



TOUCH THE
FUTURE
LIGHT THE
WAY

Assessment and Transition Planning

There is much to be said and learn about assessment and transition planning. Here are some quality transition assessment indicators of an exemplary transition program. What is the measure of the assessment program in **your** system using these quality indicators?

- Formal and informal assessment measures are available to school staff in order to develop plans that target post-school goals and outcomes (e.g. postsecondary education/training, employment, independent living). {Y, N}
- Transition assessment procedures are customized for each student so that specific information is collected regarding student needs, postsecondary goals, and individual strengths, preferences and interests. {Y, N}
- Assessment procedures and methods are matched to the learn-

ing and response characteristics of each student {Y, N}

- Assessment procedures include multiple and ongoing activities and methods that sample critical transition behaviors and skills. {Y, N}
- Procedures are in place to present transition assessment results to students, families and staff, and to incorporate critical information throughout the transition planning process. {Y, N}

(From "Quality Indicators of Exemplary Transition Programs Needs Assessment Instrument" by Dr M. Morningstar, University of Kansas).

In short, can the transition assessment process currently in place in your system answer the following three broad questions?:

- a) Where is the student presently?
b) Where is the student going? c)
How do we get the student there?

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The Student's Role in Transition Planning

Student-focused transition planning requires the central role of students in planning their future, and in the progress towards post-school adult life.

- How do students contribute to the IEP?
- How are classes and schedules determined?
- Does the student use his/her IEP?

- How does the student evaluate his/her progress?

Strategies that can develop this role include" a) Use an assessment process to review the IEP with the student. b) Have students evaluate their strengths - knowledge, skills, attitudes and habits. c) Have students evaluate their experiences. d) Have students develop their own goals - academic, postsecondary, etc. e) Train students to lead their own IEP meetings.

High School Core Curriculum: Frequently Asked Questions

(This was taken directly from the DPI website.)

Why are we making this move now? Has enough time passed since the latest graduation requirements were implemented?

We know that too many young people are graduating unprepared for the next step - or, are not engaged enough to graduate at all. For example:

- Of the 6,820 members of the class of '05 graduates who enrolled in North Carolina community colleges in 2005-06, more than 44 percent had to take some type of "developmental" course in at least one subject. That shows they were not prepared for college.
- About four in 10 students do not graduate from high school in four years.
- Members of the business community say that skills required of an entry-level employee today are similar to those needed for college-level work. There is no significant difference. **College-ready is the same as work-ready today.**

How will you allow students to opt out of the requirements?

For some students with disabilities, the occupational course of study will continue to be available as one way toward graduation. For all other students, the core course of study will be expected. However, we anticipate that some courses may be allowed as substitutes.

Who gets to make the final decision about what a student takes?

Parents, in cooperation with the student's teachers and principal, would have the final say about the courses each student takes. In order for students to substitute courses, for example, parents would be expected to sign-off on any changes.

What about students with disabilities who may not qualify for the Occupational Course of Study yet who will struggle greatly with this core?

There may be course substitutions that would help these students succeed in the core course. These details remain to be worked out, and that is one reason that we are holding these regional meetings – we need to hear your ideas from your community and from your local schools before every detail is finalized. **See detailed FAQs @ www.ncpublicschools.org/doc/newsroom/topics/highschoolrequirements/faq.pdf.**

2008 Spring Conference

The 2008 NCDCT Spring Conference held at the Radisson in High Point earlier this year was a huge success according to the evaluations received. Success was experienced in attendance (about 435, surpassing that of the last conference), in the variety of sessions offered, in the quality of the presentations, and in the expanding caliber of presenters selected. Thank you for your invaluable feedback.

Our 2009 NCDCT Spring Conference moves to the North Raleigh, Hilton, Raleigh, NC.

The Critical Role of Parents in Transition Planning

More and more we are experiencing the growing impact, importance, and crucial nature of the parent's role in transition planning. The pendulum has swung from teacher-determined to student (and parent) - focused decision making, especially in terms of post-school goal setting and course selection. This is in keeping with the mandates of the LAW. IDEA has empowered both students and parents to have their voices heard. Transition planning is about the student.

As was said in the FAQs above, "*Parents, in cooperation with the student's teachers and principal, would have the final say about the courses each student takes*". This takes on greater weight now that there will be just **TWO** courses from which to choose. The KEY is cooperation and collaboration - a partnership of equals in planning. A useful resource for understanding and fostering dynamic parent-school relationships is: www.nichcy.org/resources/transition_parents.asp

Importance of Work Experience Options for High School Students

Why should Students have High School Work Experience?

There are many advantages to high school work experience, also known as work-based learning (WBL).

- WBL helps students relate schoolwork to a future career.
- WBL can provide students with the knowledge, skills, attitudes and habits (KSABs) required to be successful on the job. These KSABs include:
 - Time management and meeting deadlines;
 - Following directions;
 - Problem-solving;
 - Interpersonal communication;
 - Leadership; and
 - Working on a team.
- WBL also helps students make informed choices about their future. Students will have a better idea of what type of education or training to undertake after high school if they have tried out career options while still in high school.

For students' high school work experience to be meaningful and valuable, it should:

- relate to their interests and preferences;
- help students see what working life is like;
- help students discover their likes and dislikes;
- help students discover their strengths and weaknesses;
- help students connect schoolwork with future employment;
- help students develop proper work ethics;
- help students learn early what it takes to succeed and progress in the **real** work environment.

What are the WBL Options for Students while in High School?

High school WBL can include career awareness and exploration activities, work experience, structured training, or building a relationship with a mentor at a worksite. Common options include:

- Job Shadowing
- Mentoring
- Service-Learning
- School-Based Enterprises
- Internships
- Cooperative Education
- Youth Apprenticeships

Are there Work-Related Classes at School?

Many high schools offer classes, programs, clubs and student associations that focus on future careers. Students with disabilities should be encouraged to join these groups and become exposed to business ideas and interact with business professionals via conferences, tours and networking. Students can also learn leadership, communication, teamwork and socialization skills that are vital for job and career advancement.

Why the Focus on Career Development and Job Skills Training in High School ?

The U.S. as a whole and local communities in particular face a serious economic challenge. Work and workplaces are changing in response to technological innovation and global competition. Employees need more workers with high-level job skills and high-order thinking skills. However, the U.S. workforce is aging, and the number of young, skilled workers is NOT increasing apace. This points to a significant labor and skills shortage, if steps are not taken to address and change this trend. This has serious implications for the preparation of our young people, particularly students with disabilities, for the workplace NOW and in the future. Can we rise to the challenge of preparing our students

Special Update: AWARDS, GRANTS MEMBERSHIP

Lighthouse Award

Nominations for the NCDCDT **Lighthouse Award** to recognize individuals for outstanding service in the field of transition are being accepted through **January 31, 2009**. ONE award will be given to the individual or group that has made a difference through his/her/its commitment and dedication to ensuring that all students with disabilities in NC make a successful transition from school to adult life.

For an application visit our new website at:

www.ncdcdt.org

For further information please contact the NC-DCDT Past President: Karen Abourjillie at (336) 335 - 6025 OR Email: abourjk@gcsnc.com

Have YOU made YOUR Room Reservation???

HURRY!!!! Rooms are Filling Up. Call: 919-872-2323

GRANT INFORMATION

NCDCDT is inviting members to submit applications for competitive **mini-grants**. The grants are designed to assist with improving transition services for students with special needs in your area, and as you determine. All recipients of grant awards will be required to **DO A POSTER SESSION AT THEIR REGIONAL MEETING**. For details and application, visit our website at:

www.ncdcdt.org

For further information contact NC-DCDT Past President: Karen Abourjillie at (336) 335 - 6025 OR Email: abourjk@gcsnc.com

MEMBERSHIP DRIVE

ARE YOU A NCDCDT MEMBER ?

ARE YOU WILLING TO SERVE?

NCDCDT desires to build a strong special education capacity throughout the state to address the growing and diverse needs of students with disabilities. In these challenging times there is the need for new and different, unique and personalized approaches and solutions to guiding students with disabilities towards achieving a satisfactory quality of life after high school. **NCDCDT GOAL: Membership in every system in NC.** For more information visit our website at: www.ncdcdt.org or contact your NCDCDT Membership Chair: Sharon Jackson at sjackson@clevelandcountyschools.org

SAVE THIS DATE
April 29-May 1, 2009

North Carolina
Division on Career Development & Transition
Council for Exceptional Children

2009
Spring Transition
Conference

North Raleigh Hilton

3415 Wake Forest Road

Raleigh, NC 27609

(919) 872-2323

**Rooms available at a Discounted Rate*

Call for Presentations

NC-DCDT Spring Conference

April 29th–May 1st, 2009

North Raleigh Hilton Raleigh, NC

Deadline for Submission Postmarked by December 31, 2008

The North Carolina Division on Career Development and Transition (NC-DCDT) invites all interested persons to submit proposals for presentations for the 2009 Spring Transition Conference.

Please send **one original and five copies** of the proposal to the Selection Committee. You must complete the information below and return the form with your proposal. Excluding any information may cause your proposal to be discarded. Presentation selection is based on the following criteria: innovation and creativity to the transition field, audience appeal, clarity of organization and presentation, and overall balance of topics. The Selection Committee will review each proposal and notify potential presenters on or before January 30, 2009.

Title of Presentation: _____

Lead Presenter Information:

Name: _____

Position/Title: _____

LEA/Agency/IHE: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Office Phone: _____ Home Phone: _____ Fax: _____

Email: _____

Co-Presenter and their email: _____

Signature of Lead Presenter: _____

PLEASE PROVIDE THE FOLLOWING INFORMATION:

Abstract: A brief summary of the proposed presentation (2-5 sentences). This will be used in the conference program.

Proposal Presentation Description: Provide a description of the presentation and how the presentation promotes best practice in the area of transition of students with disabilities to adult life. Please limit the description to 1 page or less. All sessions are 90 minutes.

Strand: Please indicate the area(s) of applicability to the proposed presentation:

- Post-Secondary Education Innovative Business/Community Partnerships
- CTE Partnerships Self-Determination/ Student Involvement
- Interagency Collaboration/Adult Services Transition Assessment

- Occupational Course of Study Classroom Transition Strategies/ Instruction/ Curriculum
- Legislation/Policy/Federal Regulations Vocational Preparation & Training Technology
- Other: _____
- Transition for Specific Populations
- Low Incidence
 - Health/Medical
 - Learning Disabilities
 - BED
 - Autism
 - Other _____

LCD PROJECTORS AND LAP TOPS ARE THE RESPONSIBILITY OF THE PRESENTER

Mail Proposals to: Kris Stumpf, White Oak High School, 1001 Piney Green Road
Jacksonville, North Carolina 28546

Regional Representatives

What's happening in your region?

Is there anything new and exciting occurring in your neck of the woods?

Share this information with others.

Let's make our Knowledge and Information Sharing System (KISS) really informative. Submit regional information to your NCDCDT Vice President, **Laura Norris** @ 980-343-2632 or

Email: Laura.Norris@cms.k12.nc.us

Regional Meetings

Regional Meetings for the 2008-2009 year will be held any time from October 27, 2008 through February 20, 2009.

Contact your Regional Representative or visit the website @ ncdcdt.org for details.

Bandit in the Mirror

One of my AU students has a thing about seeing himself in the mirror. On one occasion when he was at the training site he passed by a full-length mirror. Out of sight of the job coach, he put on a bandana like a bandit. Then, looking into the mirror he faced off with himself, arms poised by his "guns" ready to draw. He "pulled out his gun" (finger with thumb cocked) and was heard to say, "Stick 'em up. Gimme dem pampers." It was a sight.

Jobsite

Humor..

Do you have a funny story to share?

Send it in.

Breathless

At a Sear's training site, the job coach was pursuing a student who was "losing it". The student decided to go "up" the "down" escalator. The job coach was in pursuit, but was slower than the student, and was always "just out of reach". There they were - both going **up** the steps while the escalator is going **down** - both not fast enough to outpace the escalator. This went on for a few minutes to the amusement of customers. Winded,

NORTH CAROLINA DIVISION ON CAREER DEVELOPMENT AND TRANSITION

The LIGHTHOUSE, the newsletter of the North Carolina Division on Career Development and Transition, is published three times per year - Fall, Winter and Spring. The aim is to inform and educate special educators of North Carolina. We welcome information about what is HOT in your school or region. We believe that QUALITY Transition Education & Services can only occur through an informed and educated people.

Please submit contributions to wdennis@wcpss.net



NCDCDT - MAIN EMPHASIS

Empowering students with disabilities through self-determination, self-advocacy and student involvement in the IEP/ITP process

*We're on the web:
www.ncdcdt.org*

**Reserved for
Regional Representatives
identified according to
Regional Divisions
of NC**

FALL MEETING DATE

Sept. 19, 2009.

For details: Contact Regional Reps OR Visit www.ncdcdt.org

2008 Winners

2008 Grant Winners

- **Kristi Phillips \$500.00**
Charlotte-Mecklenburg County
- **Karen Cooke \$500.00**
Forsythe County
- **Teresa Bruner \$1500.00**
Lee County
- **T Spears \$1500.00**
Cabarrus County

2008 Lighthouse Winner

- **Karen M. Smith**
Moore County

!!!!!! CONGRATULATIONS !!!!

Employability Bowl

This is an new exciting forum for the development of desirable knowledge, skills, attitudes and habits for successful employment of students. It's competitive, fun and builds self-esteem.

Watch for further details in the next issue of the NCDCDT **Lighthouse**.

NCDCDT Spring Conference

April 29 - May 1, 2009

North Raleigh Hilton, Raleigh

919 - 872 - 2323

Visit www.ncdcdt.org OR

Call Kris @ 910-526-8536

NCDCDT EXECUTIVE BOARD: 2008-2009

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Membership Chair: Sharon Jackson

Email: sjackson@clevelandcountyschools.org

Past President: Karen Abourjilie

Email: abourjk@gcsnc.com

!!!!!! CONGRATULATIONS !!!!