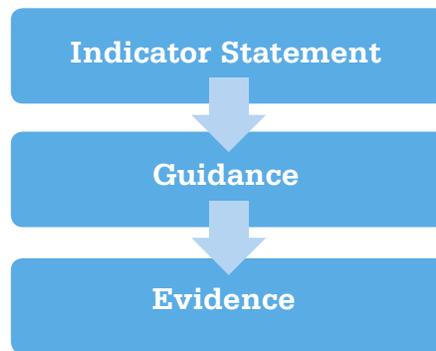


# Community Investment in Transition Youth with Disabilities: Guidance Document

As agency teams come together to read, discuss, and complete the Community Investment in Transition Youth with Disabilities (CITYD), questions may arise. Group members may view the meaning of the Indicator Statements differently or may not be clear as to the focus of the statements. Selecting the type of evidence that reflects the indicator may be difficult.

To assist teams, this guide has been created to provide teams a better understanding of the focus of the statements, as well as examples of evidence.



In the Guidance Tool, each Indicator statement is paired with a clarification statement and evidence examples. The clarification guidance is offered to assist the team in coming to a common or shared understanding of the Indicator statement. The team may wish to discuss certain Indicator.

Statements further to assure all team members view the statement in the same way. It is important to only view the examples of evidence as a possibility and not as required or even as desired. Agencies will frequently identify stronger and/or more relevant examples. It is suggested that the guidance document be made available to each team member and consulted as the team works through each indicator.

A Resource List is also included. This list can be used to assist teams to identify action steps to address areas of concern. Some resources will assist the team to understand global concepts, while other resources are designed for specific skill building. The resources included are a place to begin as an agency builds capacity to support transition youth with developmental disabilities to community employment.

<b>Indicator #1</b> Mission Statement	<b>Guidance</b> Clarification of the statement and/or Indicator	<b>Evidence</b> Examples of evidence that supports this statement and/or Indicator
1. The school/agency has a mission statement that communicates a value for community employment.	This means that the core of the agency's employment work focuses on assisting people to obtain meaningful community employment (integrated and competitive employment)	<ul style="list-style-type: none"> <li>• Visible on written agency documents, in handbooks, on business cards, in policy manuals</li> <li>• Branding and marketing reflect the commitment</li> <li>• Commitment to community employment is visible and clear in mission statement</li> </ul>
2. Staff at all levels can articulate the mission statement and describe how it supports community employment.	Staff can restate the mission in his/her own words and can provide examples of how the mission is represented in their work. Staff can answer, "Can you give me an example of the mission statement in action"?.	<ul style="list-style-type: none"> <li>• Answers from randomly interviewed employees re: agency mission and vision of employment</li> <li>• Performance appraisal survey</li> <li>• New hire orientation includes a focus on community employment</li> </ul>
3. The mission statement is evident in the daily work of the school/agency.	This means that the every day activities of the school/agency reflect that community employment is the first and preferred outcome in both organizational level activities and when working with individuals.	<ul style="list-style-type: none"> <li>• Program documentation of individual assessments/ goals/services reflects movement towards community employment</li> <li>• Observation of individual activities</li> <li>• Lists of school/agency partners</li> <li>• Review types of activities, conferences, meetings, etc. that school/agency employees attend</li> </ul>
4. The school/agency mission statement is supported by the prioritization of resources (i.e., funding, staff) allocation.	This means that the school/agency dedicates staff and other resources toward the outcome of community employment	<ul style="list-style-type: none"> <li>• Review of how the use of budget and existing resources reflect goal of community employment</li> <li>• Examples of leveraging outside resources to increase capacity to achieve community employment</li> </ul>
5. The school/agency's mission statement communicates intent to work collaboratively with other agencies/ systems to achieve community employment.	This means that the agency has made efforts to increase their own and their community's capacity to assist transition youth to achieve community employment by joining with others and sharing resources.	<ul style="list-style-type: none"> <li>• Articulated specifically and directly in mission statement</li> <li>• Agency is documented as a collaborating partner in multiple IEPs</li> <li>• Agency is identified partner in regional collaborative on community employment</li> </ul>
6. The school/agency's mission specifically includes working with transition youth to achieve community employment.	This means that the mission statement can clearly be understood to include the connection and commitment that the agency has to transition youth	<ul style="list-style-type: none"> <li>• Strategic plan addresses serving the youth population</li> <li>• Performance reporting data</li> <li>• Information on agency website</li> </ul>
7. The school/agency has a process to include youth and family input in developing or revising the mission statement.	This means that families and youth are considered proactively in the process to create, modify, and reflect on the mission and services of the agency. It is a defined and meaningful part of the process that has influence on the direction of the agency	<ul style="list-style-type: none"> <li>• Strategic plan articulates how the families and youth are included and how input is directed to develop/ modify mission, vision, services</li> <li>• Meeting notes</li> <li>• Written process includes families</li> </ul>

<b>Indicator #2</b> Professional Development/Training	<b>Guidance</b> Clarification of the statement and/or Indicator	<b>Evidence</b> Examples of evidence that supports this statement and/or Indicator
1. The school/agency views the ongoing development/training of staff skills as an essential function of the agency.	This means that the agency recognizes the value and necessity of improving the skills and knowledge of the staff in order to provide quality support and service.	<ul style="list-style-type: none"> <li>• Required and ongoing training provided</li> <li>• Staff reimbursement for PD expenses</li> <li>• Policies that promote ongoing PD</li> </ul>
2. The school/agency has a plan for engaging all staff in professional development/ training that furthers the mission of community employment as it is related to their professional role.	This means that the agency prioritizes community employment by proactively providing staff the information, skills and knowledge needed to enhance community employment outcomes	<ul style="list-style-type: none"> <li>• Inclusion of Employment First Trainer in PD</li> <li>• Allocation of funds for EF training</li> <li>• All PD include an aspect of EF as part of the training agenda</li> <li>• Documentation of EF topics in individual PD plans</li> </ul>
3. Evidence based practices for transition is the core of the school/ agency’s professional development / training related to transition youth and includes a focus on skills/experiences youth need for community employment.	This means that the agency should be creating, updating and/or revising PD to include practices that are known to teach skills or support services that lead to community employment	<ul style="list-style-type: none"> <li>• EBP clearly identifiable as a focus in the literature/ agendas of the provided or endorsed PD for staff</li> <li>• Required PD/training includes information on EBP</li> </ul>
4. The school/agency’s professional development/training includes skills to facilitate person-centered planning approaches with youth.	This means that the agency understands the importance of person centered planning to the achievement of community employment and prioritizes PCP as the “assessment” method that places youth on a path to meaningful employment.	<ul style="list-style-type: none"> <li>• Documentation or observation of multiple staff using effective person-centered planning strategies and tools.</li> <li>• Documentation of training materials on PCP</li> </ul>
5. The school/agency’s professional development/ training includes approaches for understanding and implementing meaningful transition assessment.	This means that the school/ agency uses professional development activities as an opportunity to expand understanding and skills of staff so they are able to participate in a way that results in meaningful, individualized information.	<ul style="list-style-type: none"> <li>• Documentation of the types of PD offered and the content/agenda</li> <li>• PD agendas that include topics of transition assessment</li> </ul>
6. The school/agency’s professional development /training includes knowledge and skill development of individual data collection systems and analysis of data for ongoing improvement of the youth’s programs, supports, and services.	This means that the school/agency utilizes professional development and training opportunities to assist staff to understand how to collect data, how to understand the results and sets the expectation that data will be used to make decisions about and improvements to services and supports..	<ul style="list-style-type: none"> <li>• PD agendas that include topics of data collection, design and analysis.</li> <li>• Data collection and systems being implemented, reviewed, and plan modifications</li> <li>• Agency documents emphasize interpretation and analysis of data about individual’s skills and needs</li> </ul>
7. The school/agency’s professional development/ training makes use of high quality strategies such as inter agency training and professional learning communities	This means that the agency uses PD strategies and tools that result in staff’s change of practice and implements ongoing learning opportunities.	<ul style="list-style-type: none"> <li>• Documentation of agency promoting of professional development communities.</li> <li>• Documentation of a change in practice that is reflective of PD provided</li> <li>• Planned opportunities for staff to share new learning with each other through meetings, discussions, web-based exchanges, etc.</li> </ul>

<b>Indicator #3</b> Policies (a definite course or method of action) and Procedures (a particular way of accomplishing something or of acting)	<b>Guidance</b> Clarification of the statement and/or Indicator	<b>Evidence</b> Examples of evidence that supports this statement and/or Indicator
1. The school/agency has policies that promote the culture of Employment First (community employment as the preferred outcome) for transition youth.	This means that as a an agency, the established agency actions direct an Employment First approach	<ul style="list-style-type: none"> <li>• Policy Manual states community employment is always the 1st option for the individual</li> <li>• Policies show a progression of vocational/employment options that lead to community employment</li> </ul>
2. The procedures of the school/agency promote the culture of Employment First (community employment as the preferred outcome) for transition youth.	This means that the actions and ways that the agency and staff operate prioritize and support the outcomes of community employment	<ul style="list-style-type: none"> <li>• The actions of staff reflect Employment First language</li> <li>• Agency wide procedures document a desire to move individuals into successful, meaningful community-based employment</li> </ul>
3. The school/agency policies support braiding and blending of funds from other sources to provide transition services for youth to achieve community employment.	This means that that agencies proactively and regularly seek opportunities to partner with other agencies/organizations to expand service and support opportunities for youth to achieve community employment	<ul style="list-style-type: none"> <li>• Reflected in Interagency Agreements</li> <li>• Documentation of partnerships that increase capacity</li> </ul>
4. The school/agency procedures promote flexibility and individualization in service delivery or planning to meet short-term and ongoing support needs for community employment.	This means that within the established agency routines, there is the ability to modify planning and services to provide person centered planning and service delivery.	<ul style="list-style-type: none"> <li>• Examples of individualization applied to specific youth need</li> <li>• Documentation of processes used to determine youth path to employment</li> </ul>
5. The school/agency procedures promote community employment outcomes based on the youth's preferences, interests, needs and skills (PINS)	This means that agency procedures begin with the individual and seek to identify the specific and unique strengths and needs of the youth as a guide to future goals and outcomes.	<ul style="list-style-type: none"> <li>• Examples of a variety of process and tools used to identify, clarify and document youth PINS that is supported by data and information</li> </ul>
6. The school/agency procedures encourage collaborative relationships with other partners in serving transition youth.	This means that the agency processes and the agency operations include collaborations and partnerships as fundamental to the agency functions.	<ul style="list-style-type: none"> <li>• Agency policies and values related to community partnerships</li> <li>• Examples of agency personnel involved with community partnerships re: transition youth</li> </ul>
7. The school/agency policies set an expectation for staff to engage in ongoing high quality professional development.	This means that agency policy require that professional development be relevant to the work of the staff, be ongoing and be able to affect positive change in practices that lead to community employment.	<ul style="list-style-type: none"> <li>• Policies/requirements surrounding professional development and training</li> <li>• Agency support/provision to staff for professional development that is embedded and related to competencies necessary to support youth in transition</li> </ul>

<b>Indicator #4</b> Practices (Customary actions or way of operating) and Programs (A system of services, opportunities, or projects designed to meet a need)	<b>Guidance</b> Clarification of the statement and/or Indicator	<b>Evidence</b> Examples of evidence that supports this statement and/or Indicator
1. The school/agency practices include interagency partnerships to guide the processes of transition to achieve community employment.	This means that the way the agency “does business” includes the proactive design of interagency affiliations and collaborations.	<ul style="list-style-type: none"> <li>• Examples/documentation of partnerships. Formal and informal.</li> <li>• Records of ongoing meetings with community partners</li> <li>• Documentation of staff assigned to various collaborative meetings and activities</li> </ul>
2. The school/agency gathers and analyzes youth post school outcome data annually to review practices and programs to ensure they are effective for youth to achieve community employment.	This means that the agency self assessment plans include a systematic review of data/information that describes where graduates with disabilities are living, working and spending time as one measure to assess the effectiveness of transition programs.	<ul style="list-style-type: none"> <li>• Documentation of data collected</li> <li>• Documentation of data review</li> <li>• Documentation of plans or actions resulting from review of data</li> </ul>
3. The school/agency’s transition assessment practices include collaboration with partners to jointly conduct and interpret student information within the context of a plan for community employment.	This means that agency staff work with staff from other agencies to provide youth meaningful assessment activities and experiences, as well as together review and interpret resulting information and the implication on achieving adult goals. Information is used to help determine what types of transition services would be most effective to move the student into meaningful community employment.	<ul style="list-style-type: none"> <li>• Documentation of multi-agency/ community activities that discuss and promote shared services/ supports related to transition assessment</li> <li>• Examples of transition assessment activities conducted by multiple agencies and resulting services that involve multiple agencies/ community members/service providers</li> </ul>
4. The school/agency practices incorporate consistent use of instructional practices and transition programs that have evidence of being effective (EBP).	This means that practices, programs, and services are selected and implemented based on professional measures that indicate these programs and practices are effective in assisting students to gain necessary skills and knowledge to be successful in community employment	<ul style="list-style-type: none"> <li>• Documentation of EBP for transition from NSTTAC with examples of implementation/participation of such practices within the agency</li> <li>• Documentation of the practices used that align with EBP.</li> </ul>
5. The school/agency practices make time for planning with youth and families for community employment a priority.	This means that the way the agency operates prioritizes the planning process used with families, which is different from a compliance activity that may involve completing required forms.	<ul style="list-style-type: none"> <li>• Examples of schedule, time spent with families, phone calls, etc.</li> <li>• Examples of the processes used to prepare, gather information and plan with families before and after formal meetings</li> </ul>
6. The school/agency practices prioritize and value collaborative relationships with staff in other regional agencies.	This means that agencies as regular practice collaborate with staff from other agencies that serve transition students outside of formal interagency agreements.	<ul style="list-style-type: none"> <li>• Examples of how the staff has been able to professionally connect with staff in similar roles in other agencies.</li> <li>• Examples of opportunities for meetings/communication between agencies serving the same youth.</li> </ul>
7. The school/agency practices include a process for using data about youth and family satisfaction with planning and service provision for continuous improvement.	This means that agencies plan a process of gathering and reviewing youth and family experiences, reflections, comments and recommendations to help guide operations, service, and support.	<ul style="list-style-type: none"> <li>• Examples of surveys to youth and families</li> <li>• Examples of changes in agency practice based on feedback from families/youth</li> </ul>

<b>Indicator #5</b> Communication and Collaboration	<b>Guidance</b> Clarification of the statement and/or Indicator	<b>Evidence</b> Examples of evidence that supports this statement and/or Indicator
1. The school/agency has an established process to communicate in a timely and ongoing manner to a youth's transition team (internal and external partners).	This means that communication is a prioritized element of partnerships and agency staff view communication as a team process rather than a siloed activity of team members.	<ul style="list-style-type: none"> <li>• Documentation of communication processes for agency</li> <li>• Examples of communication between agencies and internally</li> </ul>
2. The school/agency staff has sufficient knowledge about the transition practices of other partners to share information with youth and families.	This means that agency staff has a working knowledge of the partners' transition programs and requirements and is able to share this information with families in a way that is meaningful to the youth.	<ul style="list-style-type: none"> <li>• Examples of information used by staff to inform families</li> <li>• Examples of plans that show multi-agency referrals and involvement</li> <li>• Interview with parents re: information provided to them</li> </ul>
3. The school/agency staff knowledge of partner agency policies and procedures is sufficient to make appropriate and timely referrals.	This means that agency staff has a working knowledge of other agency's required documents and information and is able to collect that information proactively in a format that strives to streamline the process.	<ul style="list-style-type: none"> <li>• Examples of agency referral procedures</li> <li>• Examples of documentation provided to agency that reflects their specific needs</li> <li>• Interview staff re: knowledge</li> </ul>
4. The school/agency has a process to ensure that website, print resources, documents and all information designed for general use is jargon - free and understandable to all transition partners, especially youth and family.	This means that the agency attends specifically and regularly to the way information is presented to families, youth and other agencies. Efforts to make information placed in public sites and on marketing materials is "agency neutral" – user-friendly.	<ul style="list-style-type: none"> <li>• Randomly select documents and web materials for ease of use</li> <li>• Record the responses of youth, families, and others outside the agency as to how easy the information is to understand</li> </ul>
5. The school/agency has an internal process to communicate information that affects agency policies, practices and priorities.	This means that the agency recognizes the need and has a plan for disseminating relevant information internally in a way that all staff understands how changes in the "disability field" could affect the agency and the affect on the way each staff member fulfills his or her role within the agency.	<ul style="list-style-type: none"> <li>• Agendas from meetings that cover the relevant topics</li> <li>• Web based communication to all staff that reflects the practices in the field and how agency will respond</li> <li>• PD agenda's that include associated topics</li> </ul>
6. The school/agency has a process to provide orientation to new employees regarding policies, practices and priorities to ensure consistency over time.	This means that the agency includes meaningful information to all new employees regarding the agencies mission, vision and policies to support people with disabilities.	<ul style="list-style-type: none"> <li>• Overview of the new employee orientation that reflects the priorities of agency</li> <li>• Interview with new employees re: agency priorities/practices.</li> </ul>
7. The school/agency has a process for regular communication with external partners to share data and information about agency policies, practices and priorities.	This means that the agency has a method by which information regarding the agency operation, mission, service and outcomes are articulated using common terminology and in easily understood language.	<ul style="list-style-type: none"> <li>• Newsletters to partner agencies/ community members</li> <li>• Agency brochure/ website</li> <li>• Examples of information shared at transition and employment "fairs"</li> </ul>

<b>Indicator #6</b> Provision of Ongoing Support	<b>Guidance</b> Clarification of the statement and/or Indicator	<b>Evidence</b> Examples of evidence that supports this statement and/or Indicator
1. The school/agency collects and analyzes data to monitor the effectiveness of ongoing agency supports provided to youth employed in the community.	This means that the agency collects data on the services provided to a youth and compares those to the targeted benchmarks to determine effectiveness of the support plan.	<ul style="list-style-type: none"> <li>• Example of data and system used to collect data</li> <li>• Examples of practices or services changed based on the data</li> </ul>
2. The school/agency has a process that guides a team to make data based decisions regarding the duration and intensity of ongoing supports.	This means that the agency uses the collected data and resulting information to determine how to modify the type and amount support needed, increasing and decreasing as necessary, but always aiming for improved independence.	<ul style="list-style-type: none"> <li>• Assessment process or procedures</li> <li>• Example of a youth that entered agency service, the information generated and the decisions made based on the information</li> <li>• Documentation of policies for review of data and actions to be taken based on the data</li> </ul>
3. The school/agency promotes mobile technology as a means to extend/enhance support provided for community employment.	This means that there is a process by which technology, especially mobile technology, is considered as a support to improve independence and efficiency in community employment.	<ul style="list-style-type: none"> <li>• Examples of the use of technology in the community/employment</li> <li>• Examples of assessment processes that include assessment of technology needs</li> <li>• Records of staff attending training to acquire skill with mobile technology</li> </ul>
4. The school/agency explores/considers multiple and individualized options for ongoing support, using monitoring data to determine the effectiveness.	This means the agency uses data to assist in creating a plan for employment support that utilizes multiple partners, and multiple strategies while targeting the development of ongoing support possibilities such as natural supports, environmental support, improved job match and others.	<ul style="list-style-type: none"> <li>• Samples of how individualized youth data enhanced, changed or verified the services provided</li> <li>• Samples of how data was used to make decisions for services that lead to employment</li> <li>• Review of services provided to youth to demonstrate a wide variety of options that are implemented with individual preferences and need in mind</li> </ul>
5. The school/agency facilitates connection and coordination of services with other agencies for youth beginning at age 14 to ensure supports are continued following exit/graduation from secondary school.	This means that agency staff that work within transition teams begin early in the youth's planning to connect with and make referrals to partners that could provide ongoing support.	<ul style="list-style-type: none"> <li>• Documentation of the types of connections made, the communication frequency and the nature of the communication</li> <li>• Review of young adults that received transition services to determine when and the type of communication that occurred with the agencies and individuals that ultimately provided the ongoing support.</li> </ul>
6. The school/agency participates in blending and braiding of resources with other partners to make available and extend supports for youth.	This means that the agency actively shares or combines resources with other agency partners their resources in an effort to increase the amount and type of services, supports and instruction a youth can access	<ul style="list-style-type: none"> <li>• Documentation of participation in programs that share services</li> <li>• Documentation of practices with individual youth where service and support dollars are shared/pooled</li> <li>• Documentation of donation to community activities and support for youth and employment</li> </ul>
7. The agency participates in the identification/development of natural supports and the use of work incentives to extend needed supports..	This means that as a matter of practice the agency proactively seeks to identify environmental and co-worker/peer supports for a youth and promotes benefits analysis and the use of work incentives to increase or augment the youth's support system.	<ul style="list-style-type: none"> <li>• Materials that document this as a valued practice of the agency</li> <li>• Examples of individuals that received assistance to use work incentives and natural supports</li> <li>• Agency support for training in benefits analysis</li> </ul>

<b>Indicator #7</b> Perceived Risks of Employment	<b>Guidance</b> Clarification of the statement and/or Indicator	<b>Evidence</b> Examples of evidence that supports this statement and/or Indicator
1. The school/agency utilizes a benefits analysis as part of the data and information considered in the planning for community employment	This means that the agency considers a benefits analysis an important tool that should be utilized with transition youth for decision making and planning.	<ul style="list-style-type: none"> <li>• Documentation of information provided to staff re: the importance of benefits analysis</li> <li>• Amount of plans that reflect the use of benefits analysis</li> </ul>
2. The school/agency networks with or provides families of young children with information that promotes community employment as the first and priority outcome for all individuals with disabilities.	This mans the agency actively promotes community employment as the desired adult outcome and assists families and community to understand the benefits for individuals as they move into adulthood.	<ul style="list-style-type: none"> <li>• Documentation of agency information targeting families of children</li> <li>• Agency participation in family events</li> <li>• Promotion of community employment and the importance of addressing competencies early in life.</li> </ul>
3. The school/agency staff has a working knowledge of benefits and work incentives to discuss with youth and family their concerns about loss or inadequacy of benefits due to employment.	This means that while the agency promotes the completion of a formal benefits analysis, the staff is able to generally explain why employment does not mean a loss of benefits or service.	<ul style="list-style-type: none"> <li>• Interview with families re: information provided to them from agency</li> <li>• Agency training re: benefits and work incentives</li> <li>• Examples of situations where staff worked with family to and created a plan of action to address concerns</li> </ul>
4. The school/agency staff proactively addresses concerns that the youth will be vulnerable to physical or attitudinal harm in the community.	This means the agency understands and is able to respectfully and seriously address the concerns of personal safety when a person is working and living in the community	<ul style="list-style-type: none"> <li>• Training and resources provided to staff that examines risks and how to address</li> <li>• Documentation of steps taken by agency to address these concerns</li> </ul>
5. The school/agency prepares youth with skills and/or supports needed to make informed choices.	This means the agency is able to assist youth with supports to make a decision about their future. Choices are relevant and understood within the context of the person's experiences.	<ul style="list-style-type: none"> <li>• Agency curriculum or skill development area to include areas of choice making, self-determination, etc.</li> <li>• Examples of how youth of all ability levels are included in decision making for their goals, services and supports.</li> </ul>
6. The school/agency works with youth and families to develop self-determination and independence skills needed for community employment.	This means the agency accepts the responsibility to support the individual in self-improvement and maturation. Self –determination is an ongoing process that is individually paced. This means agencies and support staff recognize where a person may be in the process of self-determination and the supports needed to become more independent, self – sufficient and directed in life.	<ul style="list-style-type: none"> <li>• Documentation of self determination taught and supported as part of the plan</li> <li>• Agency statements of purpose and values reflects the agency's responsibility to continue to support and develop independence in every person served.</li> <li>• Documentation of services to youth that reflect the value of independence</li> </ul>
7. The school/agency encourages youth and families to share concerns about safety or vulnerability on an ongoing basis.	This means agencies provide an environment where youth and families feel accepted and can respected to share their concerns and believe the will be assisted to problem solve the situation of concern.	<ul style="list-style-type: none"> <li>• Examples of opportunities that are consistently available to families and youth to meet with staff to discuss/ share important, personal, emotional, and often difficult issues</li> <li>• Documentation of agency operation that reflects agency's prioritization of family communication.</li> </ul>

<b>Resources to improve or advance agency ability to meet the needs of community employment for transition youth</b>	
<b>Consider the available resources within your agency, community and state partners</b>	
<p><b>Agency Resources</b> Look closely at the agency's current resources. Use internal information and resources to determine baseline data, identify current capacity, and identify expertise.</p>	<ul style="list-style-type: none"> <li>• Human Resource department</li> <li>• Consult agency's strategic plans</li> <li>• Consult accreditation bodies such as CARF and OCEP</li> <li>• Use of non-traditional employment or vocational staff in vocational/employment planning to assist to identify supports/ interventions for community</li> <li>• Referral tracking to determine the percentage of transition youth served, to create a baseline, and to assist agency to develop strategies for agency plans, mission, and vision.</li> </ul>
<p><b>State and Community Resources</b> Use information and guidance from state and community organizations</p>	<ul style="list-style-type: none"> <li>• Employment First Advisory Committee</li> <li>• Employment First Task Force</li> <li>• Regional Transition Councils</li> <li>• Consumer Advisory Councils</li> <li>• Stakeholder Groups</li> <li>• Chamber of Commerce</li> <li>• Business Advisory Councils</li> <li>• State Support Teams</li> <li>• Providers of employment services within the community</li> </ul>
<p><b>State Partners</b> Work with local partners that represent state agency partners. Draw on their information, expertise, training, and resources on specific topics and populations.</p>	<ul style="list-style-type: none"> <li>• Opportunities for Ohioans with Disabilities Agency (OOD)</li> <li>• Ohio Department of Developmental Disabilities</li> <li>• Ohio Department of Education/School Based Programs</li> <li>• Ohio Department of Mental Health and Addiction Services</li> <li>• Ohio Department of Job and Family Services</li> </ul>

<b>Review the Internet for information about available training options, web-based resources, and connection to evidence based practices in transition and employment</b>	
<b>General Information</b>	
<b>Ohio Employment First</b>	<a href="http://www.ohioemploymentfirst.org">www.ohioemploymentfirst.org</a>
<b>APSE</b> Association of People Supporting Employment First	<a href="http://www.apse.org">www.apse.org</a>
<b>Career One-Stop</b> Explore career and education options	<a href="http://www.careeronestop.org/studentsandcareeradvisors/studentsandcareeradvisors.aspx">www.careeronestop.org/studentsandcareeradvisors/studentsandcareeradvisors.aspx</a>
<b>Opportunities for Ohioans with Disabilities Agency</b> Publications list including a guide to transition services for youth with disabilities	<a href="http://www.rsc.ohio.gov/index/resources/rsc-publications">www.rsc.ohio.gov/index/resources/rsc-publications</a>
<b>US Department of Labor</b> Integrated Toolkit. Links and resources categorized by target populations	<a href="http://www.dol.gov/odep/ietoolkit/">www.dol.gov/odep/ietoolkit/</a>

<b>Resources and Evidence Based Practices</b>	
<p><b>Center on Transition to Employment for Youth with Disabilities</b> Information on strategies and circumstances that produce optimal employment and career achievement for youth with disabilities</p>	<p><a href="http://www.transitiontoemployment.org">www.transitiontoemployment.org</a></p>
<p><b>The National Center on Secondary Education and Transition (NCSET)</b> NCSET coordinates national resources, offers technical assistance, and disseminates information related to secondary education and transition for youth with disabilities in order to create opportunities for youth to achieve successful futures</p> <ul style="list-style-type: none"> <li>• Models of Collaboration and Cost Sharing in Transition Programming</li> <li>• Employer Engagement</li> </ul>	<p><a href="http://www.ncset.org">www.ncset.org</a></p> <ul style="list-style-type: none"> <li>• <a href="http://www.ncset.org/publications/viewdesc.asp?id=3447">www.ncset.org/publications/viewdesc.asp?id=3447</a></li> <li>• <a href="http://www.ncset.org/topics/employer/resources.asp?topic=2">www.ncset.org/topics/employer/resources.asp?topic=2</a></li> </ul>
<p><b>National Secondary Transition and Technical Assistance Center (NSTTAC)</b> Evidence Based Practices (EBP) EBP Guide</p>	<p><a href="http://www.nsttac.org">www.nsttac.org</a> <a href="http://www.nsttac.org/content/ta-d-center-research-resources">www.nsttac.org/content/ta-d-center-research-resources</a> <a href="http://www.nsttac.org/content/guide-determining-level-evidence-practices-and-curricula">www.nsttac.org/content/guide-determining-level-evidence-practices-and-curricula</a></p>
<p><b>Ohio Center for Autism and Low Incidence</b> OCALI Transition Booklets and Information OCALI Customized Employment Guide Employer Toolkit</p>	<p><a href="http://www.ocali.org">www.ocali.org</a></p>
<p><b>WorkSupport</b> Search site for “transition youth” Research and Training information Benefits and Work Incentives Resource List</p>	<p><a href="http://www.worksupport.com">www.worksupport.com</a></p> <p><a href="http://www.worksupport.com/resources/listContent.cfm/4/0">www.worksupport.com/resources/listContent.cfm/4/0</a></p>
<p><b>Ohio Longitudinal Transition Study</b> Includes longitudinal and yearly follow-up data about Ohio’s graduates with disabilities. Data can be customized by locale and/or disability category</p>	<p><a href="http://www.olts.org">www.olts.org</a></p>
<b>On-line Training</b>	
<p><b>Customized Employment Training</b> Griffin Hammis Associates and Essential Learning online education</p>	<p><a href="http://www.employmentfirst.net">www.employmentfirst.net</a></p>
<p><b>Training Resource Network</b> Online Training and Resources</p>	<p><a href="http://www.trn-store.com">www.trn-store.com</a></p>
<p><b>TransCen, Inc.</b> A non-profit organization that offers many online resources and training</p>	<p><a href="http://www.transcen.org">www.transcen.org</a></p>

<b>Families and Youth</b>	
<b>National Secondary Transition and Technical Assistance Center (NSTTAC)</b> Student and Family Resources	<a href="http://www.nsttac.org/content/students-families">www.nsttac.org/content/students-families</a> <a href="http://www.nsttac.org/content/nsttac-internet-resources#parent_organizations">www.nsttac.org/content/nsttac-internet-resources#parent_organizations</a>
<b>Ohio Department of Education</b> Parent Information on IEP	<a href="http://www.education.ohio.gov/Topics/Special-Education/Whose-IDEA-Is-This-A-Parent-s-Guide-to-the-Individ">www.education.ohio.gov/Topics/Special-Education/Whose-IDEA-Is-This-A-Parent-s-Guide-to-the-Individ</a>
<b>US Department of Labor – Office of Disability Employment Policy</b> Resources by Topic (select option for “youth”)	<a href="http://www.dol.gov/odep/topics/Youth/">www.dol.gov/odep/topics/Youth/</a>
<b>Youth to Work Coalition</b> Resources that link employers and schools to create work-based learning experiences (WBLE) for students with disabilities	<a href="http://www.nsttac.org/ytw/home">www.nsttac.org/ytw/home</a>
<b>Transition Assessment</b>	
<b>NSTTAC Transition Assessment Toolkit</b> Online toolkit of resources and guidance for Age Appropriate Transition Assessment	<a href="http://www.nsttac.org/content/age-appropriate-transition-assessment-toolkit-3rd-edition">www.nsttac.org/content/age-appropriate-transition-assessment-toolkit-3rd-edition</a>
<b>OCALI Age Appropriate Transition Assessment</b> OCALI Transition Assessment Guidelines	<a href="http://www.ocali.org/project/transition_to_adulthood_guidelines">www.ocali.org/project/transition_to_adulthood_guidelines</a>
<b>Perkins Webcasts</b> Variety of free webcasts on Transition topics including student portfolios and Person centered planning	<a href="http://www.perkins.org/resources/webcasts/">www.perkins.org/resources/webcasts/</a>
<b>Example Programs and Practices</b>	
<b>Cuyahoga East Vocational Education Consortium.</b> CEVEC provides vocational and work training to high school aged students with disabilities from sixteen districts in the eastern Cuyahoga County area. Includes partnerships with school, ORSC, CBDD and employers	<a href="http://www.mayfieldschools.org/school_PrincipalMessage.aspx?schoolid=9">www.mayfieldschools.org/school_PrincipalMessage.aspx?schoolid=9</a>
<b>Marriott Foundation for People with Disabilities</b> Information on Bridges from School to Work Program	<a href="http://www.bridgestowork.org">www.bridgestowork.org</a>
<b>TOPS – Transition Options in Post Secondary Settings for Students with Intellectual Disabilities</b> A college program pilot at Ohio State University’s Nisonger Center for students with intellectual disabilities	<a href="http://www.nisonger.osu.edu/specialed-transition">www.nisonger.osu.edu/specialed-transition</a>
<b>Project SEARCH</b> Project SEARCH replication for Autism	<a href="http://www.projectsearch.us">www.projectsearch.us</a> <a href="http://www.vcuautismcenter.org/research/search.cfm">www.vcuautismcenter.org/research/search.cfm</a>
<b>Power Plus Program</b> POWER Plus, a Dublin City School program, is a community based postsecondary job training program for young adult students with disabilities	<a href="http://www.dublinschools.net/PowerPlus.aspx">www.dublinschools.net/PowerPlus.aspx</a>
<b>Strong Safe and Free</b> A curriculum from the University of Oregon for people who have developmental disabilities Stay Safe from Sexual Assault. Online materials and videos to instruct youth.	<a href="http://www.ucedd.uoregon.edu/?page_id=3715">www.ucedd.uoregon.edu/?page_id=3715</a>