

Organizational Framework for *Secondary Transition Toolkit*

The Secondary Transition Toolkit is a combination of research, best practices, and available resources on secondary transition related issues. The Secondary Transition Toolkit offers practical information and assistance for administrators, service providers, teachers, parents, and families to provide high quality transition services for students with disabilities. The information for the Secondary Transition Toolkit is organized using the *Taxonomy for Transition Programming* (Kohler, 1996).

The *Taxonomy for Transition Programming* is an applied framework of secondary education practices associated with improving post-school outcomes for youths with disabilities. The *Taxonomy for Transition Programming* was developed as an outcome of four studies which sought to identify effective secondary transition practices supported with evidence through a review of the literature (Kohler, 1993), an analysis of exemplary transition programs identified through evaluation studies (Kohler, DeStefano, Wermuth, Grayson, & McGinty, 1994), a metaevaluation of model demonstration transition program outcomes and activities (Rusch, Kohler, & Hughes, 1992), and a concept mapping process (Kohler, 1996). Based on the results of these four studies, practices were organized into five major categories related to organizing schools and instruction to facilitate secondary transition.

- 1) **Student-focused Planning.** Student-focused planning practices focus on using assessment information and facilitating students' self-determination to develop individual education programs based on students' post-school goals. Subcategories include IEP Development, Student Participation, and Planning Strategies.

- 2) **Student Development.** Student development practices emphasize life, employment, occupational, and academic skill development through school-based and work-based learning experiences. Student assessment and accommodations provide a fundamental basis for student development that results in successful transition. Subcategories include Academic Skills Instruction, Life Skills Instruction, Employment Skills Instruction, Career and Vocational Curricula, Support Services, Assessment, and Structured Work Experience.
- 3) **Interagency Collaboration.** Interagency collaboration practices facilitate involvement of community businesses, organizations, and agencies in all aspects of transition-focused education. Interagency agreements that clearly articulate roles, responsibilities, communication strategies, and other collaborative actions that enhance curriculum and program development foster collaboration. Subcategories include Collaborative Service Delivery and Collaborative Framework.
- 4) **Family Involvement.** Family involvement practices are associated with parent and family involvement in planning and delivering education and transition services. Family-focused training and family empowerment activities increase the ability of family members to work effectively with educators and other service providers. Subcategories include Family Involvement, Family Empowerment, and Family Training.
- 5) **Program Structure.** Program structures and attributes are features that relate to efficient and effective delivery of transition-focused education and services, including philosophy, planning, policy, evaluation, and human resource development. The structures and attributes of a school provide the framework for a transition

perspective. Subcategories include Program Philosophy, Program Evaluation, Strategic Planning, Program Policy, Human Resource Development, Resource Allocation, and High School Reform.

References

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- Kohler, P.D., DeStefano, L., Wermuth, T.R., Grayson, T.E., & McGinty, S. (1994). An analysis of exemplary transition programs: How and why are they selected? *Career development for Exceptional Individuals*, 17, 187-202.
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(1) Student Focused Planning

- **IEP Development**

DCDT Fact Sheet – Student Involvement in the IEP Process

The Division on Career Development and Transition provides a fact sheet with suggestions and evidence-based practices for involving students in the IEP process.

http://www.dcdt.org/pdf/DCDT_Fact_Sheet_IEP_Process.pdf

Evidence-Based Practices in IEP Student Participation Strategies

This link provides descriptions of three strategies related to IEP development. Information on research related to the programs and how they are implemented.

http://www.nsttac.org/?FileName=student_focused_planning

NICHCY Connection... To Transition 101

Transition 101 kicks off NICHCY's suite of transition pages and is provided to lay a critical foundation for understanding transition law and practice. Valuable resources are listed within this website providing additional information on effective transition policy and practices along with organizations related to transition.

<http://www.nichcy.org/resources/transition101.asp>

- **Student Participation**

NICHCY Student Guide to the IEP

This set of materials is designed to help guide students to develop their own IEPs. <http://www.nichcy.org/stuguid.asp>

- **Planning Strategies**

NICHCY Connections... to Transition Resources for Students

This website offers a list of resources for students in transition and is designed to help students get involved in planning their own future.

http://www.nichcy.org/resources/transition_students.asp

Guidance and Career Counselor's Toolkit

This toolkit is for counselors who are advising students with disabilities on their post-secondary options. The Toolkit is produced by the Heath Project – George Washington University. The Toolkit has an easy to use guide answers questions and offers advice as to who you should contact to answer a particular question. <http://www.heath.gwu.edu/node/223>

Youthhood

This Web site is a place for youth. It's a welcoming community for all youth and a place where all youth belong. Here youth can start thinking about what they want to do with the rest of their life. This Web site was built to help youth plan for their future. What will you do after high school? Will you work? Go to college? Live in a place of your own? By using this Web site, youth can plan for their future right now!

<http://www.youthhood.org/>

(2) Student Development

- **Academic Skills Instruction**

The National Post-School Outcomes Center (NPSO)-Publications

The publications section of the NPSO website provides research reports of five meta-analyses related to the effects of visual display interventions, mnemonic instruction, technology, self-management, and academic peer assistance interventions on academic performance for secondary level youth with disabilities.

<http://www.psocenter.org/publications.html>

- **Life Skills Instruction**

Ansell-Casey Life Skills Assessments (ACLSA)

Here you will find free and easy to use tools to help young people prepare for adulthood. The life skills assessments provide instant feedback.

Customized learning plans provide a clear outline of next steps, and the accompanying teaching resources are available for free or at a minimal cost. <http://www.caseylifeskills.org/>

- **Employment Skills Instruction**

Resumes, Interviewing, and other Employment Resources

The resources on this website are produced by WorkAbility IV (WAIV); a joint venture between the Department of Rehabilitation and the Center on Disabilities at California State University, Northridge (CSUN). This site provides tips for, and examples of, resumes, cover letters, interviewing and post interviewing etiquette.

<http://www.csun.edu/cod/workability/resumeservices.html>

Partners in Employment

Partners in Employment is a six hour self-study course designed to help people with developmental disabilities find meaningful jobs and plan a career. Course participants create a resume or portfolio of their strengths, skills, and interests; learn how to network and identify potential

employers; prepare for an interview; and understand the hiring process. There are NO registration fees.

<http://www.partnersinpolicymaking.com/employment/index.html>

Employment Resource for Youth and Adults with Limited to No Reading Skills

This seven CD ROM resource is designed for youth in transition from school to work, adults with disabilities, and individuals with limited reading skills. Your Employment Selections (YES) is a reading-free, job preference and career exploration program that shows tasks related to 120 different jobs using motion video on CD-ROM. For more information go to <http://www.trisped.org> and select the "Transition/Job Selection" Tab

- **Career and Vocational Curricula**

Helping Young People Get a Headstart on Careers The website offers online resources that cater to ages 11-15, seeking information about careers in science, technology, engineering, and math. Funworks was created by the Gender, Diversity, and Technology Institute at Education Development Center.

<http://www.thefunworks.org/>

- **Self Determination/Self Advocacy**

The Self-Determination Technical Assistance Centers Project

This site provides resources and information for promoting self-determination practices for students with disabilities. Information for this site was gathered from four program sites identified as providing “exemplary practices” for promoting self-determination for students age 11 to 21 with mild, moderate, and severe disabilities.

<http://www.sdtac.uncc.edu/>

Association of Youth Leadership Forums (AYLF)

The purpose of the Association of Youth Leadership Forums (AYLF) is to improve employment and independent living outcomes of youth with disabilities transitioning from high school by promoting the replication of the California Model: Youth Leadership Forum for Students with Disabilities (YLF). This site provides contact information of state contacts that hold summer forums providing leadership training through this model.

<http://www.montanaylf.org/?p=aylf>

National Youth Leadership Network

The National Youth Leadership Network (NYLN) is dedicated to advancing the next generation of disability leaders. The NYLN promotes leadership development, education, employment, independent living, and health and wellness among young leaders representing the diversity of

race, ethnicity and disability in the United States. NYLN fosters the inclusion of young leaders with disabilities into all aspects of society at national, state and local levels and communicates about issues important to youth with disabilities and the policies and practices that affect their lives.

<http://www.nyln.org>

- **Support Services**

[U.S. Department of Justice Americans with Disabilities Act \(ADA\)](#)

The American with Disabilities Act's Home Page offers background information and access to resources related to ADA. <http://www.ada.gov/>

[Employment Rights of People with Intellectual Disabilities](#)

This question-and-answer document addresses the application of the Americans with Disabilities Act (ADA) to persons with intellectual disabilities in the workplace. This publication is available at:

http://www.eeoc.gov/facts/intellectual_disabilities.html

[The Office of Disability Employment Policy \(ODEP\)](#)

The Office of Disability Employment Policy (ODEP) provides national leadership on disability employment policy by developing and influencing the use of evidence-based disability employment policies and practices, building collaborative partnerships, and delivering authoritative and credible data on employment of people with disabilities. This website provides information for service providers, youth and families, state partners, and employers. <http://www.dol.gov/odep/>

- **Assessment**

[Career Planning Begins with Assessment: A Guide for Professionals Serving Youth with Educational & Career Development Challenges](#)

This guide is for who assist youth in making decisions and choices based on appropriate assessments that focus on the talents, knowledge, skills, interests, values, and aptitudes of each individual. Youth service practitioners will find information on selecting career-related assessments, determining when to refer youth for additional assessment, and on other issues such as accommodations, legal issues, and ethical considerations. Administrators and policymakers will find information on developing practical and effective policies, collaboration among programs, and interagency assessment systems.

<http://ncwd-youth.info/assets/guides/assessment/AssessGuideComplete.pdf>

Age-Appropriate Transition Assessment Guide

This link provides information on transition assessment ranging from how to conduct assessments to choosing appropriate assessments for students.

<http://www.nsttac.org/?FileName=tag>

- **Structured Work Experience**

National Service-Learning Clearinghouse

This site provides information related to service-learning and individuals with disabilities. The bibliographies highlight online lesson plans, online articles, print resources, and videos and other media on service-learning and disabilities.

http://www.servicelearning.org/instant_info/bibs/cb_bibs/indiv_disab/

(3) Interagency Collaboration

- **Collaborative Service Delivery**

Work Support.Com

The purpose of the Virginia Commonwealth University RRTC on Workplace Supports and Job Retention is to study supports that help individuals with disabilities maintain employment and advance their careers. The primary stakeholders for this project are persons with disabilities, with an emphasis on those who are unemployed, underemployed, or at risk of losing employment.

<http://www.worksupport.com/>

Community Resource Mapping

This guide provides step-by-step instructions on understanding, planning, and engaging in coordinating community resources that support the transition of youth with disabilities to adult life. Designed for use at the federal, state, and local levels, it provides numerous practical tools and resources for initiating a resource mapping process.

<http://www.ncset.org/publications/essentialtools/mapping/default.asp>

Paving the Way to Work: A Guide to Career-Focused Mentoring

The creation of the Mentoring Guide is rooted in the U.S. Department of Labor's Office of Disability Employment Policy's (ODEP) charge to find and promote the most effective research-based policies and practices to improve transition outcomes for youth with disabilities. Mentoring is recognized as one of the most important strategies for assisting youth in making a positive transition into adulthood. The Guide can be found at

http://www.ncwd-youth.info/resources_&_Publications/mentoring.html

Shared Work

This site is designed to support and facilitate the shared work that occurs

among individuals, organizations and agencies at the local, district, state, and national levels. www.sharedwork.org

School-Business Partnerships

For information on National Association of Secondary School Principals' high school and middle school reform initiatives, school-business partnerships, and presentations on school-business partnerships go to:

www.principals.org

and/or

www.corpschoolpartners.org

- **Collaborative Framework**

Interagency Transition Team Development and Facilitation

This guide, relevant to national, state, and local levels, offers instruction on (a) how to build an effective interagency transition team; (b) how to determine initial roles, responsibilities, and the team vision; (c) how to conduct interagency transition team meetings; and (d) how to determine whether or not your interagency transition team is making progress and meeting its goals.

<http://www.ncset.org/publications/essentialtools/teams/default.asp>

The Bazelon Center's Fact Sheets

Fact sheets on 57 programs have been prepared by the center, run by over 20 different agencies in nine departments of the federal government.

These federal programs address the wide range of needs of youth with serious mental health conditions who are transitioning into adulthood.

<http://www.bazelon.org/publications/movingon>

The Rehabilitation Services Administration (RSA): Promising Practices for Basic VR Agencies Helping Transition Age Youth

These RSA identified promising practices provide useful samples of programs and services that promote youth with disabilities transitioning from school to employment. Contact information is provided for each practice.

<http://www.ed.gov/rschstat/eval/rehab/promising-practices/transition-age/index.html>

Paving the Way to Work: A Guide to Career-Focused Mentoring

Mentoring is recognized as one of the most important strategies for assisting youth in making a positive transition into adulthood. This Guide is intended for individuals designing mentoring programs for youth, including youth with disabilities, in the transition phase to adulthood.

http://www.ncwd-youth.info/resources_&_Publications/mentoring.html

(4) Family Involvement

- **Family Involvement**

Family Friendly Checklist for Organizations

In an effort to increase awareness about family friendly organizations, the Ohio Family Support Council developed two Family Friendly Check Lists: one for families and one for staff in organizations. The Check Lists can help administrators determine if their organization has adopted family friendly practices and may give the staff of an organization ideas for improving family friendly approaches in specific areas. Administrators can also compare staff perceptions compared to family member responses. The Check List for agencies can be found here:

<http://olrs.ohio.gov/Other/checklistagency.pdf>

The Check List for families can be found here:

<http://olrs.ohio.gov/Other/checklistfamily.pdf>

- **Family Empowerment**

NICHCY Connections... to Transition Resources for Parents

This website provides a collection of transition materials written especially for parents and other concerned family members to help prepare their son, daughter, or family member for transition to adulthood.

http://www.nichcy.org/resources/transition_parents.asp

Bridges 4 Kids

This site is sponsored by a non-profit parent organization providing a comprehensive system of information and referral for parents and professionals working with children from birth through transition to adult life. Bridges4Kids also supports non-profits that share our mission with web design, data collection, telephone referral services and technical assistance. <http://www.bridges4kids.org/>

The PACER Center

The mission of PACER Center is to expand opportunities and enhance the quality of life of children and young adults with disabilities and their families, based on the concept of parents helping parents. Technical Assistance on Transition and the Rehabilitation Act (TATRA) and other Parent Information and Training projects help families learn how they can help youth with disabilities prepare for independent living, access adult service systems, and work effectively with professionals.

<http://www.pacer.org/>

The ARC Of Illinois: Family Manual for Transition to Work and Adult Services

This guide provides a detailed look at what steps can be taken to help an individual with developmental disabilities transition from the school

system and various services to the workforce and/or adult services. Many useful resources are provided, as well as checklists of steps to take.

<http://www.thearcofil.org/secure/reveal/admin/uploads/documents/FamilyManualOctober2006zz.pdf>

- **Family Training**

- **Technical Assistance Alliance for Parent Centers**

The Technical Assistance Alliance for Parent Centers is an innovative project that supports a unified technical assistance system for the purpose of developing, assisting and coordinating Parent Training and Information Projects and Community Parent Resource Centers under the Individuals with Disabilities Education Act (IDEA). It is funded by the U.S. Department of Education, Office of Special Education Programs.

<http://www.taalliance.org/>

(5) Program Structure

- **Program Philosophy**

- **NICHCY Connections... to Transition 101**

Transition 101 kicks off NICHCY's suite of transition pages and provides a critical foundation for understanding transition law and practice. Valuable resources are listed within this website providing additional information on effective transition policy and practices along with organizations related to transition.

<http://www.nichcy.org/resources/transition101.asp>

- **Program Evaluation**

- **Special Education: Federal Actions Can Assist States in Improving Postsecondary Outcomes For Youth**

The U.S. General Accounting Office report provides information on the proportion of IDEA students completing high school with a diploma or alternative credential and their post-secondary status. It also describes the transition problems being reported and state and local actions addressing them. <http://www.gao.gov/highlights/d03773high.pdf>

- **Strategic Planning**

- **The National Collaborative on Workforce and Disability for Youth (NCWD/Youth)**

This collaborative, funded by ODEP, is composed of partners with expertise in disability, education, employment, and workforce development policy and practice. They are charged with assisting state and local workforce development systems integrate youth with disabilities into

their service strategies. The site provides information on the basics of the workforce development system. Guideposts are also available that are research and evidence based frameworks that can be adapted by state and local policy and program operators as well as help guide youth and families in planning and preparing for the future. In addition, a database of results-based, high-quality programs and services is provided.

<http://www.ncwd-youth.info/index.html>

NICHCY Connections... to Transition Resources for Professionals

This site is designed to help those who work with teens with disabilities transitioning to adulthood by providing a list of research and materials to guide in planning programs for effective secondary transition.

http://www.nichcy.org/resources/transition_professionals.asp

NICHCY Connections... to Transition for Students with Specific Disabilities

Information on transition materials related to specific disabilities is available at this site.

http://www.nichcy.org/resources/transition_disab.asp

Diploma Options for Students with Disabilities: Synthesis of the NCEO Document

This In-Brief Policy Analysis is a synthesis of a National Center on Educational Outcomes study on state graduation policies that also compared the results to three similar, prior NCEO studies. Results are described in the areas of graduation requirements for youth with and without disabilities, diploma options available, state use of exit exams and consequences of graduation requirements and diploma options. Available in PDF

<http://projectforum.org/docs/DiplomaOptionsforSWD-SynthesisoftheNCEODocument.pdf>

Ed Facts: Special Education in the New National Education Data System

This In-Depth Policy Analysis summarizes interviews with seven state special education directors and/or data managers, and each state's EDFacts coordinator, regarding the state's submission of special education data via EDFacts. Findings regarding state staffing, interaction between general and special education divisions, effect of EDFacts on SEA structure and operations, changes in special education reporting, technical assistance from the DOE for the transition to EDFacts, and the benefits and challenges of EDFacts are reported. Available in PDF

<http://projectforum.org/docs/EDFactsSpecialEducationintheNewNationalEducationDataSystem.pdf>

- **Program Policy**

IDEA Partnership - Transition to Postsecondary and Workforce Development: Reviews of Programs and Practices

This section annotates reviews of sets of programs, curricula, practices, and products whose evidence of effectiveness has been evaluated according to criteria set forth by the sources of these reviews.

<http://www.ideapartnership.org/report.cfm?reportid=172>

US Department of Education Office for Civil Rights

This site provides helpful information for students with disabilities transitioning to post-secondary education. A list of resources is provided on information related to disability discrimination issues.

<http://www.ed.gov/about/offices/list/ocr/disabilityresources.html>

Employer Guideposts for Success

Developed by the National Collaborative on Workforce and Disability, this document provides a framework detailing what the workforce development system can do to address employers' needs with regard to hiring any job applicant, as well as additional needs employers may have in hiring and retaining employees with disabilities.

http://www.ncwd-youth.info/resources_&_Publications/guideposts/#employer

- **Human Resource Development**

Cultural and Linguistic Diversity: Implications for Transition Personnel

This publication summarizes current research on transition issues and Culturally and Linguistically Diverse (CLD) youth with disabilities. It also offers information on how transition personnel can effectively support these youth by building on their strengths and enhancing natural supports available within their families and communities. Also included are several practical tools and information on further resources.

<http://www.ncset.org/publications/essentialtools/diversity/default.asp>

Transition Coalition

This University of Kansas website maximizes professional development focusing on secondary school reform and transition at the national, state, and local levels. It is a professional development forum with research backed technical assistance methods.

<http://www.transitioncoalition.org/cgiwrap/tcacs/new/resources/about/index.php?page=main>

- **Resource Allocation**

- **[Social Security Online – The Redbook](#)**

- A summary guide to employment support for individuals with disabilities under the Social Security Disability Insurance (SSDI) and Supplemental Security Income (SSI) programs.

- <http://www.socialsecurity.gov/redbook/eng/main.htm>

- **[Work Incentive Planning and Assistance \(WIPA\) Projects](#)**

- This site provides an updated list of Community Work Incentive Coordinators who offer information and technical assistance in your state on the work incentives that help Social Security Disability (SSDI) and Supplementary Security Income (SSI) beneficiaries return to work.

- <http://www.socialsecurity.gov/work/ServiceProviders/WIPADirectory.html#service>

- **[CareerOneStop](#)**

- CareerOneStop is a U.S. Department of Labor-sponsored Web site that offers career resources and workforce information to job seekers, students, businesses, and workforce professionals to foster talent development in a global economy.

- <http://www.careeronestop.org/>

- **High School Reform**

- **[Shared Work – National Community of Practice on Transition](#)**

- The “What’s New” section of this website offers information and documents related to high school redesign and reform. You must register with this site to access the information.

- <http://www.sharedwork.org/section.cfm?as=5&ms=5>

- **[Breaking Ranks](#)**

- These links provide information on two documents that describe direction for high school principals to make schools more student-centered: For and Executive Summary on *Breaking Ranks: Changing an American Institution* go to:

- http://www.greaterexpectations.org/briefing_papers/BreakingRanks.html

- The information on *Breaking Ranks II* go to:

- http://www.nassp.org/s_nassp/sec.asp?CID=563&DID=48223

- **Community-Based Instruction**

- **[Handbook for Implementing a Comprehensive Work-Based Learning Program According to the Fair Labor Standards Act](#)**

This manual provides information and examples that school personnel can use to operate effective work-based learning programs consistent with the Fair Labor Standards Act (FLSA).

<http://www.ncset.org/publications/essentialtools/flsa/default.asp>

- **Programs for students 18-21**

Office of Vocational and Adult Education (OVAE)

The OVAE website has information, research, and resources to help prepare young people and adults for postsecondary education, successful careers, and productive lives.

<http://www.ed.gov/about/offices/list/ovae/index.html>

On-Campus Outreach....Supporting transition best practices in post-secondary settings for students with significant disabilities

This University of Maryland website provides articles, fact sheets, on-line training modules, contacts for programs in Maryland, and related websites on serving students with intellectual disabilities in postsecondary settings who still receive special education services in public schools.

<http://www.education.umd.edu/oco/index.html>

The College Navigator

This website offers a variety of enhanced and easy-to-use features to help students and parents learn about colleges and universities. The site offers information about nearly 7,000 postsecondary institutions in the United States. <http://nces.ed.gov/collegenavigator/>

Virginia Commonwealth University RRTC on Workplace Supports and Job Retention

This site provides extensive information on effective practices for assisting individuals with disabilities gain and maintain employment. The resource section had multiple materials related to employment and job retention for individuals with disabilities.

<http://www.worksupport.com>

Transition Coalition's 18-21 Programs Database

This database contains descriptions of over 100 community-based transition programs for students ages 18-21 from across the United States.

<http://www.transitioncoalition.org/cgiwrap/tcacs/new/resources/resources/18-21programs/index.php?page=Search>

Heath Resource Center

The HEATH Resource Center Clearinghouse has information for students with disabilities on educational disability support services, policies, procedures, adaptations, accessing college or university campuses, career-technical schools, and other postsecondary training entities. They also

have information on financial assistance, scholarships, and materials that help students with disabilities transition into college, university, career-technical schools, or other postsecondary programs.

<http://www.heath.gwu.edu/>

- **Adult Services**

U.S. Department of Labor, ODEP, Customized Employment

ODEP established a Customized Employment initiative to build the capacity of workforce systems to serve all customers, including individuals with disabilities. The strategies developed through this initiative can assist all workforce customers who have complex needs and may require more individual assistance to achieve their employment goals. The Customized Employment initiative also focuses on incorporating universal strategies into all aspects of workforce services. This site provides information on developing and establishing customized employment strategies.

http://www.dol.gov/odep/categories/workforce/cust_emp.htm

Disclosure Decisions Guide: To Get the Job

This document is designed to help individuals with a disability choose whether to disclose (share) his or her disability with an employer. Primary factors to consider include whether accommodations will be needed on the job or whether a disability is visible or hidden. Other aspects related to the employer and the company may also influence your decision. Follow this disclosure decision guide to determine what will work best for you. The guide can be found at

<http://www.worksupport.com/research/viewContent.cfm/585>

The One Percent Coalition Web Site

The One Percent Coalition is committed to generating opportunities for workers with severe disabilities to participate in all contracts across the federal government. For more information go to

<http://www.onepercentcoalition.org/index.html>

The Abilities Fund

The Abilities Fund calls itself the "first and only community developer targeted exclusively to advancing entrepreneurial opportunities for Americans with disabilities." To learn more about The Abilities Fund, go to <http://www.abilitiesfund.org/>

The Center for Workers with Disabilities

The Center for Workers with Disabilities is a technical assistance center for states enhancing or developing employment supports programs for working persons with disabilities; most of the 30 plus states supported by the Center are supporting employment supports development with

Medicaid Infrastructure Grant (MIG) funds established under the Ticket to Work and Work Incentives Improvement Act of 1999 (P.L. 106-170). For more information go to <http://www.aphsa.org/disabilities/>

United We Ride (UWR)

UWR is a federal interagency initiative aimed at improving the availability, quality, and efficient delivery of transportation services for older adults, people with disabilities, and individuals with lower income. http://www.unitedweride.gov/1_1390_ENG_HTML.htm

TECHNICAL ASSISTANCE CENTERS

The IDEA Partnership Project (at NASDSE): see *Transition Community of Practice-* <http://www.ideapartnership.org>

The National Dropout Prevention Center for Students with Disabilities (NDPC-SD) <http://www.dropoutprevention.org>

The National Secondary Transition Technical Assistance Center (NSTTAC): <http://www.nsttac.org>

The National Post-School Outcomes Center (NPSO): <http://www.psocenter.org>

The National Longitudinal Transition Study-2 (NLTS2): <http://www.nlts2.org/>

CLASSIC, PRINT-BASED RESOURCES

- **History of Transition**

Brolin, D. (1983). Career education: Where do we go from here? *Career Development for Exceptional Individuals*, 6, 3-14.

Halpern, A. (1985). Transition: A look at the foundations. *Exceptional Children*, 51, 479-486.

Halpern, A., (1992). Transition: Old wine in new bottles. *Exceptional Children*, 58, 202-211.

Halpern, A. S. (1993). Quality of life as a conceptual framework for evaluating

transition outcomes. *Exceptional Children*, 59, 486-498.

Hoyt, K. (1982). Career education: Beginning of the end, or a new beginning. *Career Development for Exceptional Individuals*, 5, 3-12.

Will, M. (1984). *OSERS programming for the transition of youth with disabilities: Bridges from school to working life*. Washington, DC: U.S. Department of Education.

- **Postschool Outcomes**

Benz, M. R., Yovanoff, P., & Doren, B. (1997). School-to-work components that predict postschool success for students with and without disabilities. *Exceptional Children*, 63, 151-165.

Blackorby, J., & Wagner, M. (1996). Longitudinal postschool outcomes of youth with disabilities: Findings from the National Longitudinal Transition Study. *Exceptional Children*, 62, 399-413.

Halpern, A. S. (1990). A methodological review of follow-up and follow-along studies tracking school leavers from special education. *Career Development for Exceptional Individuals*, 13, 13-27.

Hasazi, S., Gordon, L., & Roe, C. (1985). Factors associated with the employment status of handicapped youth exiting high school from 1979-1983. *Exceptional Children*, 51, 455-469.

Levine, P., & Edgar, E. (1994). A analysis by gender of long-term postschool outcomes for your with and without disabilities. *Exceptional Children*, 61, 282-300.

Malmgren, K., Edgar, E., & Neel, R. S. (1998). Postschool status of youths with behavioral disorders. *Behavioral Disorders, 23*, 257-263.

Mithaug, P., Horiuchi, C., & Fanning, P. (1985). A report on the Colorado statewide follow-up survey of special education students. *Exceptional Children, 51*, 397-404.

Rabren, K., Dunn, C., & Chambers, D. (2002). Predictors of post-high school employment among young adults with disabilities. *Career Development for Exceptional Individuals, 25*, 25-40.

Wehman, P., Kregal, J., & Seyfarth, J. (1985). Transition from school to work for individuals with severe handicaps: A follow-up study. *The Journal of The Association for Persons with Severe Handicaps, 10*, 132-136.

- **Interagency Collaboration**

Furney, K. S., Hasazi, S. B., & DeStefano, L. (1997). Transition policies, practices, and promises: Lessons from three states. *Exceptional Children, 63*, 343-355.

- **Personnel Preparation**

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