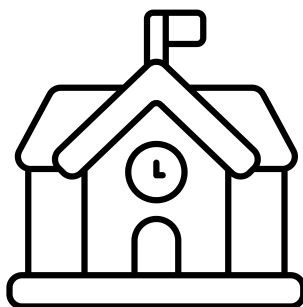# WTNC Educator Guidebook for Transition and Career Development Planning

Work Together NC

Possibility to Opportunity

This guidebook is for educators supporting K–12 students who are interested in learning more about resources and preparing for Post-Secondary Life or Career Development Planning. It will assist in navigating the Work Together NC Website and its resources. The website is a statewide NC initiative focused on the transition to adulthood for all, and especially those who experience intellectual and developmental disabilities. This guide will support students in Transition Planning.

Table of Contents

Work Together NC
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About this Guidebook

What is the purpose of this guidebook?

As a K-12 educator or school district employee you hold a valuable role in supporting students navigate post-secondary life. You can utilize this guide to assist you in navigating tools, services, and resources to support your students in navigating the transition and career development process in North Carolina.

What is Work Together NC?

Work Together NC is a project that helps support individuals with intellectual and developmental disabilities. WTNC was founded in 2021 after receiving a federally funded grant from the Administration for Community Living Project of National Significance Community Collaborations for Employment awarded to the School of Medicine Department of Psychiatry TEACCH Autism Program. Dr. Brianne Tomaszewski serves as the Principal Investigator of Work Together NC. North Carolina was one of the seven community-based collaborations funded to design and test effective transition services and activities to increase the number of transition-aged youth with intellectual and developmental disabilities (I/DD) who find and sustain competitive integrated employment (CIE). The mission of WTNC is to improve the quality of life of people with I/DD and their families through (1) making it easier to navigate systems of support in the transition to adulthood and (2) increasing access to meaningful work, continued education, and community engagement. To learn more about Work Together NC, please visit www.worktogethernc.com

Curated by Samantha Doncaster, MS in General and Adapted K-12 SPED

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Common Acronyms Used

WTNC: Work Together North Carolina

DPI: Department of Public Instruction

I/DD: Individuals with Intellectual and/or Developmental Disabilities

CDP: Career Development Plan

OCS: Occupational Course of Study

EC: Exceptional Children

SPED: Special Education

IEP: Individualized Education Plan/ Program

IDEA: Individual with Disabilities Education Act

Pre-ETS: Pre-Employment Transition Services

EIPD: Employment and Independence for People with Disabilities Office formerly known as VR (Vocational Rehab)

PSGs: Post Secondary Goals

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NC Career Development Plan (CDP)

North Carolina legislation now requires all middle and high school student in public schools to complete a career development plan. Beginning in 6th grade students will begin exploring their interests for post-secondary life which will continue until they graduate. The NC Department of Public Instruction has provided a CDP Guidance Document to assist NC school district staff familiarize them self with the legislation and how to successfully implement the plan for each student. Please visit the NC DPI website to learn more about the CDP Guidelines.
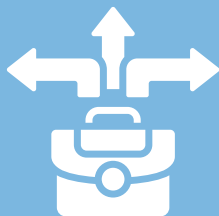
According to the NC DPI CDP Guidance

Students will:

Grades 6-8

Create a CDP before promotion from 8th grade.
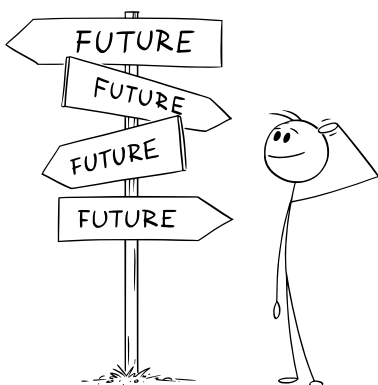
Grades 9-12

Continue to explore and identify pathways for careers that align with the student's self-assessments. The CDP will be revised and updated before promotion from 10th grade.

Grades 10-12

Create a career portfolio.

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Indicator 13: Transition Planning for IEP Students

Legal Background of Special Education

Individuals with Disabilities Act

- Federal Law
- Students with disabilities are to be educated with their typical aged peers
- Procedural Safeguards protect these rights

Indicator 13

- Compliance measure a part of the IDEA for states and school districts
  - Focus on post secondary planning
  - Pre-ETS can begin at age 14 and required at age 16
- Post Secondary goals are updated annually

Transition Planning

- Age 14, IEP includes a transition statement
- Age 16, IEP includes measurable post secondary goals
- Includes Secondary Transition Services and activities related to PSGs

Post Secondary Goals

- Goals are measurable
- Written in the future tense
- Identify activities also known as related services to assist them in meeting their goals
- Might include outside agencies to support the student in meeting the goal
- Requires collaboration between the school, family and student

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Indicator 13: Transition Planning for IEP Students

The Transition planning process for students with an IEP begins the year of their 14th birthday until they exit secondary school.

Age 14: The IEP will contain a transition statement focused on students needs, preferences, interests, and courses of study. The student is encouraged to attend this IEP meeting or the discoveries from their transition assesments are honored.

Age 16: The IEP must contain measurable post secondary goals in the areas of: training/education, employment, and independent living (optional but recommended). The student will complete transition assessments. The goals must be linked to transition services. Interagency collaboration begins as needed (i.e, Adult services providers).

Age 17: The IEP will continue to contain measurable post secondary goals. A Transfer of Rights statement will be added to raise awareness for the student and parents that the IEP educational rights will turn over to the student when they turn 18.

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7

Indicator 13: Transition Planning for IEP Students

Transition Planning at the age of 16 requires measurable post secondary goals centered around the students interests and preferences. The goal categories are: Training/ Education, Employment, and sometimes Independent Living. The goals should be specific, focused on life after high school, include related Transition Activities, and acknowledge who will be responsible for supporting the student in meeting that goal.
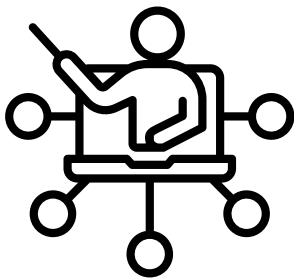
Education/ Training: Where/how will the student develop skills and learn after high school?
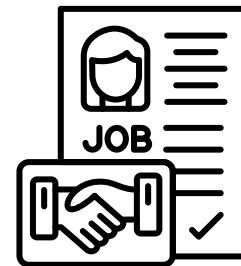
Employment: Where and how often will a student engage in work or service activities after high school?

Independent Living: Where is a student going to live or what skills may be needed to be more independent after high school? Also, how will the student engage with community after high school?

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Indicator 14: Post Secondary Outcomes for IEP Students

Legal Background of Special Education

Individuals with Disabilties Act

- Federal Law
- Students with disabilities are to be educated with their typical aged peers
- Procedural Safeguards protect these rights

Indicator 14

- Compliance measure a part of the IDEA
- Focus on measuring post secondary education outcomes
- Reconnection with students after their exit from school

Measures

- If attending Higher Education
- Are employed in CIE
- Receiving education or training
- Another form of employment not CIE
- Not engaged in an activity

School districts determine how they will get in contact with students and/or their family depending on guardianship one year after exiting school. The goal is to check in on the progress of their post secondary goals and an opportunity to offer resources, if needed.

NC DPI must report the number of students:
- Attending Higher Education
- Are employed in CIE
- Recieving post secondary education or training
- Another form of employment that is not CIE
- Or not engaged in an activity at this time

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WTNC Alignment with CDP, Indicator 13, and Indicator 14

WTNC has a focus in supporting individuals with intellectual and developmental disabilities, and its resources can be utilized to support all.

Visit the website to learn more: https://worktogethernc.com/

Service Library divided by county

Toolkits to support various phases of transition

Action Plans to support various phases of transition

Resource Library

Events Calendar

IDD Inclusive Employer Training and Alliance

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WTNC Alignment with CDP , Indicator 13 , and Indicator 14
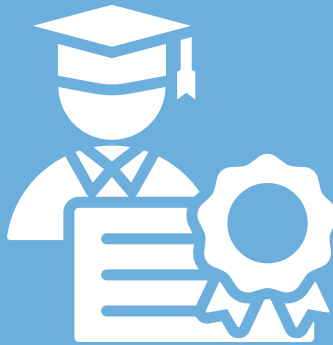
Alignment with WTNC Resources

Career Development Plan

- Toolkits
- Action Plans
- Service Library
- Resource Library

Indicator 13

- Toolkits
- Action Plans
- IDD Inclusive Employers
- Service Library
- Resource Library

Indicator 14

- Action Plans
- IDD Inclusive Employers
- Service Library
- Resource Library
- Transportation Guide
- Housing Guide

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Introduction to WTNC Website

WTNC Toolkits

What?

Toolkits are printable or virtual worksheets with activities focused on a transition topic. They can be completed at one's own pace. Each one offers additional resources and connections.

Who?

The toolkits have been designed for student's to be able to complete independently or with some support.

Toolkit Webpage:

Sample of Toolkit Page:

Introduction to WTNC Website

WTNC Action Plans

Sample of Action Plan:

What?

Customizable plans for a student's needs and goals related to transition.
Learn more about how to use the action plans by watching:
Action Plan Intro

Employment Action Plan

Individuals with disabilities are employable. NC's Division of Employment and Independence for People with Disabilities is an important partner in the process of helping youth with career exploration, employment readiness skills, and job placement.

How To Get Started: To create a custom action plan for yourself or for someone you support:

- Select items that you want added to your action plan.
- Ignore any items that have already been done, or that are not relevant to you or the person you're supporting.
- After clicking "Submit," you will see a summary of your selected items, which is your customized action plan.
- This form will not be saved, however you will be able to print the summary, and if you provided an optional email address, the results will be emailed to you immediately.

Acronym Key: IEP = Individualized Education Program | Pre ETS = Pre Employment Transition Services | EIPD = Division of Employment and Independence for People with Disabilities

Developing skills for the workplace

☐ Complete Work Together NC's Employment Toolkit, which covers a variety of important work readiness tasks.
Approximate Age: Starting at age 14 and ongoing | **Who can help:** Individual, School/IEP team, EIPD, Adult Service providers
Resources: ☑ Work Together NC's Employment Toolkit

☐ Learn to use time management strategies at home and in school (i.e., checklists, calendar, planner).
Approximate Age: As early as possible & ongoing | **Who can help:** Individual, Family
Resources: ☑ Time management supports ☑ Time management tips

☐ Take on more chores at home.
Approximate Age: As early as possible & ongoing | **Who can help:** Individual, Family
Resources: ☑ List of age appropriate chores ☑ How to create a chore chart

Action Plan Webpage:

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WTNC Portal

About ˅   Find Services   Toolkits   Action Plans   Resources   Events

Action Plans

Find action plans and resources for key areas of the transition to adulthood. Customize each Action Plan below based on the individual's needs and goals, or download all 10 Action Plans in editable Word format or printable PDF format. (Descargue los 10 planes de acción en formato Word editable or formato de PDF).

Whether you are a person with an intellectual or developmental disability (IDD), a family member, an IEP team member, or an adult service provider, we hope this page will help you work together to turn *possibility into opportunity*.

Meet Trey, Jayla, and Ash!

Follow along as Trey, Jayla and Ash journey through options after high school, adult life, and making hard decisions.

Learn how to customize the Action Plans by watching the following video.

ActionPlanIntro

Watch on ▶ YouTube
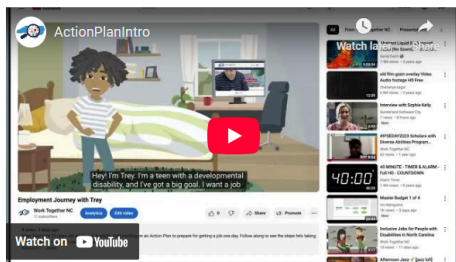
Who?

The action plans have been designed to let a trusted adult assist a student in creating their plan.
It is important to share plan with the whole IEP team especially guardians.

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Formal and Informal Transition Assessments

Transition Assessments inform each transition goal. The team can utilize these assessments to learn more about the students' interest, preferences, needs, and strengths!

Employment Toolkit

Getting to Know Myself

- Work Strengths/Skills Inventory
- Work Support Needs Inventory
- My Learning Style and My Communication Style

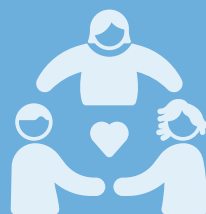**What Kinds of Work Am Interested in?**

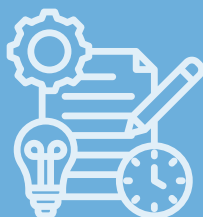- Work Interest Inventory

Who Can Help Me?

- Circle of Support

Need More Experience, Skills, and/or Education?

It's time to get Serious

- Person Environment Fit
- Work Preferences
- Goal Setting

I'm Ready to Work

After Getting a Job

Click the toolkit title for direct access

14

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Formal and Informal Transition Assessments

Postsecondary Education Toolkit:

College Fit
- College Interest Inventory
- Imagine College

College Options
- University v. Community College
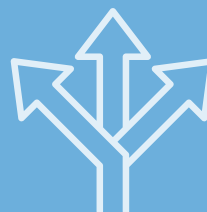
College Life
- Student Directed Exploration Worksheet

College Services
- How to get Accommodations

Community Participation Toolkit

HEELS 2 Participation Toolkit helps people with intellectual and developmental disabilities (IDD) take part in all parts of life. It includes online lessons and tools about living, working, and participating in the community. Caregivers, teachers, counselors, or other trusted adults can support individuals in using and exploring the toolkit as needed.
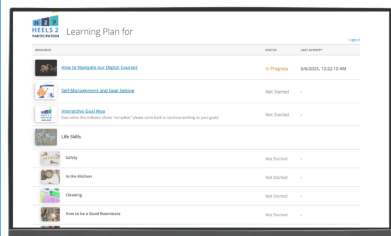
Before you begin, please note that accessing the H2P Learning Plans requires you to enter your name and email address. This information allows you to track your progress through the modules and allows you to resume where you left off. Your information will not be shared with anyone.

Access H2P Learning Plans

Students can utilize this self-guided resource to learn more about self-management and goal setting. As well as utilize the interactive goal map to set their own goals.

Click the toolkit title for direct access

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Employment Goal Activity Resources

Employment Postsecondary Supports

Each goal requires a postsecondary support which includes transition activities, responsible person, and responsible agency.

These WTNC may support students postsecondary goals:

Employment Toolkit

What Kinds of Work Am Interested in?
- Job Exploration Tips
- Job Search Template
- Job Research Template

Who Can Help Me?
- Open a case with EIPD
- My Support Needs Portfolio

Need More Experience, Skills, and/or Education?
- Internships
- Apprenticeships
- Volunteering
- Postsecondary Education

It's time to get Serious
- Work Logistics

I'm Ready to Work
- Resume and Cover Letter Tools
- Interview Checklist

After Getting a Job
- First Job Checklist
- Moving up in the Workplace

Click the title for direct access

Employment Action Plan
- Students can customize to meet their goals to in career exploration, employment readiness, and job placement.
- Employment Action Plan Video

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Education/ Training Goal Activity Resources

Education/ Training and Instruction Postsecondary Supports
Post Secondary Education Tool Kit:

College Options
- Virtual University in NC Tour
- Virtual Community College Tour

College Life
- Student Life
- Admissions
- Paying for college

College Services
- Disability Services and Support
- Accessibility Tool Catalogue

Post Secondary Action Plan
- Students can customize to meet their goals related to universities and colleges as well as trade and continuing education.
- Post Secondary Action Plan Video

Click the title for direct access

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Community Participation Goal Activity Resources

Community Experiences Postsecondary Supports

Housing and Community Living Action Plan

- Students can customize to meet their goals related to housing, daily living skills, setting up adult services, and finding "belonging" in the community.
- Housing and Community Living Action Plan Video

Adult Services Action Plan

- Students can customize to meet their goals related to navigating the systems of support after exiting high school.
- Adult Services Action Plan Video

Transportation Action Plan

- Students can customize to meet their goals related to navigating para and public transit.
- Transportation Action Plan Video
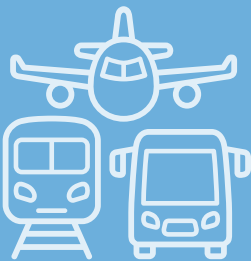
Service Library by Physical Location

- Students can explore hands on services and groups located in their area.

Click the title for direct access

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Daily Independent Living Goal Activity Resources

Daily and Adult Living Skills Postsecondary Supports

Financial Wellbeing Action Plan
- Students can customize to meet their goals related to self-sufficiency and learn to control personal finances.
- Financial Wellbeing Action Plan Video

Healthcare Action Plan
- Students can customize to meet their goals related to navigating Medicaid, Insurance, and finding doctors or specialists.
- Healthcare Action Plan Video

Self Determination/ Self Advocacy Action Plan
- Students can customize to meet their goals related to advocating for themselves.
- Self Determination/ Self Advocacy Action Plan Video

Supported Decision Making and Guardianship Action Plan
- Students can explore supported decision making.
- Supported Decision Making and Guardianship Action Plan Video

Click the title for direct access

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## Related Services for Transition Planning

Service Library

The service library offers a variety of hands on services that may support community participation, employment, and other opportunities.

Find Services

Check out the variety of services available for specific needs. Services for each county are organized into regions based on Local Management Entities (LME) and Managed Care Organizations (MCOs) by the North Carolina Department of Health and Human Services (NCDHHS).

Select a service by location or type below.

Map of North Carolina Behavioral Health LME/MCOs

Vaya   Partners   Alliance   Trillium
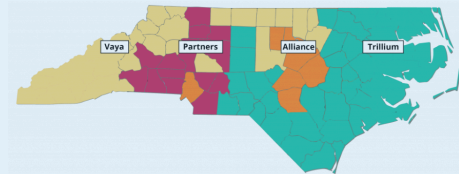
County listings by LME/MCO

Vaya Health: Alamance, Alexander, Alleghany, Ashe, Avery, Buncombe, Caldwell, Caswell, Chatham, Cherokee, Clay, Franklin, Graham, Granville, Haywood, Henderson, Jackson, Macon, Madison, McDowell, Mitchell, Person, Polk, Rockingham, Rowan, Stokes, Swain, Transylvania, Vance, Watauga, Wilkes, Yancey

Partners: Burke, Cabarrus, Catawba, Cleveland, Davidson, Davie, Forsyth, Gaston, Iredell, Lincoln, Rutherford, Stanly, Surry, Union, Yadkin

Alliance: Cumberland, Durham, Harnett, Johnston, Mecklenburg, Orange, Wake

Trillium/Eastpointe: Anson, Beaufort, Bertie, Bladen, Brunswick, Camden, Carteret, Chowan, Columbus, Craven, Currituck, Dare, Duplin, Edgecombe, Gates, Greene, Guilford, Halifax, Hertford, Hoke, Hyde, Jones, Lee, Lenoir, Martin, Montgomery, Moore, Nash, New Hanover, Northampton, Onslow, Pamlico, Pasquotank, Pender, Perquimans, Pitt, Randolph, Richmond, Robeson, Sampson, Scotland, Tyrrell, Warren, Washington, Wayne, Wilson

Disability Benefits 101 a state of NC resource

- Students can utilize the website to navigate benefits and how work may impact them

How to connect with your Local EIPD Office

- Pg. 2 provides a step by step guide on how to connect with your local Employment and Independence for People with Disabilities Office

Click the title for direct access

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Cross Cutting Features

Additional Features to support Transition Planning

WTNC IDD Inclusive Employer List

- Students can review the list to determine employers in their area that have received additional training to support Individuals with Intellectual and Developmental Disabilities.

Inclusive Jobs in NC Video

- Students can watch to learn more about inclusive jobs.

Transportation Guide of NC

- Students can review the guide to learn more about transportation resources in NC.

IEP Action Plan

- Students can learn steps to prepare and facilitate their IEP meetings.
- IEP Journey Video

WTNC Resource Library

- Categorized by audience. Variety of modalities that support different topics that relate to the postsecondary transition to adulthood. Specific section for educators

WTNC Events Calendar

- Statewide and WTNC specific events related to individuals with I/DD and the transition to adulthood.

Click the title for direct access

IDD Inclusive Housing Guide by MCO

- Students can review the guide specific to their area to learn and research about different housing options that are available.
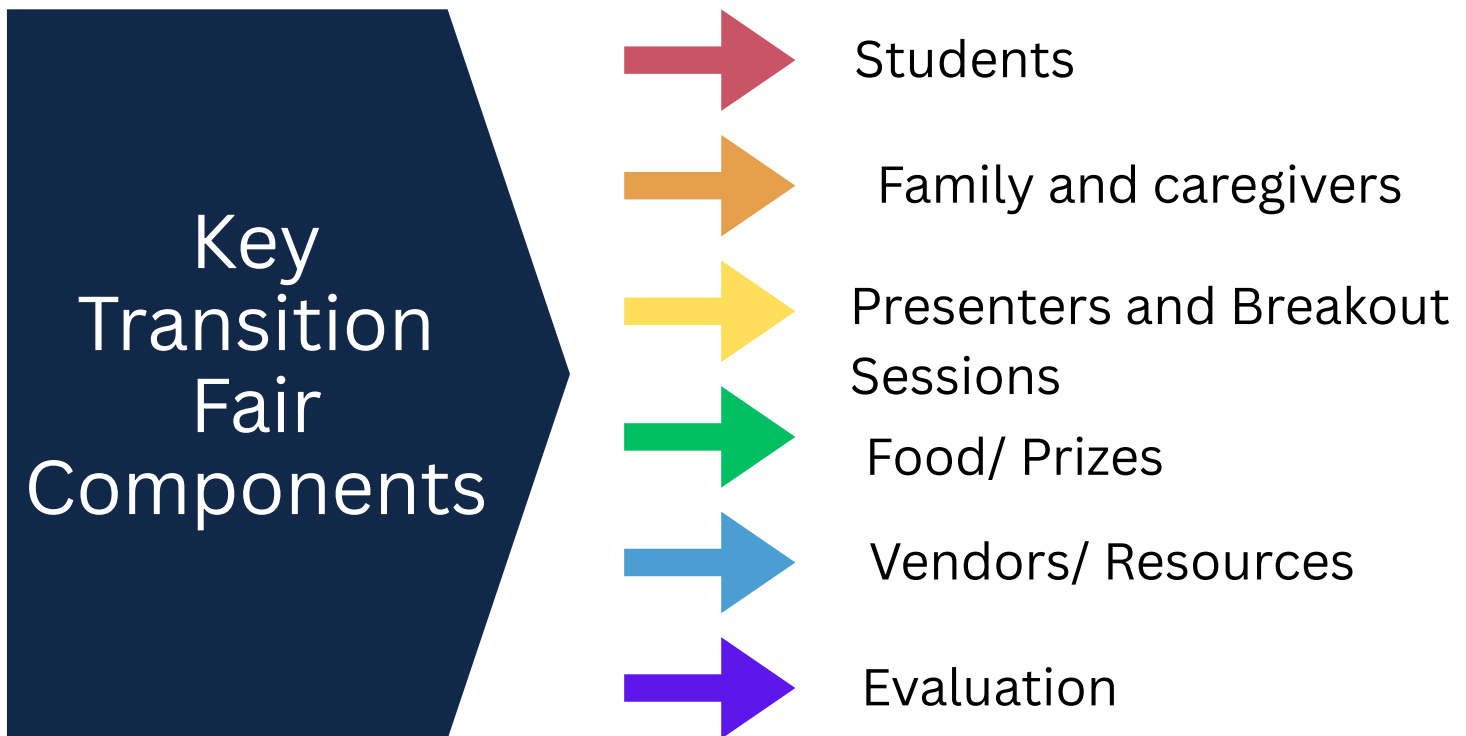 - Alliance
  - Partners
  - Trillium
  - Vaya

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21

Action Planning Tool Transition Night Guide

Schools sometimes host Transition Nights or Fairs to support students, families, and caregivers to learn more about the post secondary transition planning process. The **Action Plans** could be a great addition to your school or districts next Transition Night!

Key Transition Fair Components

→ Students

→ Family and caregivers

→ Presenters and Breakout Sessions

→ Food/ Prizes

→ Vendors/ Resources

→ Evaluation

Why host a WTNC Action Planning Transition Night?
WTNC's action plans are customizable to each individual's needs and goals they are a online or printable resource that can be saved through email. They can support student's and families to take actionable steps with access to resources to meet goals related to: employment, post secondary education, housing, healthcare, adult services, finances, transportation, guardianship, and more!

The following pages will assist you in planning your schools WTNC Action Planning Tool Transition Night!

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Action Planning Tool Transition Night Guide

Steps to Hosting a WTNC Action Plan Tool Transition Night

1. **Set the date and Secure a Venue**
   a. Choose an accessible location at your school or in the community for families, students, and educators. Consider a space with access to a projection screen, outlets, and tables.
   b. Set a date and time
2. **Invite Families and Students**
   a. Contact families with students that are of transition age or are about to exit secondary school
3. **Plan Layout and Logistics**
   a. Ensure the space has access to projector, projection screen plugs, tables and chairs.
   b. Create a floor plan with space between tables and clear pathways.
   c. Determine if families will utilize laptops to connect with the action plans or print copies of one specific action plan to focus on.
4. **Send an Agenda to Families and Students**
   a. A few days before the event, send families and students information introducing the action planning tools in case they would like to review before the event.
5. **Support Setup on Event Day**
   a. Arrive early to arrange the space to meet the needs of the number of predicted guests. Allow opportunity for multiple people to sit at one table to support the student.
   b. If using laptops check that they are charged or ensure extra copies and pens are available.
   c. Welcome guests and be prepared to provide assistance to students and families as they complete the action plan.
6. **Follow up with Families and Students**
   a. Share a short feedback form with the opportunity to leave questions.

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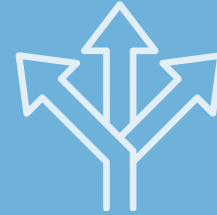*Possibility to Opportunity*

Action Planning Tool Transition Night Tips

Before the Event

Alert student's case manager or transition focused staff of event:
Encourage their attendance or to connect with their student's and families about the event.
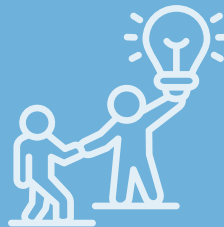
Choose one Action Plan to focus on for the night:
Determine which action plan you would like to focus on for the night and whether participants will access virtually or on paper.

During the Event

Walk around and offer support:

Check in with student's and families as they complete the tool. Offer support or be prepared to answer questions.

Encourage and be inclusive:

The Action Planning Tools require collaboration. Offer encouragement and understanding of student's choices.

Collect Information:

Learn more about the students choices and record for potential support of the students transition plan.

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WTNC Flyer Collection

WTNC has many great resources and additional guidebooks to support the transition phases. Below is a link to access the flyers, so you can print them and share with your school, or families!

Do you or your organization support individuals with intellectual or developmental disabilities?

Work Together NC Resource Flyer Collection

A collection of printable or digital resource flyers that provide connections to resources for those that support individuals with intellectual and developmental disabilities.

The Collection includes flyers for:

- WTNC Common Agenda
- IDD Inclusive Employer Alliance
- Action Plan Tools
- NC Housing Guide
- NC Transportation Guide
- Post Secondary Goals
- Distrbution Blurbs

Scan QR code to access!