at All   (2) Some   (3) A lot

6.6. Have transitioning youth gone to activities organized by a church, synagogue, mosque or other faith-based organization?

(1) Not at All   (2) Some   (3) A lot

6.7. Have transitioning youth volunteered to help others or their community?

(1) Not at All   (2) Some   (3) A lot

6.8. Have transitioning youth received counseling or support from someone when they need help?

(1) Not at All   (2) Some   (3) A lot

Have independent living and community engagement been effective?
- ☐ Yes
- ☐ No

Please describe:

7. Cross Agency Collaboration

7.1. Has the school set up meetings with agencies to help transitioning youth plan for life after high school?

(1) Not at All   (2) Some   (3) A lot

7.2. Have transitioning youth and/or their families attended events planned by the local transition council or team?

(1) Not at All   (2) Some   (3) A lot

7.3. Have transitioning youth and/or their families attended events to learn about agencies and how they can help them plan for life after high school?

(1) Not at All   (2) Some   (3) A lot

7.4. Has the school and agency team helped transitioning youth and/or their families plan for the supports they need to after high school?

(1) Not at All   (2) Some   (3) A lot

7.5. Have transitioning youth and/or their families attended events to help them get ready for work?

(1) Not at All   (2) Some   (3) A lot

7.6. Have transitioning youth and/or their families attended events to help them plan to go for more education after high school?

(1) Not at All   (2) Some   (3) A lot

7.7. Have transitioning youth and/or their families gone to transition conferences to plan for life after high school?

(1) Not at All   (2) Some   (3) A lot

Has cross agency collaboration been effective?
☐ Yes
☐ No
Please describe:

8. Employment

8.1. Have transitioning youth taken a class at school to help them plan for work?

(1) Not at All   (2) Some   (3) A lot

8.2. Have transitioning youth attended school clubs to help them plan for work?

(1) Not at All   (2) Some   (3) A lot

8.3. Have transitioning youth had a chance to go to a Career and Technical Education program?

(1) Not at All   (2) Some   (3) A lot

8.4. Have transitioning youth explored different jobs in their community?

(1) Not at All   (2) Some   (3) A lot

8.5. Have transitioning youth worked with a job coach to discover what kinds of job they would love to do?

(1) Not at All   (2) Some   (3) A lot

8.6. Have transitioning youth had a volunteer or unpaid job?

(1) Not at All   (2) Some   (3) A lot

8.7. Have transitioning youth had a chance to get a job where they are paid?

(1) Not at All   (2) Some   (3) A lot

8.8. Have transitioning youth gotten help from the Office of Vocational Rehabilitation (OVR) to plan for their future?

(1) Not at All   (2) Some   (3) A lot

8.9. Have transitioning youth gotten help from a job coach to learn job duties?

(1) Not at All   (2) Some   (3) A lot

8.10. Have transitioning youth had a job in the summer, while still in high school?

(1) Not at All   (2) Some   (3) A lot

8.11. Have transitioning youth had a paid job where the company provided them with on-the-job training?

(1) Not at All   (2) Some   (3) A lot

8.12. Have transitioning youth been in a work program where they went to school and had internships at a company?

(1) Not at All   (2) Some   (3) A lot

8.13. Have transitioning youth had classes at a college to help them learn about work?

(1) Not at All   (2) Some   (3) A lot

Has employment been effective?
☐   Yes
☐   No
Please describe:

9. Postsecondary Education

9.1. Have transitioning youth taken college courses while still in high school to learn about college demands?

(1) Not at All   (2) Some   (3) A lot

9.2. Have transitioning youth attended a program on a college campus while still in high school, where they stayed overnight to learn how to live on their own?

(1) Not at All   (2) Some   (3) A lot

9.3. Have transitioning youth attended a college program after high school, where they received supports to help them succeed?

(1) Not at All   (2) Some   (3) A lot

9.4. Have transitioning youth attended a job training program on a college campus, where they earned a certificate?

(1) Not at All   (2) Some   (3) A lot

Has postsecondary education been effective?
☐ Yes
☐ No
Please describe:

What helped youth the most in their transition?

What do youth still need help with?

TRANSITION DISCOVERIES

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PENNSYLVANIA DEVELOPMENTAL DISABILITIES COUNCIL

The Pennsylvania Developmental Disabilities Council (PADDC) funded a Participatory Action Research Project to develop a survey package to measure successful secondary transition practices, leading to positive post school outcomes for youth. The survey package allows teams to collect data from youth, families, and transition stakeholders. The research staff works with teams to make data-driven decisions to improve transition practices. The survey reflects nine transition quality indicators, as well as 55 sub-indicators. This Transition Discoveries infographic collection describes the 55 sub-indicators through definitions, characteristics, outcomes, and meaningful stories. While these indicators and sub-indicators are numbered, youth, families, and teams are encouraged to choose the areas that are of most importance to them. This collection is written to engage youth, families, and transition stakeholders to improve transition practices.

Based upon a series of dreams and goals focus groups of youth with disabilities (ages 14-25) and their families, nine quality indicators emerged:

1. **Transition Planning**
2. **Youth Development**
3. **Person and Family-Directed Planning**
4. **Family Engagement**
5. **Relationships**
6. **Independent Living and Community Engagement**
7. **Cross Agency Collaboration**
8. **Employment**
9. **Postsecondary Education and Training**

TRANSITION DISCOVERIES

1. Transition Planning

Career Exploration Planning and Preparation

Postsecondary and College Planning

Independent/ Community Living

Significant Role of School Personnel

1. Transition Planning

1.1 Career Exploration Planning and Preparation
What is career exploration planning and preparation?

...Exploration and learning about careers through a transition team at school so that you know what kinds of work you want to do during and after high school, schedule what you need to do, and take care of yourself.

1.2 Postsecondary and College Planning
What is postsecondary and college planning?

...Learning about education opportunities—such as college after high school—through your transition team at school so that you know your options and learn the skills you need to succeed.

1.3 Independent/Community Living
What is independent/community living?

...Learning how to be independent in your community through your transition team at school.

1.4 Significant Role of School Personnel
What makes school personnel roles significant?

...Having strong, supportive relationships to help you plan for life after high school.

What is career exploration planning and preparation?

...Exploration and learning about careers through a transition team at school so that you know what kinds of work you want to do during and after high school.

Ideally, this planning and preparation includes...

- Having a team to help you become aware of careers
- Giving you many opportunities to explore careers through meeting with professionals, visiting job sites, volunteering, work study, internships, and getting a paid job while in high school
- Learning about and getting the services and supports to help you succeed at work
- Learning skills so that you can manage your time, schedule what you need to do and take care of yourself at home and work
- Building your skills to get along with others at work
- Helping you identify your career goals and steps you need to take to get a job

This career planning and preparation results in...

- Knowing about careers that fit you
- Learning skills to succeed in your career
- Providing you with a chance to try different work experiences to find a good match
- Getting and keeping a job that pays at least minimum wage in the community

"Starting in 10th grade we do Planning for the Future and Start on Success. In class, my teacher every couple of weeks is like, 'Hey, what do you want to do in your career'? You start there and you do different things every year and it builds up to an internship in your senior year. It might not be exactly what you want, but it'll be along the line of what you're like trying to get into. It'll be in your field. And if you wanted to, or a different position opened up, they would move you."

Transition-age youth

TRANSITION DISCOVERIES

Transition Planning

1.2 Postsecondary and College Planning

Career Exploration Planning and Preparation

Postsecondary and College Planning

Independent/Community Living

Significant Role of School Personnel

What is postsecondary and college planning?

...Learning about education opportunities– such as college after high school–through your transition team at school so that you know your options and learn the skills you need to succeed.

Ideally, postsecondary and college planning includes...

- Learning about yourself to know what career you want after high school
- Exploring education choices after high school that can prepare you for your career
- Taking required high school courses and getting good grades
- Developing your decision-making and problem-solving skills
- Learning how to be on your own by developing skills like organizing, managing your time, taking care of yourself, and studying
- Standing up for yourself and asking for the supports you need
- Understanding the demands of postsecondary education and how it is different than high school
- Connecting with agencies that can help you continue in your education
- Learning how to manage your money and plan to pay for education after high school

This postsecondary and college planning results in...

- Knowing your career goals
- Getting the courses and grades that allow you to further your education
- Applying for and getting accepted into an education program
- Deciding how to pay for your education
- Being eligible for and receiving services from agencies, such as vocational rehabilitation
- Developing your skills to succeed in school
- Knowing what you need to succeed
- Knowing how to ask for supports

COLLEGE BOUND

"Ultimately I'd like to go to a school for vocal performance. I can't apply until next year but I started to take courses I need. I've sang in three credit choirs and then just my regular concert choir. College is extremely competitive there and they have about a six-person acceptance rate so you definitely have to prepare ahead of time. You have to keep your grades up. After getting into college you have to keep your grades up, take your teaching and internship seriously and then when you're finished with that you start a career. In most cases, you would start in the chorus of an opera company, then you stay there for about three to four years then you get moved up into a soloist position and you usually stay there for about one to two years and then after that you get moved up into a principal position through a signed contract."

Transition-age youth

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Transition Discoveries was funded by a grant from the PA Developmental Disabilities Council.

What is independent/ community living?

...Learning how to be independent in your community through your transition team at school.

Ideally, independent/ community living includes...

- Learning about who you are and what you want in life
- Being part of your community, along with everyone else
- Doing things in your community
- Getting involved in fun activities you like
- Developing skills to live the life you choose
- Learning skills to be a part of your community including caring for yourself, managing your health, and understanding the transportation system

Independent/community living results in...

- Being ready for life after high school
- Building relationships between you, others you can trust, and community organizations
- Developing life skills related to personal health, safety, transportation, and budgeting
- Asking for and receiving the supports you need and want from family, friends, and others in your community
- Living in your community on your own, with roommates, or with family

"As for me, I already finished college. But I would like a few things that are important to me now that I'm out of college. I would like to have a job that's right for me, that's going to fit, that I'm going to be successful at. And I'm going to want to get married obviously because I think I would make a great husband. And I would also like friends. I may want to start my own foundation one day. That's something I'm thinking about. To support people with autism because that's what I have, so that's what I'm thinking about doing, starting my own non-profit organization."

Transition-age youth

What makes school personnel roles significant?

...Having strong, supportive relationships to help you plan for life after high school.

Ideally, school personnel...

- Are people you feel you can trust and who respect you
- Take time to get to know you and work closely with you
- Encourage you to make decisions, solve problems, and have your own voice
- Provide you with honest feedback
- Meet you where you are in life
- Help you to continue to learn about yourself
- Recognize your dreams, strengths, talents, and needs

Significant school personnel support results in...

- Confidence and trust in your school personnel
- Knowing that school personnel respect who you are
- Learning and growing as you plan for success after school

"My high school was a supportive environment. I had a lot of support systems. When I had a problem, I always went to my social worker or guidance counselor. I could ask the teacher. Even in my personal life, if something was going on, I would talk to my friends about it."

Transition-age youth

Self-Awareness

Disability Awareness

Independent Living Skill Development

Self-Determination Skill Development

Leadership Skill Development

Youth Engagement in Transition Planning

Self-Management Skill Development

Significant Role of Adult

2. Youth Development

2.1 Self-Awareness

What is self-awareness?

...Being able to understand and recognize your character, interests, strengths, needs, and goals with others and increase trust in your abilities, qualities, and judgment.

2.2 Disability Awareness

What is disability awareness?

...Understanding your disability, your rights, and any accommodations or supports you may need to contribute to your success.

2.3 Independent Living Skill Development

What is independent living skill development?

...Learning how to manage everyday responsibilities for life after high school.

2.4 Self-Determination Skill Development

What is self-determination skill development?

...Learning how to speak up for yourself and ask for what you need.

2.5 Self-Management Skill Development

What is self-management skill development?

...Learning how to be responsible and self-aware so that you can manage day-to-day living and achieve your goals.

2.6 Leadership Skill Development

What is leadership skill development?

...Learning how to build your confidence, skills, and knowledge of yourself so that you can help others learn and grow.

2.7 Youth Engagement in Transition Planning

What is youth engagement in transition planning?

...Being the center of all planning for life after high school.

2.8 Significant Role of Adult

What makes adult roles significant?

...Having the support and a strong relationship with adults to plan for life after high school.

What is self-awareness?

…Being able to understand and share your character, interests, strengths, needs, and goals with others.

Ideally, being self-aware allows you to…

- Explain your wants and needs to others
- Better understand your strengths and abilities
- Solve problems, set goals, and accept consequences

Self-awareness…

- Increases trust in your abilities, qualities and judgment
- Strengthens your ability to speak up for what you need
- Allows you to accept differences and understand the needs of others

"I'm good at organizing and good with computers, and hard worker, and good organizer."

Transition-age youth

"I know what my strengths and weaknesses are."

Transition-age youth

TRANSITION DISCOVERIES

Self-Awareness

Independent Living Skill Development

Disability Awareness

Self-Determination Skill Development

Leadership Skill Development

Self-Management Skill Development

CHECK LIST

Youth Engagement in Transition Planning

Significant Role of Adult

What is disability awareness?

...Understanding your disability, your rights, and any accommodations or supports you may need to contribute to your success.

Ideally, disability awareness...

- Allows you to know more about your disability and disability rights
- Makes you feel positive and proud about your abilities and needs
- Is promoted in classrooms, workshops, youth groups, conferences, and conversations by teachers, doctors, and advocates

Disability awareness will...

- Increase your ability to speak up for what you need to make decisions about your own future
- Help you to support the disability rights movement

> "I found out in my junior year that I had a learning disability. That was the best experience I could have. I went through elementary school, went through middle school, went through most of my high school, you know, struggling, opening my mouth and saying, 'Hey, there's something wrong here.' And I had no help. We found out that I had a learning disability, that I comprehended everything but it just took me a longer time to comprehend."
>
> *Transition-age youth*

TRANSITION DISCOVERIES

Youth Development

2.3 Independent Living Skill Development

- Self-Awareness
- Disability Awareness
- Independent Living Skill Development
- Self-Determination Skill Development
- Leadership Skill Development
- Self-Management Skill Development
- Youth Engagement in Transition Planning
- Significant Role of Adult

What is independent living skill development?

...Learning how to manage everyday responsibilities for life after high school.

Ideally, independent living skill development...

- Prepares you to think about and plan for where you want to live
- Helps you to learn the skills needed to get along with others
- Helps you to learn about the kinds of supports that you would like to have
- Prepares you to be successful in living on your own so that you can have the kind of life that you want and deserve

Independent living skill development results in...

- Having good health and hygiene
- Being able to manage money and pay bills
- Managing your time and planning for what you need to do
- Being safe and independent

"I moved out on my own last year. Finding a place to live and living by yourself is scary. It's like you don't really realize it's going to happen until it happens. It's actually like you're afraid to be by yourself and then you are. And then, it's not so bad. That first couple weeks you're unsure and then you're like, 'I'm still here. I actually showered. I ate food. I'm okay.' It's actually pretty cool. Like 'My parents aren't here. They're not going to tell me what to do.' It was awesome. I come home. I could like throw my shirt here, shoes over there, cook what I want, eat what I want. It was awesome."

Transition-age youth

What is self-determination skill development?

…Learning how to speak up for yourself and ask for what you need.

Through self-determination skill development, you will…

- Learn about your disability, strengths, and needs
- Feel proud and confident about who you are
- Learn how to request accommodations and supports to help you succeed in life after high school

Self-determination skill development results in…

- Knowing about yourself
- Learning how to solve problems
- Setting goals that reflect your interests and dreams
- Having choices and making decisions regarding your own life

"In Harrisburg I testified in front of legislators to advocate for myself and others around me."

Transition-age youth

"He came to the realization that, 'Okay, I'm an adult now. I have the ability to make those choices for myself.' So he's realizing as he goes along that he has a voice and his voice is being heard."

Family of transition-age youth

What is self-management skill development?

...Learning how to be responsible and self-aware so that you can manage day-to-day living and achieve your goals.

Ideally, self-management skill development includes...

- Learning about the responsibilities of adult life
- Empowering you to become a problem solver
- Practicing skills to help you manage your life such as organizing, setting goals, managing your time, and getting along with others

Self-management skill development results in your ability to...

- Understand and manage your own actions and emotions
- Organize and plan how to spend your time

"In some aspects, I get enough support at school. In others no. They have one special education teacher for grades 6 through 12. And she is on the fifth floor so that means it is somewhat difficult to always be able to go up and communicate with her. So it does come back to the time that you have to seek out help from a teacher. In my old school, they were willing to work with me a lot more and willing to set more realistic expectations. I don't really like to rely on her so much. I mean she's a very reliable person, she's really nice, but I rely on myself because I know that once I get out into college the Special Ed teacher isn't coming with me. I can tell a teacher,' This is what I need. I need more time to do this.' And if they don't give me the extra time I will go to the Special Ed teacher. My mom is a wonderful advocate. When she found out about my dyslexia, she started reading all about it. She taught me everything about it."

Transition-age youth

What is leadership skill development?

...Learning how to build your confidence, skills, and knowledge of yourself so that you can help others learn and grow.

Ideally, leadership skill development includes...

- Programs with all different types of youth
- Building your belief in yourself
- Chances to learn about your dreams and goals
- Giving you opportunities to practice being a leader
- Being a leader with support from different agencies and your community

Leadership skill development results in...

- Being in charge of your life
- Being able to help others to learn and grow by sharing what you know
- Becoming a leader

"My favorite out of all the things I was able to do in high school was being a leader among a lot of the youth. We did orientations for all the freshmen that were coming in every year. And the first day of school, all the freshmen already knew my name and I was able to help them out throughout the whole thing. That was a big deal for me. That was the biggest highlight of my high school experience. Because it allows you to see and help everybody else with their problems and you would learn from people when you're helping them."

Transition-age youth

TRANSITION DISCOVERIES

Youth Development

2.7 Youth Engagement in Transition Planning

- Self-Awareness
- Disability Awareness
- Independent Living Skill Development
- Self-Determination Skill Development
- Self-Management Skill Development
- Leadership Skill Development
- **Youth Engagement in Transition Planning**
- Significant Role of Adult

What is youth engagement in transition planning?

...Being the center of all planning for life after high school.

Ideally, youth engagement in transition planning...

- Starts when you are young
- Ensures that you have the ability to set high expectations for yourself
- Includes support and opportunities for you to learn about yourself
- Encourages you to be in charge of planning your future

Youth engagement in transition planning results in...

- Planning to satisfy your wants, needs, and goals after high school
- Having control of how you live your life

"He started going to his IEP meetings when he was in 5th grade. He didn't sit there for the whole time. I didn't want him sitting there for the whole time. He would take an index card and, before the meeting, he would write down what his strengths were, what his needs were, and then what his goals were. In 6th grade, his goals were to talk to girls. And he'd read those at his IEP meetings, he was prepared that way. When he was 12, we went to one of our first transition fairs, and he heard someone from Community College of Allegheny County (CCAC) speaking and he loved it. Then he decided that's what he wanted to do. Go to CCAC."

Family of transition-age youth

What makes adult roles significant?

...Having the support and a strong relationship with adults to plan for life after high school.

Ideally, adults...

- Are people you feel you can trust and who respect you
- Take an individualized approach to getting to know you and how best to work with you
- Meet you where you are in life
- Help you to continue to learn about yourself
- Recognize your dreams, strengths, talents, and needs
- Encourage you to make decisions, solve problems, and have your own voice
- Provide you with honest feedback

Significant adult school personnel support results in...

- Being confident in trusting school personnel
- Knowing that adults respect who you are
- Learning and growing as you plan for your successful life after school
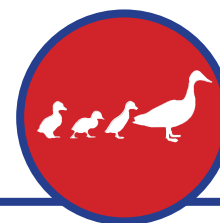
"We've had the same school counselor since 9th grade. And we have one-on-one meetings with her. She makes sure we learn about our disability and get accommodations."

Transition-age youth

Authentic Person and Family Centered Planning Practices

Person and Family Centered Program Design

TRANSITION DISCOVERIES

3.1 Authentic Person and Family Centered Planning Practices

What are authentic person and family centered planning practices?

...Having a group of your closest family, friends, and supports empower you and your family to explore your hopes, dreams, and goals so that you can decide your own life and future.

3.2 Person and Family Centered Program Design

What is person and family centered program design?

...When people help you and your family learn about your dreams, strengths, and goals to plan for life after high school. An action plan is put in place with the supports you need to plan for a good life.

Person and Family Directed Planning
3.1 Authentic Person and Family Centered Planning Practices

What are authentic person and family centered planning practices?

…Having a group of your closest family, friends, and supports empower you and your family to explore your hopes, dreams, and goals so that you can decide your own life and future.

Ideally, authentic person and family centered planning practices include…

- Keeping the focus on YOU, not the school or the system
- Helping you and your family identify your closest family, friends, and supports to be part of the planning
- Meeting you where you are in life
- Focusing on your strengths, dreams, and goals
- Providing opportunities for you to learn about yourself, make decisions, solve problems, and advocate for what you want and need

Authentic person and family centered planning practices result in…

- An individualized, whole-life plan based upon your dreams and goals
- A group of your closest family, friends, and supports to empower you to carry out your plans

> "The most important thing to me is to go to college and then graduate. From now and through college, I know I want a lot of stuff. I want to get my own place, get a car, and get married eventually, and have kids. I have a plan and great people with me who believe in me."
>
> *Transition-age youth*

What is person and family centered program design?

...When people help you and your family learn about your dreams, strengths, and goals to plan for life after high school. An action plan is put in place with the supports you need to plan for a good life.

Ideally, person and family centered program design...

- Focuses on YOU
- Includes your family and those important to you
- Helps you understand your dreams and goals
- Sets out a plan to help you achieve your dreams and goals

Person and family centered program design results in...

- A positive plan, based upon your goals
- Building your ability to plan for your future
- Learning skills to live the life that you want to live

"We really gravitated to that type of PATH planning for my son even before transition started. The end result, helps you start with his dreams and create a plan to get there. I was able to have a good circle of support around that. And so we were pretty focused on where he wanted to go and what he wanted to do as far as planning. And then involving the high school was a little tricky because I always wanted to individualize things for him. So even when we went to high school we were continuing that kind of planning for transitions. His teachers and his paraprofessional that he had at high school also attended the path planning."

Family of transition-age youth

4. Family Engagement
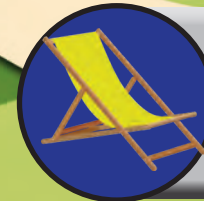
Family Engagement in Transition Planning

Family Information Sharing Activities

Peer to Peer Family Support

Family Respite

Important Information

TRANSITION DISCOVERIES
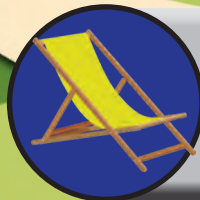
4.1 Family Engagement in Transition Planning

What is family engagement in transition planning?

...When you and your family are in charge of the transition process to plan for your life after high school.

4.2 Family Information Sharing Activities

What are family information sharing activities?

...Practices that provide your family with information and resources to make informed decisions as you plan for life after high school.

4.3 Peer to Peer Family Support

What is peer to peer family support?

...Youth and families sharing their experiences and relevant information for future planning through networking, invited speakers, and local task forces.

4.4 Family Respite

What is family respite?

...Support and rest for family members so that they can take a break from the demands of everyday life.

What is family engagement in transition planning?

...When you and your family are in charge of the transition process to plan for your life after high school.

Ideally, family engagement in transition planning includes...

- Meeting families where they are
- Creating a welcoming and safe space where you and your family are at the center of planning
- Making sure you and your family have a voice
- Listening to you and your family about your dreams, strengths, goals, and needs
- Involving you and your family in developing goals for life after high school

Family engagement in transition planning results in...

- Sharing and understanding information
- A school team that supports you and your family's plans for life after high school
- A respectful, collaborative team that listens to you and your family

"My grandma comes to school and understands my goals. The school team is so happy she is involved, and so am I! She says to me, 'You want to go off to college and you can do it! You'll get a good education. You'll be the first one to graduate from high school and college. We can trust the school to help you finish out your schooling and help you make your own decisions.' "

Transition-age youth

What are family information sharing activities?

...Practices that provide your family with information and resources to make informed decisions as you plan for life after high school.

Ideally, family information sharing activities...

- Meet families where they are
- Build trusting relationships between families, school, and agency personnel
- Support your family to speak up and advocate for what you need
- Provide information and resources to families to help you make your decisions about life after high school

Family information sharing activities result in...

- Clear and timely information and resources to support your dreams and goals
- Relationships with school and agency personnel where you and your family feel supported in planning for your future

Important Information

"We're trying to learn some things about the IEP and what a school could offer, what is available vocationally for the next couple years. We've got a long way to go, we need to put some basic skills in place and some basic set of skills for him so that it's easier for him and he can transition."

Family of transition-age youth

What is peer to peer family support?

...Youth and families sharing their experiences and relevant information for future planning through networking, invited speakers, and local task forces.

Ideally, peer to peer family support...

- Creates safe, supportive relationships and networks with others that understand you and your family's experiences
- Strengthens you and your voices to be heard in planning for your life after high school
- Educates you and your family about community, educational, employment, and financial resources based upon the experiences of other families and youth

Peer to peer family support results in...

- You and your family being the center of planning for your future
- Information sharing about best practices in planning for your life after high school
- Planning for your future with a better understanding of expectations and resources

"There's strength in numbers and at this point we have seven families in TIP. In Pennsylvania we have these local education task forces, made up of families. I said my best information didn't come from what the law says, but what best practices are and what other parents are doing. So getting that information is important. And you do have to seek it out; it's a job."

Family of transition-age youth

What is family respite?

...Support and rest for family members so that they can take a break from the demands of everyday life.

Ideally, family respite...

- Provides a space for your family to communicate their thoughts and feelings
- Meets your family where they are and involves trusted partnerships
- Happens at times and in places that are best for your family
- Is individualized, to meet the needs of your family
- Provides opportunities for families to participate in trainings or support groups
- Does not cost your family money to participate

Family respite includes...

- Safe and supportive care of you and your siblings when your parents/guardians/caregivers are taking a break
- A regular, individualized opportunity to take a break to better meet the needs of your family
- Community supports

"I found a camp called Camp Lee Mar where my son went for seven weeks in the summer, and it's expensive, but I've been able to piece together stuff from the school, and from the county, and from other places. That made a world of difference to him, to get him on his own and he started going when he was 12. It was a nice break for my husband and me, to re-energize."

Family of transition-age youth
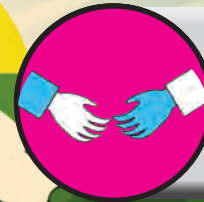
5.1 Friendships

What are friendships?

...Relationships with people that you care about, trust, and have fun with.

5.2 Sense of Belonging

What is a sense of belonging?

...Feeling that others understand you and accept you for who you are.

5.3 Social Skills Development

What is social skills development?

...Learning how to best communicate, understand, and get along with people in your family and community.

5.4 Anti-Bullying Efforts

What are anti-bullying efforts?

...Attempt to decrease bullying and the impact it has on you by helping you learn to cope with bullying and get along with other students.
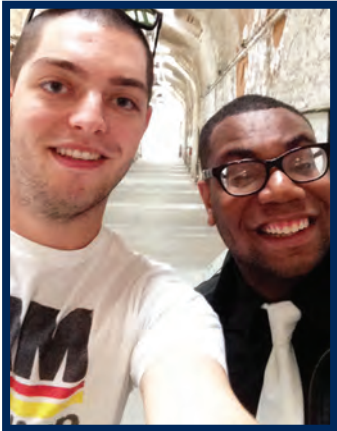
What are friendships?

...Relationships with people that you care about, trust, and have fun with.

Ideally, friendships include...

- Meeting and connecting with people who share your interests
- Being part of connecting with your peers
- Being part of fun activities with others
- Long-term relationships with people who care about you and who you can trust

Friendships result in...

- Knowing how to communicate and get along with others
- Learning how to build healthy and safe relationships
- Having strong relationships with people that continue after graduation
- A full and rich life

> **"My biggest fear is being tricked into friendship. A lot of friends, you'll think they're your friends and find out later that they're not. What I want in my future is to make friends, get to know each other, hang out, and have fun!"**
>
> *Transition-age youth*

What is a sense of belonging?

...Feeling that others understand you and accept you for who you are.

Ideally, a sense of belonging...

- Means that you are accepted in your school and community
- Gives you opportunities to serve as a leader
- Provide opportunities to spend time with others that have similar interests
- Allows you to have fun with people you can trust

A sense of belonging happens when...

- You are included in activities at your school and community
- You have the supports that you need to participate in activities with your friends and peers
- You can make friends with other people with and without disabilities
- You can be comfortable in social activities and talking with new people

"I'd just like to accept myself for who I am then everything will kind of just, not fall into place, but I will kind of find my potential."

Transition-age youth

"The peer support, peer buddies at school is a huge deal. He's had that for years and years and he knows a lot of different people through different things like camp and sports jamboree. He knows a lot of people and they all know him, which is a good thing. He has a lot of social interaction."

Family of transition-age youth
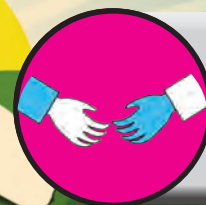
What is social skills development?

...Learning how to best communicate, understand, and get along with people in your family and community.

Ideally, social skills development...

- Teaches you how to understand what people are feeling by paying attention to how they act
- Encourages you to make eye contact when speaking with others
- Helps you to communicate your feelings and talk about other's feelings
- Helps you to be successful when at work and when you are in the community

Social skills development means that you will...

- Know what behaviors are acceptable in public and how to interact with others in different situations
- Know what it means to have a healthy, safe relationship with others
- Know what is appropriate to do and say in public

"I go to work-based learning every afternoon. We learn examples of how you get a job. A big one is your attitude—how you work and how you act around others."

Transition-age youth
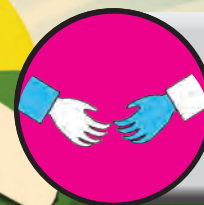
What are anti-bullying efforts?

…Attempts to decrease bullying and the impact it has on you by helping you learn to cope with bullying and get along with other students.

Learning about anti-bullying will…

- Help you to be part of programs offered at your school where you have a voice
- Help you get along with other people
- Teach you how to speak up when others say things about you that are not nice or not true
- Show you who to tell in your school and community when people say or do things that hurt you

Anti-bullying efforts give you…

- A safe environment where you feel supported
- Acceptance and respect by others

"I got accused of talking behind a friend's back, which I wasn't. I was upset, I was crying. I went to the guidance office at school. They handled it, and I told my friend that I wasn't talking about her. Then it felt a lot better. We're still friends."

Transition-age youth

"In 5th grade, this kid was calling me names that are like banana, nerd, like picking on names. I didn't like him. Probably the boy was picking on me because I was in a special room. I told my grandma, and she told the principal, and the principal took care of it."

Transition-age youth

6. Independent Living and Community Engagement

TRANSITION DISCOVERIES

- Independent Living Skills Development
- Planning for Future Living Arrangements
- Travel and Transportation
- Recreation and Leisure
- Community Based Experiences
- Faith Based Experiences
- Civic Engagement
- Mental Health Supports

6. Independent Living and Community Engagement

6.1 Independent Living Skill Development
What is independent living skill development?

...Learning how to manage everyday adult responsibilities for life after high school.

6.2 Planning for Future Living Arrangements
What does it mean to plan for future living arrangements?

...Exploring and preparing for your living and housing options after high school.

6.3 Travel and Transportation Skills
What are travel and transportation skills?

...The skills you learn to travel independently and safely in your community.

6.4 Recreation and Leisure
What are recreation and leisure activities?

...Fun events, a club, a group, or sporting event you can participate in with your peers, family, and friends in your community.

6.5 Community Based Experiences
What are community based experiences?

...Opportunities to learn skills in the community to prepare you for work, post-secondary education, and being part of the community.

6.6 Faith Based Experiences
What are faith based experiences?

...Activities organized by a church, synagogue, mosque or other place of worship.

6.7 Civic Engagement
What is civic engagement?

...Activities where you volunteer to help others and organizations in your community.

6.8 Mental Health Supports
What are mental health supports?

...Counseling, therapeutic services, and resources that support your emotional and psychological well-being.

What is independent living skill development?

...Learning how to manage everyday adult responsibilities for life after high school.

Ideally, independent living skill development includes...

- Preparing you to take care of yourself
- A chance to learn about how to get along with people
- Helping you plan for where you want to live
- Exploring the types of support that you would like to have
- Living where you want to live, with the supports you want and need
- Having the kind of life you want and deserve

Independent living skill development results in...

- Having a healthy life
- Skills to take care of yourself
- Being able to manage your time to do what you need to do
- Learning how to manage your money and pay your bills
- Being safe where you live

"He still lives at home with us. He's always talked about moving out. We've done a lot of person-centered planning around him, like a PATH process, and he has taken a lot of ownership of that. He does get some in-home supports through the waiver services throughout the week as well. So they continue to help with him with his home goals as far as living on his own, what that looks like for him at home and then out in the community, doing all kinds of activities. He goes to the gym every day. He loves to work out."

Family of transition-age youth

What does it mean to plan for future living arrangements?

...Exploring and preparing for your living and housing options after high school.

Ideally, planning for future living arrangements includes...

- Learning how to ask for help, make decisions, and solve problems
- Learning skills to live on your own, such as managing your healthcare and medicine, and being safe in your home
- Understanding how to budget, manage your money, and use banks
- Exploring living options focused on where you want to live
- Identifying supports to help you succeed

Planning for future living arrangements results in...

- Having a plan for where you want to live based upon your dreams and goals
- Developing the skills to access the supports and live where you want to live after high school
- Being able to make decisions and manage your living arrangements with supports

HOME

"After high school, I want to make sure everything's planned: going to college, living on my own, and then finding a job."

Transition-age youth

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WASHINGTON, DC

TEMPLE UNIVERSITY®
Institute on Disabilities

What are travel and transportation skills?

...The skills you learn to travel independently and safely in your community.

Ideally, travel and transportation skills include...

- Partnerships with transit authorities and services where you can access transportation
- Learning how to safely use the local public transit system
- Opportunities to learn how to drive
- Creative approaches to identify transportation options that work best for you
- Learning how to manage your time so that you can get to work and appointments on time
- Becoming aware of and getting around in your community

Travel and transportation skills result in...

- Having reliable sources of transportation
- Skills to access transportation
- Knowing how to use transportation safely
- Getting around in your community

"Well, I have people helping me with my goals for the future. Like my peer-support, through the PA Mentor Network. She comes Mondays. Our goal is to get me independent and taking the Lanta Van. I never rode the bus alone, but I'm going to have someone, my peer support going with me. There's a program I used to do called ICT, Independent Community Travel, it's through the IU. That's where we also learned the Lanta Bus, you learn street crossing; like the traffic lights, the signs that tell you when to walk and not walk. I did okay with it. "

Transition-age youth

TRANSITION DISCOVERIES

Independent Living and Community Engagement

6.4 Recreation and Leisure

Independent Living Skills Development

Planning for Future Living Arrangements

Recreation and Leisure

Travel and Transportation

Community Based Experiences

Faith Based Experiences

Civic Engagement

VOTE

Mental Health Supports

What are recreation and leisure activities?

...Fun events, a club, a group, or sporting event you can participate in with your peers, family, and friends in your community.

Ideally, recreation and leisure activities...

- Help you learn how to get along with others and build friendships
- Help you find out and connect with fun activities that you like to do
- Include you in events, activities, and programs available to everyone in your community

Recreation and leisure result in...

- Time for you to be with peers and friends to relax and have fun
- Making friends

"I like to run. I did track last year. I'm thinking about continuing it through this year and next year. And maybe my senior year."

Transition-age youth

"I'm always doing something, doing anything: Basketball, best buddies, swimming, bowling, I have too many, I can't name them all."

Transition-age youth

TRANSITION DISCOVERIES

Independent Living and Community Engagement

6.5 Community Based Experiences

Independent Living Skills Development

Planning for Future Living Arrangements

Travel and Transportation

Recreation and Leisure

Community Based Experiences

Faith Based Experiences

Civic Engagement

VOTE

Mental Health Supports

HOME

What are community based experiences?

… Opportunities to learn skills in the community to prepare you for work, post-secondary education, and being part of the community.

Ideally, community based experiences…

- Are designed based upon your dreams, interests, and goals
- Are arranged by you, your family, and your transition team
- Help you learn to get along with others and make connections
- Build in supports to help you succeed
- Happen in your community with others
- Include volunteering and service opportunities

Community based experiences result in…

- Developing skills to communicate and get along with others
- Learning about yourself so that you can plan for work, school, and being part of your community after high school

"We help people find jobs. There really are a lot of opportunities out there that can really help youth be a meaningful part of their communities. It's a lot of planning and thinking and I think one of the things I figured out most is having conversations and saying, 'What do you want to do?' That's really overwhelming, it's not meaningful, and you're not going to get a great answer out of that. And we've had really nice experiences, where we've partnered with some schools and we get the students out of the schools and actually trying different jobs out in the community so they can actually do it and see if they like it. Because it's very different than sitting in the classroom, talking about it rather than experiencing it."

Transition professional

TRANSITION DISCOVERIES

Independent Living and Community Engagement

6.6 Faith Based Experiences

Independent Living Skills Development

Planning for Future Living Arrangements

HOME

Travel and Transportation

Recreation and Leisure

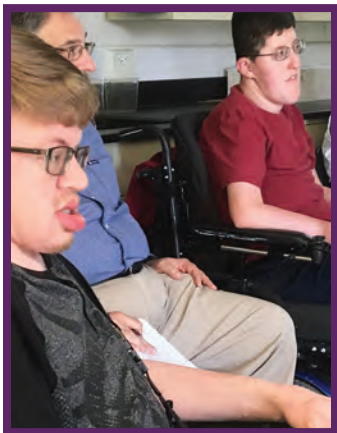Community Based Experiences

VOTE — Civic Engagement

Mental Health Supports

Faith Based Experiences

What are faith based experiences?

...Activities organized by a church, synagogue, mosque or other place of worship.

Ideally, faith based experiences...

- Help you learn about your faith
- Build your character to be a good person
- Develop your understanding, acceptance, and compassion for others
- Provide a safe place where you can build trusting relationships and friendships

Faith based experiences address...

- Spirituality
- Friendships
- Being part of your community

"The Friendship Circle is an inclusive group that's run primarily by the Jewish community. They have all sorts of social programming and it really brings in peers and individuals with various disabilities. You can pick and choose the programs you want to attend. And it's to this point been free and they have like a bowling league on Sundays. Most of it is on Sundays, some of them are Wednesday nights. It might provide an opportunity for your child to connect with other people. And so the activities are all geared to be welcoming to everyone and there's no pressure and it's an easy place for my son to go because he doesn't feel pressured to perform. If he doesn't want to, that's okay. If he wants to, that's great. It's always about the person and I think that's what makes it a wonderful organization to be involved in."

Family of transition-age youth

TRANSITION DISCOVERIES

What is civic engagement?

...Activities where you volunteer to help others and organizations in your community.

Ideally, civic engagement...

- Includes community clubs, organizations, schools, social groups, and faith based organizations
- Includes people in your community who have similar interests
- Promotes learning about yourself
- Helps you give back to others
- Gives you a sense of pride in your work
- Helps you vote and have a voice in government

Civic engagement addresses...

- Service learning
- Work skills
- Friendships
- Voting
- Building a sense of belonging and value in your community

VOTE

"I was a part of a bunch of different clubs, too. I did some volunteer clubs. I did some leadership based stuff. I worked. So I did like a bunch of things, I was in something called leadership club. We did volunteer events and planned things for youth throughout our area. I also worked part-time after school. So it was just like one of the many things I did."

Transition-age youth

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- Independent Living Skills Development
- Planning for Future Living Arrangements
- Travel and Transportation
- Recreation and Leisure
- Community Based Experiences
- Faith Based Experiences
- Civic Engagement
- Mental Health Supports

What are mental health supports?

...Counseling, therapeutic services, and resources that support your emotional and psychological well-being.

Ideally, mental health supports...

- Meet you where you are
- Provide a safe, trusting environment where you can learn about yourself
- Help you learn how to talk about and manage your emotions
- Prepare you to engage with new people and in new experiences

Mental health supports address...

- Your mental health needs
- Your confidence and sense of belonging
- Goal-setting

"Several counties have drop-in centers for youth and young adults that are in mental health recovery. Those have proven to be successful. Peer support services and psychiatric rehabilitation services are very helpful for youth and young adults because many times they haven't mastered certain developmental assets and so they don't have the skills for independent living. So, psych rehab really goes back and teaches people those skills."

Transition professional

TRANSITION DISCOVERIES

- Agencies in Schools
- Transition Coordinating Councils
- Community Agency Nights about Employment
- Transition Staffings
- JOB FAIR — Employment Expos
- TRANSITION — Transition Fairs
- Transition Conferences

TRANSITION DISCOVERIES

7.1 Agencies in Schools

What are agencies in schools?

...Organizations and individuals that are part of your transition team and support your goals for life after high school.

7.2 Transition Coordinating Councils

What are transition coordinating councils?

...Local groups focused on helping you plan for life after high school by meeting regularly, sharing information and resources, and developing post-school opportunities.

7.3 Community Agency Nights about Employment

What are community agency nights about employment?

...Events where school personnel and multiple agencies reach out to you and your family to share information and resources that can help you plan for life after high school.

7.4 Transition Staffings

What are transition staffings?

...Meetings where your school and agency team help you plan for supports and connections to help you achieve your goals in life.

7.5 Employment Expos

What are employment expos?

...Events where local schools, community-based businesses, and agencies reach out to you and your family to share employment information, resources, and opportunities to help you get ready for work.

7.6 Transition Fairs

What are transition fairs?

...Regional events where transition councils and/or schools invite you and your family to learn about agency information and resources to help you plan and achieve your goals for life after high school.

7.7 Transition Conferences

What are transition conferences?

...Conferences at the local, regional, state, or national level that are planned by schools, agencies, communities, youth and families to share information and resources with transition-age youth, families, and professionals to help you successfully transition from school to adult life.

What are agencies in schools?

...Organizations and individuals that are part of your transition team and support your goals for life after high school.

Ideally agency personnel in schools provide...

- An inviting and welcoming atmosphere at your school
- A place for you to work and meet at your school
- Trusting and good relationships, focused on YOU, to meet you where you are in life
- Support during your IEP meetings and other transition planning meetings
- Opportunities to help you learn and grow

Agencies in schools result in...

- Good relationships between you, your family, school, and agencies that can help you transition to life after high school
- A team focusing on YOU and your goals
- Helping you explore work, education, and goals after high school
- Offering classes and workshops to help you prepare for life after high school
- Getting supports to help you plan for your future while you're still in school

"We go out to work—we go out to work with Ms. Bernadette, my vocational rehabilitation counselor. She is part of my team and comes to my school. We do job skills. We do our travel training; we do our listening skills. We know how to get to work sites. We work. We do our job. We do our hours. We do everything."

Transition-age youth

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What are transition coordinating councils?

...Local groups focused on helping you plan for life after high school by meeting regularly, sharing information and resources, and developing post-school opportunities.

Ideally, transition coordinating councils...

- Engage youth and families to participate
- Focus on supporting youth and families to transition to adult life
- Hold meetings regularly
- Are co-led by many different people: people with disabilities, families, and professionals
- Feature guest speakers to help everyone learn
- Facilitate networking so that people can build trusting relationships
- Hold meetings that focus on youth
- Identify potential supports and services for transition

Transition coordinating councils result in...

- Identifying the needs of youth in a geographic area
- Learning from one another to improve transition services
- Developing effective transition practices to meet you and your family's wants and needs
- Building awareness and partnerships with employers and the community

"An area that we've really focused on this year is cross agency collaboration and the work that we've been doing with our transition council, and bringing agencies in to do presentations about their job, their services and the supports to kids. Where anybody who's in the field, including parents and kids with disabilities, are invited to attend. And the networking that has occurred because of that. So I think that's really helpful."

Transition professional

Cross Agency Collaboration

7.3 Community Agency Nights About Employment

- Agencies in Schools
- Transition Coordinating Councils
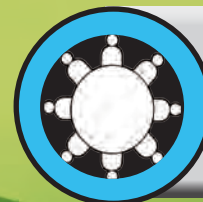- Community Agency Nights About Employment
- Transition Staffings
- Employment Expos
- Transition Fairs
- Transition Conferences

What are community agency nights about employment?

…Events where school personnel and multiple agencies reach out to you and your family to share information and resources that can help you plan for life after high school.

Ideally, community agency nights about employment…

- Feature youth, who have transitioned from high school to work or post-secondary education, as speakers and mentors
- Have many agencies present to share resources with you and your family
- Provide time for you and your family to get to know about services and supports

Community agency nights about employment result in…

- You and your family learning about planning for life after school, along with supports that are available to help you
- Learning about topics of interest to you and your family
- Hearing other youth success stories
- Getting resources for you and your family
- Giving you a chance to practice skills to help you get a job (such as interviewing with business people)
- Connecting with agencies and business people who can help you find work

TONIGHT JOBS! JOBS! JOBS!

"One thing that I know a lot of school districts are doing is 'Dine and Discuss' where they get families to understand the concept of transition and what to expect for their children. They come for dinner and then have all the social service agencies there. And so, it's sort of like a job fair for the families and their kids. They get a lot of employers to donate gift cards and free meals at some of the restaurants and so forth. So they have a raffle. One thing we found was that when we had our transition meetings, it was all just professionals at the table. And as they started this 'Dine and Discuss', they started to get more parents coming to the Transition Council meetings. And because they started to become educated, now they're more vocal and active. We're seeing some of the spin-offs from the career fairs or job fairs; now they're doing the social service fairs where the agencies will have booths and folks who provide residential support services are there. A lot of the parents were saying we have younger children, so we can't come. So now, they have set it up where they have a daycare that donates the time."

Transition professional

TRANSITION DISCOVERIES

What are transition staffings?

...Meetings where your school and agency team help you plan for supports and connections to help you achieve your goals in life.

Ideally, transition staffings...

- Are organized regularly by your school team
- Include agencies and connections that might have good ideas and resources to support your plans
- Are focused on you and your goals, dreams, and strengths
- Are typically held separate from your IEP meetings

Transition staffings result in...

- Trusting and helpful relationships
- A great team that focuses on you
- An agreement on a plan that helps achieve your goals with supports you need for life after high school

"Our transition council has been having transition staffings for years! They are held regularly, where we have a schedule way ahead of time to make sure agencies can come. We organize the schedule to make sure the agencies can be there to match the goals of the youth. Sometimes we have these meetings and discuss youth anonymously by brainstorming. Other times we include youth and families. We always believe the sky is the limit, which helps us think outside the box. We think about all of the agencies and community resources that might be of help to youth and families as they plan for adult life. We make sure they make solid connections."

Transition professional

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Institute on Disabilities

What are employment expos?

...Events where local schools, community-based businesses, and agencies reach out to you and your family to share employment information, resources, and opportunities to help you get ready for work.

Ideally, employment expos include...

- Planning by school and agency personnel focused on what youth want and need
- Business people
- Student presentations where you can learn from one another
- Young adults talking about their work experience since leaving high school
- Practicing job interviewing skills with business people
- Chances to learn about what bosses expect
- Learning about what jobs are available

Employment expos result in...

- Good partnerships with schools, agencies, and businesses
- Helping you to explore the business world
- Connecting you with businesses
- Giving you a chance to apply for and get a job

JOB FAIR

"**Every year we sponsor a mock interview and employment fair. So we have some activities along with the information we're sharing.**"

Transition professional

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Cross Agency Collaboration
7.6 Transition Fairs

TRANSITION DISCOVERIES

Agencies in Schools

Transition Coordinating Councils

Community Agency Nights About Employment

Transition Staffings

Employment Expos

Transition Fairs

Transition Conferences

What are transition fairs?

...Regional, state, and national events where transition councils and/or schools invite you and your family to learn about agency information and resources to help you plan and achieve your goals for life after high school.

Ideally, transition fairs include...

- A team of school and agency personnel planning the event to meet the interest and needs of youth
- Inviting many different agencies, community groups, and colleges to share information
- A chance for you and your family to learn about work, continuing education, and planning for life after high school
- Resources you and your family can take home and study
- A chance to talk directly and make connections with school and agency personnel

Transition fairs result in...

- Trusting relationships between schools and agencies
- Helping schools and agencies use funding to support more transition events
- Learning about agency information and resources to support your plans for your future

"Having symposiums like my state representative just did. We had a huge symposium in March. He's had it 2 years now, and he has pretty much every human service agency that can help youth with disabilities under one roof with exhibitor tables. There were panelists, people from agencies, people from OVR. You could walk through the exhibit hall and pretty much it was as if you looked from A to Z in the Allegheny County area of who provides human services, they were under that roof. They ran the gamut and then there were various presentations. There were some about Transition, there were some from OVR, there were some from Early Reach, there were some about bullying. They ran the gamut and it was really an opportunity for people to come and learn. There were parents and youth, there were professionals, there were teachers."

Transition professional

What are transition conferences?

…Conferences at the local, regional, state, or national level that are planned by schools, agencies, communities, youth and families to share information and resources with transition-age youth, families, and professionals to help you successfully transition from school to adult life.

Ideally, transition conferences…

• Promote partnerships between youth, families, agencies, and schools
• Include youth and families as presenters
• Invite people to share what is working in transition

Transition conferences results in…

• Giving attendees information, resources, and program ideas that they can use to support successful practices in transition
• Participants learning about current research in transition to improve transition practices
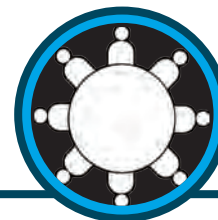
"At the transition conference, there's a youth strand, so your son can be with the young people, and they do a youth fair and they talk about what they want, they develop plans, they have specific things catered towards what their needs are. And then there's an adult strand, so you can hear about what works. And there's a couple of young men there that are…I've seen them speak a couple times. And they really, really speak to the youth and they say things like, 'If you don't speak up for yourself, nobody's going to. You're leaving your mom at home, you're a grown up, you have to tell them, I need a ramp, I need this, I need a break every 5 minutes, this is my disability.' You know, so they really stress to the kids to—you've got to be your own advocate, or you're not going to get anywhere in the world. They don't listen to us, but they'll listen to them, because they're funny. They respect them, I think. I've watched the kids in the room listen to them, and they really connect with the youth, so if you can get them to go with you, that's good."

Family of transition-age youth

8. Employment

TRANSITION DISCOVERIES

- Career Development Classes
- Discovery Process
- Job Coaching Services
- University Partnerships
- Career Clubs
- Career and Technical Education
- Career Exploration
- Unpaid Work Experience
- Paid Work Experience
- OVR Services
- Summer Employment
- On-the-Job Training
- Employer Partnerships

TRANSITION DISCOVERIES
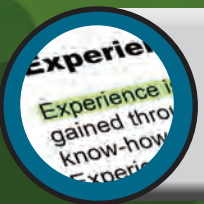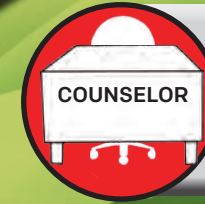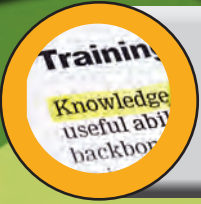
8.1. Career Development Classes
What are career development classes?

...Classes or programs at school to help you plan for school and/or work after high school.

8.2 Career Clubs
What are career clubs?

...School-based extracurricular clubs based upon specific careers or professions to help you plan for work after high school.

8.3 Career and Technical Education
What is career and technical education?

...Education and classes where you are given hands-on learning and skill building for specific trades and careers.

8.4 Career Exploration
What is career exploration?

...Investigating different career options and their requirements to help you identify careers goals.

8.5 Discovery Process
What is the Discovery Process?

...A personalized, long-term approach where a person helps you focus on your strengths to plan for a job that is designed just for you.

8.6 Unpaid Work Experience
What are unpaid work experiences?

...Hands-on, unpaid work, and volunteer experiences on a job where you learn job skills, employer expectations, and personal interests and preferences.

8.7 Paid Work Experience
What are paid work experiences?

...A paid job or internship at a business in your community that allows you to gain work experience and job skills while in school.

8.8 OVR Services
What are OVR services?

...Individual and group services provided by a vocational rehabilitation state agency (OVR) that helps you plan for your future to get and keep a job.

8.9 Job Coaching Services
What are job coaching services?

...Services and support provided by a person from an agency that helps you get and keep a job.

8.10 Summer Employment
What is summer employment?

...A paid job in the summer while you are still in high school.

8.11 On-the-Job Training
What is on-the-job training?

...Programs that provide learning opportunities at job sites to help you best develop the skills needed to succeed at a business.

8.12 Employer Partnerships
What are employer partnerships?

...Partnerships between employers, schools, and agencies that lead to career mentoring, job shadowing and training, work experiences, and employment.

8.13 University Partnerships
What are university partnerships?

...Partnerships between universities, colleges, schools, and agencies to create work experiences.

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TRANSITION DISCOVERIES

Employment

8.1 Career Development Classes

Career Development Classes

Discovery Process

Job Coaching Services

University Partnerships

Career Clubs

Unpaid Work Experience

Summer Employment

Career and Technical Education

Paid Work Experience

On-the-Job Training

Career Exploration

OVR Services

Employer Partnerships

What are career development classes?

...Classes or programs at school to help you plan for school and/or work after high school.

Ideally, these classes...

- Include ALL students
- Are offered in middle school and high school
- Help students explore college and career options
- Help you learn about and explore education and employment options after high school
- Are required for graduation
- Follow a curriculum
- Allow you to practice your job readiness skills
- Help you learn about yourself
- Involve guidance counselors

These career development classes result in...

- Learning about yourself through transition and career assessments, where you can explore your interests, values, preferences, skills, and needs
- Becoming aware of careers and how they match your strengths
- Exposure to career pathways, including knowing how to prepare for these jobs
- Exploring STEM careers (Science, Technology, Engineering, and Mathematics)
- Career exploration of different types of jobs to open up your opportunities
- Learning how to use the internet tools to explore careers (such as Career Cruisers, O*Net)
- Understanding the qualifications and demand for workers in certain jobs
- Developing skills and gaining experience and/or training you need to be competitive for careers
- Developing your communication skills to interact with co-workers and supervisors
- Learning how to manage your money (such as using credit/debit cards, bank accounts, saving, and budgeting)
- Learning how to interact with co-workers and supervisors
- Understanding what employers and bosses expect of you

> **"I'm learning skills for work. I do workshops through the IU to learn about jobs. I really like woodshop. Cutting, sanding, drilling, and digging holes. I've been doing that since the beginning of the year. As part of this program, I go to work. I did three days last year. My first one, on Monday, I worked at woodshop. Tuesday, I went to Blue Mountain ski resort last year. Third I went to the IU. And then this year I did two days at the IU workshop learning soft skills and hard skills."**
>
> *Transition-age youth*

What are career clubs?

…School-based extracurricular clubs based upon specific careers or professions to help you plan for work after high school.

Ideally, career clubs involve…

- ALL students interested in specific careers
- A teacher, adult in the community, and/or a business professional with experience in various careers
- Having students run the club, focused on careers
- Students grouped with similar interests
- Meeting on a regular basis
- Opportunities to learn through hands-on experience
- Employers engaged in the specific profession to talk about careers, expectations, hiring processes, etc.
- Career mentors and job shadowing opportunities for students
- Community engagement

Career clubs result in…

- In-depth and hands-on learning about careers through fun activities and events
- Opportunities for you to engage socially and learn about each other
- Youth leadership skills
- Learning about career opportunities and requirements
- Developing your career goals
- Job readiness skills, such as preparing applications, resumes, cover letters, interviews, and follow-up
- A plan for you to prepare for a career

CLUB

"The Career Link, at West Central Job Partnership, comes into the classroom for a Career Club. Once the students reach high school, the clubs include OVR and they have Career Link. And the students get incentives for participating in that class and they come in and get information. Utilizing the already existing resources out there, like Career Link, it hooks students to the jobs and sort of leading the way for the school, but also with what other people would use to get jobs at some point."

Transition professional

What is career and technical education?

...Education and classes where you are given hands-on learning and skill building for specific trades and careers.

Ideally, career and technical education...

- Builds in assessments to help you learn about yourself
- Is geared toward preparing you for a career
- Matches you with specific education programs that align with your interests, abilities, and goals
- Provides hands-on, experiential learning
- Includes opportunities to explore job sites and see what is a good match for you
- Introduces you to specialized trades and technology

Career and technical education addresses...

- School-community partnerships
- Skill development to qualify for careers
- Aligning your skill building with employers' needs

"Another thing I enjoyed about high school was I went to Vo Tech for half the day. I learned a lot of things about computers there and like designing websites and learning Microsoft Office, which got me prepared for college a little bit."

Transition-age youth

Career Development Classes

Career Clubs

Career Exploration

Discovery Process
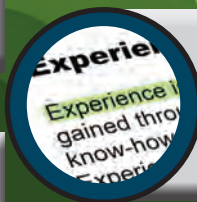
Career and Technical Education

OVR Services
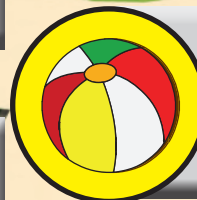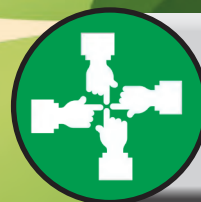
Job Coaching Services

Unpaid Work Experience

Paid Work Experience

Employer Partnerships

University Partnerships

Summer Employment
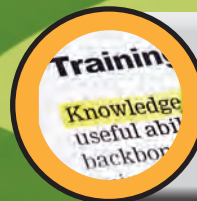
On-the-Job Training

What is career exploration?

...Investigating different career options and their requirements to help you identify career goals.

Ideally, career exploration...

- Helps you continually learn about your interests, skills, and preferences
- Uses assessments to help you learn and grow professionally
- Uses this information to help you identify possible careers
- Gives you a chance to go out to businesses and talk with others who do certain jobs
- Includes a chance to use information on the web to gather information about careers
- Includes career fairs, and job site tours and trials
- Provides many opportunities for hands-on experience through job shadowing, mentorships, and internships

Career exploration results in...

- School, agency, community, and business partnerships
- Knowing yourself as a worker
- Understanding the requirements of careers
- Identifying your career goals
- A plan to help you prepare for your career (such as continuing your education)
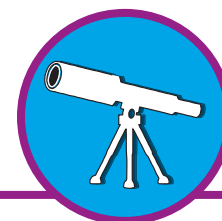
> "The job coach goes over with us which jobs you want to try out. Then she'll take you. If you like it, then you might want to go do that job after high school. I got to do some fun things on the computer to learn about myself and about jobs. I liked horses and to milk cows so the job coach talked to me about a farm that included all of those things. And it's like three jobs in one, a horse farm, a dairy farm and a food bank. When I graduate I'm going to work on the horse farm. I will walk the horses."
>
> *Transition-age youth*

Employment

8.5 Discovery Process

- Career Development Classes
- Discovery Process
- Career Clubs
- Career and Technical Education
- Career Exploration
- Unpaid Work Experience
- Paid Work Experience
- OVR Services
- Job Coaching Services
- Summer Employment
- On-the-Job Training
- Employer Partnerships
- University Partnerships

What is the Discovery Process?

...A personalized, long-term approach where a person helps you focus on your strengths to plan for a job that is designed just for you.

Ideally, the Discovery Process...

- Connects you with a person who is trained in the Discovery Process that meets you where you are and gets to know you well
- Focuses on you and your strengths
- Is positive about your abilities
- Involves others who know you well to help you learn about all possible career options
- Is individualized

The Discovery Process results in...

- School-business partnerships
- Learning and growing through a better understanding of yourself
- Career options
- A job that is a perfect fit for you
- Supports from your school and agencies to promote your success
- Real work for real pay

"In Discovery we're focusing on six steps right now to find his strengths, what he likes, who's involved, who can point out different things that he can do. You know, listening to his siblings tell things that they can get him to do. Pulling together everyone that's in his life and listening to what they've noticed that mom didn't notice. And it goes on into finding that perfect fit in the community for a job. If he likes to organize things, he knows his letters and numbers, the library is very precise, so could he do something like that? Stocking shelves."

Family of transition-age youth

TRANSITION DISCOVERIES

Employment
8.6 Unpaid Work Experience

- Career Development Classes
- Career Clubs
- Career and Technical Education
- Career Exploration
- Discovery Process
- Unpaid Work Experience
- Paid Work Experience
- OVR Services
- Job Coaching Services
- Summer Employment
- On-the-Job Training
- Employer Partnerships
- University Partnerships

What are unpaid work experiences?

…Hands-on, unpaid work, and volunteer experiences on a job where you learn job skills, employer expectations, and personal interests and preferences.

Ideally, unpaid work experiences…

- Help you to learn about yourself
- Help you to explore jobs to see if they are a good fit
- Are in school or in the community
- Provide job shadowing, volunteer work, internship, and apprenticeship opportunities
- Identify work environments that meet your strengths, needs, and goals
- Collect information that can be used by your teacher in the classroom to help you learn work skills
- Prepare you for daily work responsibilities on the job
- Provide you with supports on the job, such as a job coach and technology
- Are written into your IEP goals

Unpaid work experiences result in…

- School, community, agency, and business partnership
- Matching your strengths, interests, and needs to career goals
- Real-life job experiences
- Skills to work, such as specific job skills, how to be responsible on the job, and how to get along with others

"I think it's important to see the students' capabilities rather than first looking at that disability because we've had experiences where students have gone into internships, and they end up doing really well. And they end up hiring them. They're, like can we please put this student on our payroll? Just the whole idea of presumed competence. Businesses need to get that, students need to get that, families need to get that, we need to get that."

Transition professional
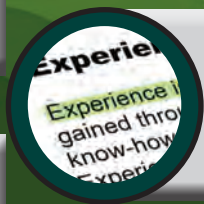
What are paid work experiences?

…A paid job or internship at a business in your community that allows you to gain work experience and job skills while in school.

Ideally, paid work experiences…

- Match you with jobs that align with your interests, work skills, and goals
- Are supported by school districts, OVR or Career Link
- Are paid minimum wage or above
- Are in the community where you live
- Provide you with supports such as job coaches and technology
- Have assigned mentors or supervisors who can provide support when needed
- Provide valuable experience for you to get future jobs

Paid work experiences result in…

- School, agency, and business partnership
- Identifying what work is meaningful to you
- Learning skills to manage yourself on the job and get along with bosses and co-workers
- Developing job skills while still in school
- Educating businesses about the value of hiring and investing in youth
- Helping business build an inclusive work environment

$

"I'm in an internship program. My school helped me set it up when I was a sophomore. I got to pick an internship in the field I'm trying to get into. I want to be a nursing assistant. I got an internship at the hospital and now I'm working in the surgical lounge. I take the patient there when they're done with surgery. You get real life experience and a paycheck. Once you start, if you decide your internship isn't right for you, you can move into a different position."

Transition-age youth

Career Development Classes

Discovery Process

Job Coaching Services

University Partnerships

CLUB — Career Clubs

Unpaid Work Experience

Summer Employment

Career and Technical Education

Paid Work Experience

On-the-Job Training

Career Exploration

COUNSELOR — OVR Services
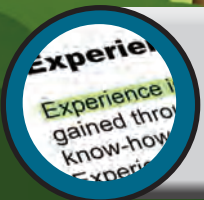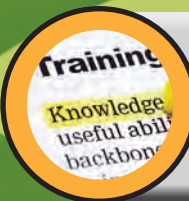
Employer Partnerships

What are OVR services?

...Individual and group services provided by a vocational rehabilitation state agency (OVR) that helps you plan for your future to get and keep a job.

Ideally, OVR services include...

- An introduction to you and your family by your transition team
- School teams that help to personally connect you to and apply for services
- You and your family signing a form so the school can share information about you with the VR counselor

- Determining whether you qualify for services
- Helping you learn about your strengths and needs to establish your career goals
- Developing a plan for employment
- Connecting you with services to help you prepare for a career
- Learning and developing your employment skills (including interview skills) through career exploration, job shadowing, job coaching, and work-based learning experiences.
- Developing your independent living skills, including money management, transportation skills, etc.
- Building partnerships with business to help you explore careers, learn about work, and get a paid job

OVR services result in...

- Ongoing assessments of your dreams, strengths, skills, needs, and goals
- Becoming aware of careers, exploring them, and preparing to be successful at work
- Getting more education and services to help you get and keep a job

COUNSELOR

"OVR talks to you about what you want to do after high school. They work with me and my teachers to help me set goals. If you want to go to college to help you get ready for a job, they might be able to help. If you want to get a job right after high school, they'll help you with that. They're talking about your needs and what you want to do."

Transition-age youth

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Career Development Classes

Career Clubs

Career Exploration

Discovery Process

Career and Technical Education
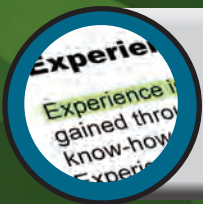
Job Coaching Services

Unpaid Work Experience

Paid Work Experience

OVR Services
COUNSELOR

Summer Employment

On-the-Job Training
Training
Knowledge useful abi backbon

Employer Partnerships

University Partnerships

What are job coaching services?

...Services and support provided by a person from an agency that helps you get and keep a job.

Ideally, job coaching services include...

- A transition team to give you options for job coaching services
- The team connecting you with services
- Connection with a trained person that focuses on your strengths, needs, and goals
- Opportunities to learn about jobs by visiting businesses
- Developing skills to succeed at work, such as managing your time, setting priorities, and getting along with your boss and co-workers
- Building partnerships with businesses to create job opportunities
- Teaching you how to do new jobs through example
- On-the-job support until you can do it on your own

Job coaching services result in...

- Identifying your career goals
- Collaboration between businesses to create job opportunities
- Helping you get and keep a job with the support of a job coach

"Giant Eagle is awesome to hire youth with disabilities. He's at an independent store, but at the corporate level, they have so much support for people with disabilities. And they have hired a job coach. Giant Eagle has a job coach on staff to assist people with disabilities. But our Giant Eagle, I think they just learn from corporate, because it is an independent store. And they have always had natural supports in place for him. He works 25 hours and gets there by Access Paratransit."

Family of transition-age youth

TRANSITION DISCOVERIES

Employment
8.10 Summer Employment
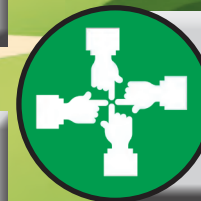
Career Development Classes

Discovery Process

Job Coaching Services

University Partnerships

Career Clubs

Unpaid Work Experience

Summer Employment

Career and Technical Education

Paid Work Experience

On-the-Job Training

Career Exploration
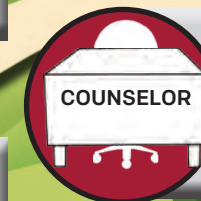
OVR Services
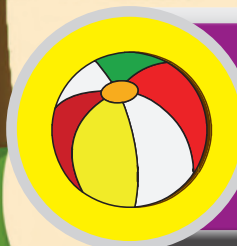
Employer Partnerships

What is summer employment?

…A paid job in the summer while you are still in high school.

Ideally, summer employment programs…

- Are planned by your school, agencies, and businesses
- Help you learn about your dreams, interests, and goals
- Connect you with jobs that are usually available to youth during the summer

Summer employment results in…

- Partnerships with businesses to hire youth
- Connecting with services and supports, especially OVR
- Learning about yourself
- Identifying your career goals
- Paid work experience while still in high school
- Learning about how businesses work
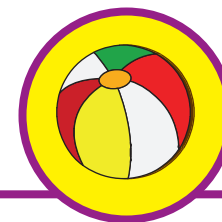
"I work at the Johnny Rocket. I was there to get trained and everything and then I was there every day and I worked all throughout the summer and I'm still working down there. It is kind of…it's a very hard job to do because it's so far away from my house so if I work an 8-hour shift I'm also taking a 2-hour bus ride there and a 2-hour bus ride home. It was money and I was trying. I made a lot of friends working there and we still hang out occasionally. I enjoyed it and it was fun and I'd be more than happy to go back there."

Transition-age youth
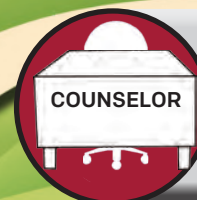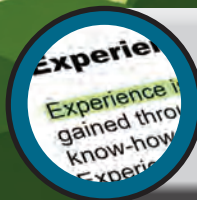
What is on-the-job training?

...Programs that provide learning opportunities at job sites to help you best develop the skills needed to succeed at a business.

Ideally, on-the-job training includes...

- A partnership with your vocational rehabilitation counselor and businesses
- Learning about your strengths, needs, supports, and goals
- Matching you to jobs that are accessible to you based upon your transportation
- Funding provided by OVR to the job sites to ensure you receive proper training
- Hands-on, real-world training on a job site
- A job where you learn job skills from your supervisor or co-workers

On-the-job training results in...

- Business partnerships to create job opportunities
- Educating businesses about the benefits of hiring youth
- Job training through a supervisor or co-worker

"I met with my OVR counselor when I was getting ready to graduate. I wanted to work in Butler since I could get there every day for a job. I really knew I wanted to learn how to work in an office. My counselor set up a job interview and I got the job! Since I didn't know how to do the job, OVR paid my new boss to give me training. It was great!"

Transition-age youth

#IWantToWork

What are employer partnerships?

...Partnerships between employers, schools, and agencies that lead to career mentoring, job shadowing and training, work experiences, and employment.

Ideally, employer partnerships include...

- Schools, agencies, and businesses working together to create career opportunities for you
- Benefits to you and the business
- Helping businesses see the value of supporting youth employment

Employer partnerships result in...

- Collaboration and communication between employers, agencies, and schools
- Creating many kinds of opportunities for you to learn about work and how to get a job
- Educating employers on the benefits of hiring youth with disabilities
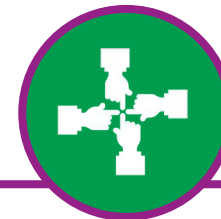
"Project SEARCH is international. It's typically through the hospital. But sometimes it's the banks, it's the schools, it can be through other places too. There are steps to the whole process–you have to go to an orientation, take a tour of the hospital. They do get instruction in the day. It is a one year... his last year in school. In Project SEARCH, you will accept your diploma at the end. It's a collaboration between OVR, Goodwill, UPMC, and the school district. So UPMC's like the corporate sponsor. The OVR counselor was there–there was job coaching that was there. The kids go through three rotations throughout the hospital. He was in ER, which he loved. And it wasn't like people being loaded in and he was like giving them paddles or anything. He would take the carts that are in every ER room and fill them, and make sure they were filled. And he even came up with a new way of doing it, and now they implement that way in the hospital, so he was proud of that."

Family of transition-age youth

TRANSITION DISCOVERIES

Employment
8.13 University Partnerships

Career Development Classes

Career Clubs

Career Exploration

Discovery Process

Career and Technical Education
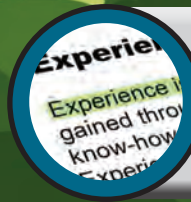
Job Coaching Services

Unpaid Work Experience

OVR Services

University Partnerships

Summer Employment

Paid Work Experience

Employer Partnerships

On-the-Job Training

What are university partnerships?

…Partnerships between universities, colleges, schools, and agencies to create work experiences.

Ideally, university partnerships include…

- Partnerships with colleges, universities, schools, and agencies
- Programs you attend on a college campus to help you prepare for work
- Staying overnight in college dorms
- Learning to use transportation
- Learning work skills

University partnerships result in…

- Connecting with agencies like OVR to help you get and keep a job
- Learning about your dreams, strengths, and interests
- Setting your career goals and the steps you need to reach those goals
- Learning about the supports you need to succeed

"Penn State has a local program where the students might come for a week in the summer or for a couple of weekends during the year to learn about work. Students go to classes and also work in different jobs on campus. It helps them know what kind of work they want to do when they graduate."
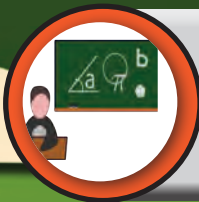
Family of transition-age youth

Pre-College Experience Programs

College-Based Transition Programs

Postsecondary Education Programs

Postsecondary Career Training Programs

TRANSITION DISCOVERIES

9.1 Pre-College Experience Programs

What are pre-college experience programs?

...Courses taken on college campuses during high school to teach you about what is expected to succeed in college and to see if college is right for you.

9.2 College-Based Transition Programs

What are college-based transition programs?

...Programs that provide you with different post-school experiences including independent living, educational programs, and training to prepare for work.

9.3 Postsecondary Education Programs

What are postsecondary education programs?

...Programs at colleges, universities, and vocational and trade schools where you can learn skills for your career.

9.4 Postsecondary Career Training Programs

What are postsecondary career training programs?

...Programs on college campuses or schools that help you earn a certificate or degree to help you qualify for your career.

Pre-College Experience Programs

College-Based Transition Programs

Postsecondary Education Programs

Postsecondary Career Training Programs

What are pre-college experience programs?

… Courses taken on college campuses during high school to teach you about what is expected to succeed in college and to see if college is right for you.

Ideally, pre-college experience programs include…

- Building school teams to help match you to a program that is right for you and based upon your goals
- Having a team that supports your learning and educational experience such as universities, high schools, and agencies like vocational rehabilitation
- Courses to help you learn to make decisions, manage yourself, stand up for yourself, and ask for the supports you need

Pre-college experience programs result in…

- Helping you learn about the demands of college so that you can develop good organizational habits such as planning and studying
- Learning about education requirements after high school
- Developing skills to be independent and get along with others
- Giving you, your family, and your team information to help you prepare for college
- Learning how to request and use supports to succeed in education after high school

"One of the things I did with the support of my mom was to attend a college program at the University at Penn last year. It was free for me to attend, because a grant paid for it. What they did was they matched me up with a grad student and we went down there, I think it was five Saturdays. And they were down there the whole day, it was like 10-4. And they did different things on campus to look at what different jobs are available. They went in to the city down to Reading Terminal, we learned how to use transportation. I had to do this with the Penn student not with my mom or dad. And I wondered, 'Oh my gosh, how nice would that be if this grant, if there's more of them, that more local schools like more local colleges who might have these programs.'"

Transition-age youth

Pre-College Experience Programs

College-Based Transition Programs

CHANGE

Postsecondary Education Programs

Postsecondary Career Training Programs

What are college-based transition programs?

…Programs that provide you with different post-school experiences including independent living, educational programs, and training to prepare for work.

Ideally, college-based transition programs include….

- A chance to stay overnight in a college dorm where you can learn skills to be on your own
- Learning in the classroom, as well as on campus
- Exploring and trying out real jobs on campus to see what you like the most
- Connecting you with other youth who can help mentor you as you plan for life after high school

College-based transition programs result in...

- Positive relationships with others
- Helping you know what you want to do after high school, especially with education and work
- Helping you learn to be on your own

"There's a program at West Chester University called Aspire. It's a two-week program where the youth actually live in the dorms for two weeks. And my son loved it. And it doesn't cost that much. And they do get subsidized. He did stay there for two weeks; I didn't get any phone calls with an issue. First time in his life. And he loved it. He had a roommate. I think he just liked being with kids his own age, being accepted, he went to the gym a couple times, they took him to the gym, he ate with everybody, he liked eating in the lunch room with everybody, where everybody eats in the dorms. These experiences, I think that any experience where they have to go out in the community and navigate with somebody other than mom or dad is huge. And peace of mind that they're in a safe place."

Family of transition-age youth

What are postsecondary education programs?

…Programs at colleges, universities, and vocational and trade schools where you can learn skills for your career.
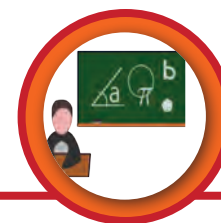
Ideally, postsecondary programs….

- Help you learn skills needed in your career area
- Provide the knowledge you need to succeed in your career area
- Develop the skills to manage your career, such as critical thinking, information literacy, and analytical reasoning

Postsecondary programs address…

- The skills necessary for a career in the community where you make at least minimum wage

"And one of our programs that we have is for students ages 18 to 21 at the community college, and many of them are transitioning into college classes with needed support. You know, it's individualized according to their post-secondary needs or their goals, but there's many opportunities for them to go on campus and participate with many of the things on campus. And there's a game room after lunch, a lot of the college students will interact with our students; it's wonderful to see the progress that they make with their social skills. We also have community-based vocational training. We have approximately 25 businesses within the community that provide opportunities for our students. And they gain the soft skills in interacting with the business people, peers that they're working with as well as the mentors. So, that I think, and also education. Reaching out into the community and educating others about persons with disabilities so that fear and that barrier is dropped."

Transition professional

TRANSITION DISCOVERIES

Postsecondary Education

9.4 Postsecondary Career Training Programs

Pre-College Experience Programs

College-Based Transition Programs

Postsecondary Education Programs

Postsecondary Career Training Programs

What are postsecondary career training programs?

...Programs on college campuses or schools that help you earn a certificate or degree to help you qualify for your career.

Ideally, postsecondary career training programs...

- Provide you with job-specific training
- Are offered to you in-person or online
- Involve partnerships between public or private universities, colleges, community colleges, career/technical schools, vocational/trade schools, centers for continuing education, campus transition programs, and apprenticeship programs

Postsecondary career training programs address...

- The option to earn a certificate or degree in job-specific skills to increase the ability to qualify for a career

"Part of the idea behind the program I attended was to help me earn a certificate in childcare. I had to sit in a classroom but also had chances to work with young kids, which I loved. After I graduated my vocational rehabilitation counselor helped me get a job working in a preschool program. It is always what I wanted to do and I am happy!"

Transition-age youth