

Transition Planning Resources During COVID-19

Appropriate [transition planning and services](#) are an essential part of a student with a disability's educational program. The COVID-19 pandemic has created a new environment that requires teachers and other service providers to explore new methods to deliver transition services. The New York State Education Department (NYSED), Office of Special Education has compiled the following resources to assist school districts, parents and students with the transition planning process during COVID-19. This information is being shared for informational purposes only and does not constitute NYSED endorsement. Please be aware that websites listed may change. The information provided is true and complete to the best of our knowledge.

[National Technical Assistance Center on Transition \(NTACT\)](#): NTACT, a Technical Assistance and Dissemination project funded by the U.S. Department of Education's (USDE) Office of Special Education Programs (OSEP) and USDE's Rehabilitation Services Administration, has assembled [resources](#) to support the provision of meaningful transition services during the COVID-19 pandemic. NTACT provides Toolkits and [Quick Guides](#), as well as resources from partner centers and organizations which provide information on [transition assessment](#) and activities for developing independent living skills, preparing for post-secondary education and training as well as exploring careers.

NTACT COVID-19 Related Transition Planning Resources:

- [Providing Transition-Focused Activities Online and At Home webinar](#) focuses on sharing resources with practitioners and families desiring to provide meaningful transition services during the COVID-19 crisis.
- [Employment Preparation and Work Based Learning Experiences in a Virtual World webinar](#), hosted by NTACT, Workforce Innovation Technical Assistance Center ([WINTAC](#)) and Youth Technical Assistance Center ([Y-TAC](#)), explores effective practices, resources, and strategies for family members and professional staff in supporting students with disabilities to be able to access and participate in work-based learning experiences in virtual and distance learning environments during these challenging times. The webinar includes information for students who do not have access to technology.
- [Tech and No-Tech Resources for Transition/Pre-ETS](#) provides general information to build supports for teachers, Vocational Rehabilitation (VR) staff, providers, and families on options to incorporate secondary transition services and Pre-ETS into scheduled activities for teachers, VR Agencies and other service providers to assist in exploring new methods to deliver transition services to students with disabilities remotely. Considering students will have different needs and abilities to access information and activities, presenting a computer, smart phone, or no technology option is important when setting up delivery of services. Having different content and delivery method options increases the chance that each student will have the opportunity to access curriculum, individualized to align with their unique learning

and technology access. The ability to gather some basic information on technology access for each student and family can assist the teacher and others in customizing learning packets for individual and groups of students.

- [March 31, 2020 Updated Edition of Instructional Resources for Transition-Focused Education](#) is a descriptive list with links of NTACT resources as well as resources from partner centers and organizations and those shared from practitioners and families. Broad topic areas included are: Resources for Educators Assembling At-Home Packets; General Educational Resources; Family Specific Resources; Assessment and Planning; Postsecondary Education; Employment; Independent Living; and Disability Specific Resources in Response to COVID 19.
- [Strategies and Resources for Students with Complex Support Needs in Distance Learning Environments](#), sponsored by NTACT, WINTAC and Y-TAC, provides guidance, examples and assistance for transition-focused instruction and other activities for students with complex support needs. The supplemental [resources guide](#) provides information to assist students and their families in the areas of finances, relationships, education, employment and health as they relate to the student's present and future plans.
- [Instructional Resources – Focus on Independent Living Preparation](#) provides links to resources to support the development of independent living skills related to budgeting, cooking, self-determination, health, mental health, recreation and leisure.

NTACT General Transition Planning Resources:

- [Age Appropriate Transition Assessment Toolkit](#) provides information on how to select and conduct an age appropriate transition assessment and also provides information on the different types of assessments and as well as several samples.
- [Quick Guide: Preparing Students for Competitive Integrated Employment](#) defines competitive integrated employment and details its importance while providing information applicable to youth, families and school personnel for supporting the practice. In addition, it features a real-life employment story of a youth with disabilities.
- [Cross-Walk of Resources for Implementation of the Five Pre-ETS Priority Areas](#) provides links to resources to support the Pre-Employment Transition Services (Pre-ETS) required by the Workforce Innovation Opportunity Act (WIOA): job exploration counseling, work-based learning experiences, counseling for enrollment in post-secondary education or training, social skills and independent living skills training, and instruction in self-advocacy.
- [Post-Secondary Education and Training Toolkit](#) explains the array of postsecondary education and training options for young adults with disabilities after they complete high school. It is intended as a resource for any student with a disability, family member, service provider, or educator of a student with a disability, to consider options and plan for postsecondary education and training access and success.

Transition Coalition: The Transition Coalition, an NTACT partner located at the University of Kansas Department of Special Education, provides online information, support, and professional development on topics related to the transition from school to adult life for youth with disabilities, including resources for [Teaching Transition Online](#).

My Next Move: My Next Move, developed by the National Center for O*NET Development and sponsored by the U.S. Department of Labor, Employment and Training Administration, is an interactive tool for job seekers and students to learn more about their career options.

CareerZone: CareerZone is a no-cost online career exploration and planning tool developed by the New York State Department of Labor. It offers career and education information on thousands of careers, as well as, self-assessment and career planning tools. Career Zone is appropriate for users from middle school through adult. Using this site, students can explore careers related to their strengths, skills and talents. Students can create a free online portfolio that provides a series of activities and assessments. As students work through the portfolio, their career plans is being created and can be downloaded and saved.

Explore-Work.com: The Workforce Innovation Technical Assistance Center, Employment Resources, Inc., the University of Wisconsin-Madison, and the University of Wisconsin-Stout Vocational Rehabilitation Institute launched [Explore- Work.com](#), a series of web-based modules for students with disabilities specific to the five required WIOA Pre-ETS activities.

United States Department of Labor, Office of Disability and Employment Policy (ODEP): ODEP's [Skills to Pay the Bills: Mastering Soft Skills for Workplace Success](#), is a curriculum focused on teaching "soft" or workforce readiness skills to youth, including youth with disabilities. Created for youth development professionals as an introduction to workplace interpersonal and professional skills, the curriculum is targeted for youth ages 14 to 21 in both in-school and out-of-school environments. The basic structure of the program is comprised of modular, hands-on, engaging activities that focus on six key skill areas: communication, enthusiasm and attitude, teamwork, networking, problem solving and critical thinking, and professionalism.

NYSED's Office of Career & Technical Education (CTE): CTE's [Work-Based Learning Programs website](#) provides information about New York State work-based learning activities. The [Virtual and Remote Resources for Work-based Learning for the 2020-2021 School Year webpage](#) provides resources to support the coordinators and educators who are in the process of planning high-quality work-based learning experiences for students during this uniquely different school year.

Think College: Think College, funded by the USDE and Office of Higher Education, is a national organization dedicated to developing, expanding, and improving inclusive higher education options for people with intellectual disability. The website has resources for youth and their families to explore and plan for college.