

## Component 1-2: Postsecondary Goals, Academic Courses & Programs of Study

- **Examples of Measurable Postsecondary Goals**

SDE Secondary Transition PowerPoint.

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- **NSTTAC – Lesson Plan Starters**

Lesson Plan Starters are based on high or acceptable quality intervention studies, in which secondary students were taught a new skill.

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## Component 3-4: Career and College Readiness

- **College & Career Readiness & Success Center**

The Center’s mission is to help states and other CCRS stakeholders better inform, align, and support efforts to ensure that all students are ready for success in college and careers.

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- **NYC Department of Education College & Career Readiness Benchmark**

Define the qualities and achievements that students need to enroll, persist, and succeed in college, postsecondary training opportunities, and meaningful careers.

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- **NYC Department of Education College & Career Readiness Timeline**

Define the qualities and achievements that students need to enroll, persist, and succeed in college, postsecondary training opportunities, and meaningful careers.

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## Component 5: Preparation for Adult Life

- **Aligning Evidence-Based Practices and Predictors for Post-School Success**

This resource is intended to assist in action planning as a result of a team’s use of the Predictor Implementation Self-Assessment Tool. <http://www.psocenter.org> | <http://www.nsttac.org>

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- **School Counselors: Facilitating Transitions for Students with Disabilities from High School to Post-School Settings**

This module provides information for counselors and other education professionals to assist high school students with disabilities in the transition from the school environment to a post-school setting.

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## Component 6: Communication among Students, Families, and Schools

- **National Alliance for Secondary Education and Transition**

Family involvement serves to promote and support the social, emotional, physical, academic, and occupational growth of youth. Successful family involvement relies on meaningful collaboration among youth, families, schools, employers, and agencies.

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- **Families First-Keys to Successful Family Functioning: Communication**

Effective communication is an important characteristic of strong, healthy families. Research identifies communication as an essential building block of strong marital, parent-child, and sibling relationships.

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- **How Strong Communication Contributes to Student and School Success: Parent and Family Involvement**

Communication is the heart of education. School communication is a dynamic part of education success.

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- **Collaborating with Families**

Designed to help teachers build positive relationships with families, this module highlights the diversity of families and addresses the factors that school personnel should understand about working with the families of children with disabilities.

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## Component 7: Community-Based Support Structure

- **Strategies for Effective Collaboration with Parents, Schools and Community Members**

This document will provide guidance to determine the type of partnership that currently exists in the community and strategies to implement positive change.

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- **Community of Practice Design Guide**

This guide provides a practical approach to creating communities of practice (CoPs) based on experiences working with corporations, nonprofits, associations, government organizations, and educational institutions.

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- **School, Family, and Community Involvement**

Building on the concept in No Child Left Behind—that all children need a safe environment in which to learn and achieve—these guides explain the importance of selecting research-based programs and strategies.

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## Component 8-9: Student Participation in the IEP Meeting

- **I'm Determined**

All students need to be a part of their IEP meetings after being provided with direct instruction, accommodations, and opportunities to practice or role play their participation.

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- **Student Involvement in the IEP Process**

Konrad and Test (2004) suggest four ways students can be involved in their IEP process: planning the IEP, Drafting the IEP, meeting to revise the draft, and implementing the IEP.

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- **Student-Led IEP Meetings: Technology Puts Teens in the Driver’s Seat**

For the past several years, teachers and parents have been encouraged to let high school students in special education take a more active role in their own IEP meetings. When a high school student participates in this way, he develops and hones his self-advocacy and self-determination skills—skills critical for assuming more control over the direction of his future.

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- **Secondary Transition: Helping Students with Disabilities Plan for Post-High School Settings**

This module focuses on the transition process from high school to secondary settings. Among other topics, it discusses IEP planning, engaging students in the process so as to become better advocates for their own needs, and the importance of outside agencies such as vocational rehabilitation.

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