



The Role of Families in Transition Planning

and the Connection to the CDOS Commencement Credential



Westchester Institute for Human Development
University Center for Excellence in Developmental Disabilities



Career Development and Occupational Studies (CDOS) Commencement Credential

- A **non-diploma** certificate
- Signifies **entry-level work readiness**
- Focuses on **employment skills**
- Requires a **career plan**
- Requires meaningful career development and **work-based learning opportunities**



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How does a school appropriately prepare a student for the CDOS Commencement Credential?

- The school must develop an **individual transition plan** documented in the student's IEP



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Transition Plan → Career Development

- Transition = CHANGE
- Most transitions take place over an extended period of time
- Can be exciting, hopeful and yet scary
- **With planning we can manage the challenges and benefit from the possibilities that lie ahead**

Transition planning helps students to answer:

- **Who am I?**
- **Where am I going?**
- **How will I get there?**



Transition Planning & Services

Must begin not later than the school year in which a student turns age 15 (or earlier if appropriate)

Includes:

- ✓ Appropriate assessment of a student's needs, preferences, strengths and skills
- ✓ Realistic identification of post-secondary goals
- ✓ Participation in career exploration and work & community-based learning experiences
- ✓ Collaboration among regional partners responsible for the transition process and early referral to adult agencies
- **Development of an infrastructure to support instruction in the CDOS learning standards**



Student Participation is Key

Self Determination

“Developing the ability to attain goals based on the foundation of knowing and valuing oneself” (Field and Hoffman)

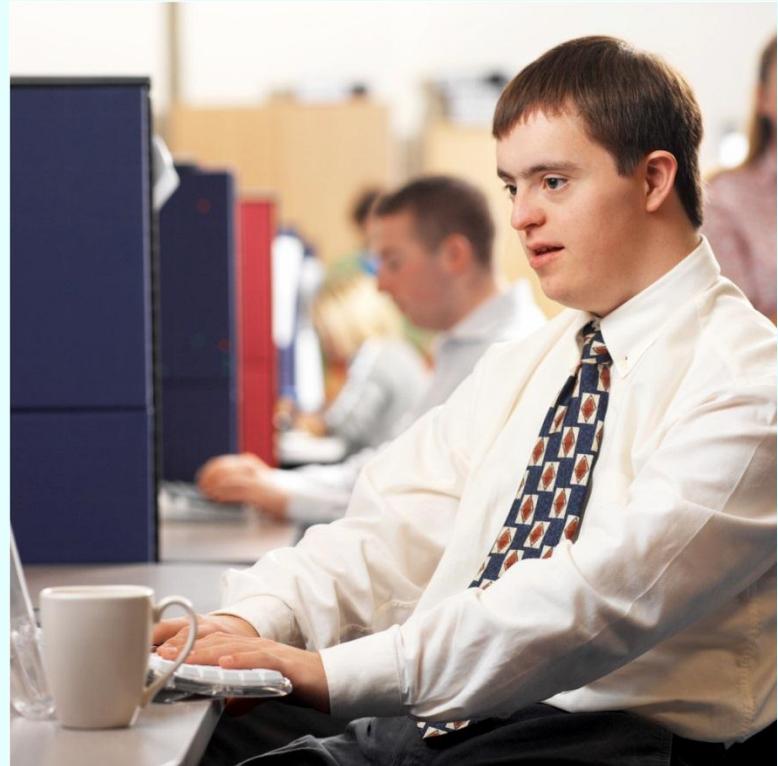
Self-Determination Skills

- Self-Awareness
 - Choice Making
 - Decision Making
 - Problem Solving
 - Making a Plan
 - Carrying Out the Plan
 - Reflecting on Results and Adapting
 - Self-Advocacy
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- ✓ Essential for students to make their **own choices**
 - ✓ Needed as a **worker in the 21st Century**



Family Role in Career Development

- Studies show that **family involvement is a major predictor to employment and academic success** for all youth
- During transition planning, families must **share their vision for the future** with their young adult and the school team
- **Set High Expectations:** If not, it's difficult to expect anyone, including teachers or employers, to have a different view



The Connection: Guiding Principles

Transition Planning

1. Coordinated activities to **prepare** student to move from school to **post-school life**
 - **instruction**
 - related services
 - **community experiences**
 - **preparation for employment** or other post school activity
 - independent living skills
2. Based on **the student's strengths, preferences and interests**

CDOS Credential

1. **Instruction** in CDOS Learning Standards
2. Student participation in **community and work-based learning experiences**
3. **Student engagement** in career planning and preparation



IEP Transition Plan

Transition Plan

- ...The IEP must include **transition goals** and **services** which are **reviewed annually**

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Career Plan

- A student's...**career plan** shall be **reviewed annually** and considered in the **development of the student's IEP**



IEP Transition Plan

CDOS Credential

Transition Goals

- The IEP must include **long-term goals** for living, working and learning...
 - Education/Training
 - **Employment**
 - Independent Living Skills (when appropriate)

Career Plan

- Includes a statement of the student's...**career goals...**



IEP Transition Plan

Transition Needs

- ...**A statement** of the student's transition service **needs**, that focus on the student's **course of study**, taking into account the student's **strengths, preferences and interests**...

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Career Plan

- Includes **a statement** of the student's self-identified career **interests**; career-related **strengths** and **needs**; career goals; and CTE **coursework**...



IEP Transition Plan

CDOS Credential

Coordinated Set of Transition Activities

Includes

- **Community Experiences**
 - community-based instruction
 - **linkages to community agencies**
- Employment/Post-school Adult Living
 - **activities to prepare for the world of work or going on to post-secondary education**

Work-Based Learning

- Job shadowing
- Community service
- Volunteering
- Service learning
- Senior project(s)
- School-based enterprise(s)



IEP Transition Plan

CDOS Credential

Student Exit Summary

- Before the termination of a student's eligibility due to graduation or age 21... the district must provide the student with:
 - A summary of the student's academic achievement and functional performance

Employability Profile

- Within one year prior to a student's exit from high school, at least one work skills employability profile for the student



IEP Transition Plan

CDOS Credential

Student Exit Summary

- Summarizes individual student strengths, **abilities, skills**, needs and limitations...
Includes:
 - **Employability Profile**
 - **Career and Technical Education Skills Achievement Profile**
 - **Career Plan**

Employability Profile

- Documents employability **skills** and work experiences



IEP Transition Plan

Transition Goals

- The IEP must include long-term goals for living, working and learning as an adult and **be based upon age-appropriate transition assessments**

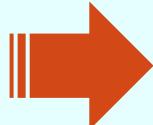
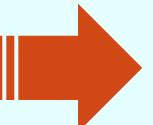
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Employability Profile

- Performance on **industry-based assessments**



Transition Plan CDOS Credential

- Measurable Postsecondary Goals, Annual Goals & Needs 
- Instruction & Course of Study 
- Coordinated Set of Transition Activities 
- Student Exit Summary 
- Completes Career Plan
- Demonstrates achievement of the commencement level CDOS learning standards
- Successfully completes CTE coursework
- Work-based learning experiences
- Has a completed an Employability Profile



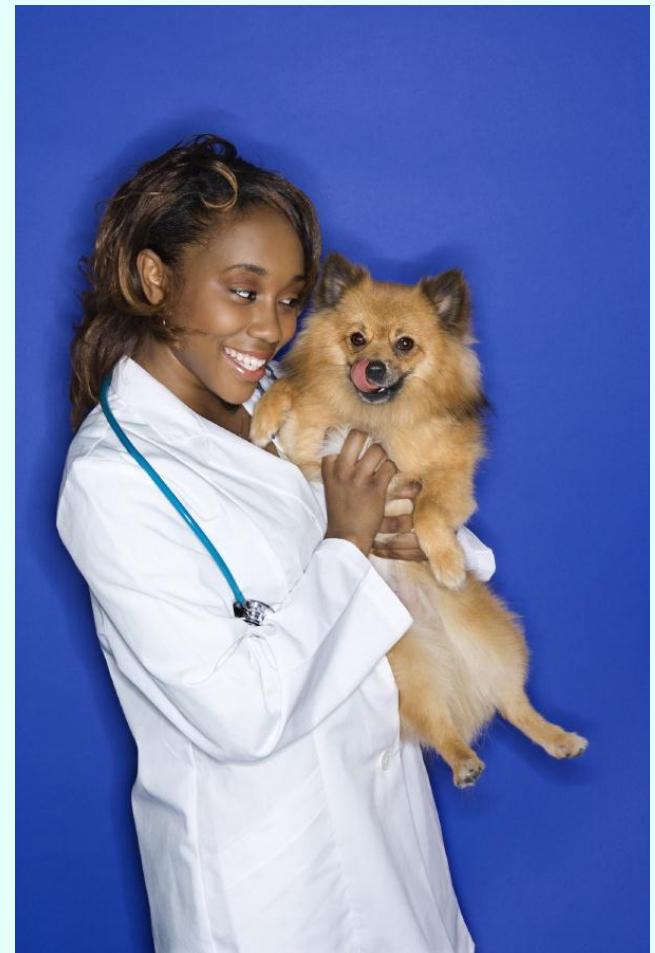
How Can Families Help with Transition Planning?

- Support the student's **voice and participation** in the transition process
- Help the student **identify strengths**, preferences, interests
- Help the student to understand their disability and how it **affects them** in school and on the job
- Be creative in thinking of ways the student can **use his/her unique talents**
- Work **collaboratively with the CSE** toward achieving the student's goals (i.e. self-determination)
- **Help the student connect** to adult community agencies, services and supports



How Can Families Help with Preparation for Commencement Credentials?

- Have the expectation that your child will become employed
- Work on building “soft” skills at home and in the community
(communication/personal responsibility vs. technical know-how)
- Learn about career preparation activities offered in school –align with IEP Coordinated Set of Transition Activities
- Visit businesses; seek possible job shadowing opportunities; speak to adults with jobs in their particular field(s) of interest

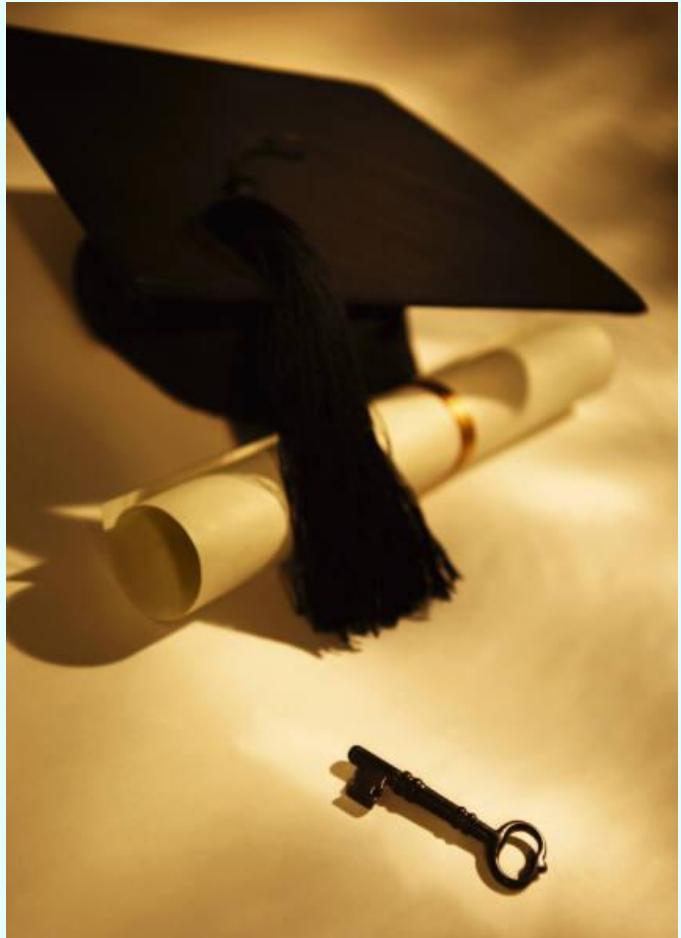


In conclusion

- Schools share the responsibility with community agencies for **creating a transition service system** for all students with disabilities
- Opportunities for **career development activities enhance employment opportunities and adult outcomes** for the student
- Engagement of the **parent and student as partners is necessary** so that the parents' **concerns** for the education of their child and the student's **needs, strengths, preferences and interests** are **considered and documented**

“Nothing about me, without me”

Self-Determination



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Information on transition planning:

www.p12.nysed.gov/specialed/publications/transitionplanning-2011.htm

To locate community service provider agencies:

www.transitionsource.org/allqual/resource-map.cfm

