New York State Education Department
Office of Special Education
Educational Partnership

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Culturally Responsive Transition Planning (CRTP) Guide

A Framework for the CRTP Guide

Produced by the Technical Assistance Partnership for Transition at Cornell University.

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![New York State Education Department Office of Special Education Educational Partnership logo]

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Blueprint for Improved Results for Students with Disabilities

Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.

Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.

Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.

Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.

Multi-Tiered Support

Schools provide multi-tiered systems of behavioral and academic support.

Inclusive Activities

Schools provide high-quality inclusive programs and activities.

Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

Norms and Community Agreements

- Participate to the best of your abilities.

- Speak your truth—use "I" statements.

- Ask clarifying questions and provide feedback.

- Listen with respect.

- Honor confidentiality (what's said here stays here, what's learned here leaves here).

- Expect and accept a lack of closure.

- Push to your growing edge.

Training Objectives

Participants will:

- Recognize the ways in which the background and culture of a student and their family impact transition planning.

- Learn culturally responsive strategies to support their students' learning and support transition from school to post-school activities.

- Engage in frequent, respectful, and open discussion of the educational needs of students.

- Be provided tools to engage culturally diverse students and families in the transition planning process.

Materials

- CRTP Guide
- Note Catcher
- For More Information Contact Page
- Engagement Activities
- CRTP Linked Resources
- Culturally Responsive-Sustaining Education (CRSE) Framework—Four Principles

- Defining Common Equity Terms
- Cultural Asset Domain Table
- Family Cultural Asset Table
- Family Engagement and Cultural Perspectives
- CRTP Slide Deck

Introduction

Becoming Culturally Responsive and Sustaining

- As part of the process of becoming a culturally responsive and sustaining educator, it is recommended that you allow time to grow and embrace the challenges you have had and will encounter.

- It is also recommended that you find colleagues who can offer varying perspectives and support you when you have difficult and confusing situations.

- Before you can begin or expand on your culturally responsive journey, you must first reflect.

Shared Vision

A collaborative and culturally responsive approach to transition planning.

This means that all team members and stakeholders will work to ensure that the cultural wealth and assets of the student are reflected in their transition plan in order to make it relevant and meaningful.
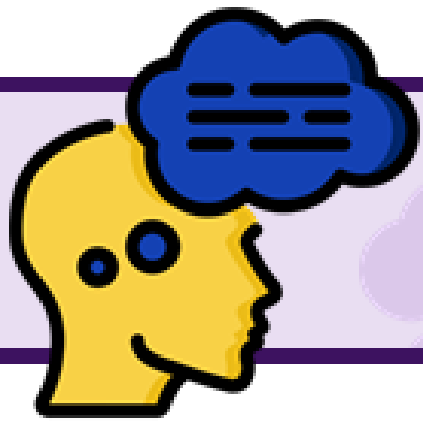
Pause, Reflect, and Discuss

Warm-Up: Why Culturally Responsive Transition Planning?

- Why are culturally responsive transition planning practices important?

- How do I affirm the cultural identities of my students and their families? Especially when they differ from my own?

- What have I identified as gaps in my culturally responsive transition planning practice, and where do I need to grow and learn more?

Shared Language

Handout

When discussing new ideas and concepts, it is important for all stakeholders to have a shared, common language.

• Glossary of Terms

• Common Acronyms

After reviewing these terms and acronyms, are any new or familiar to you?

Examples of Shared Language in CRTP

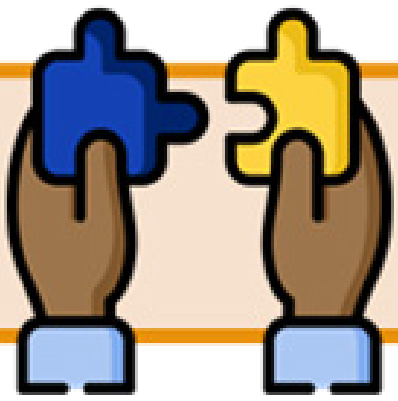| EQUALITY	OPPORTUNITY	ACCESS	EQUITY
Equal inputs regardless of need or outputs	*Altering practices and resources to respond to student needs*	*The right to benefit from resources; admittance*	*Equitable inputs with equitable outputs; a chance*
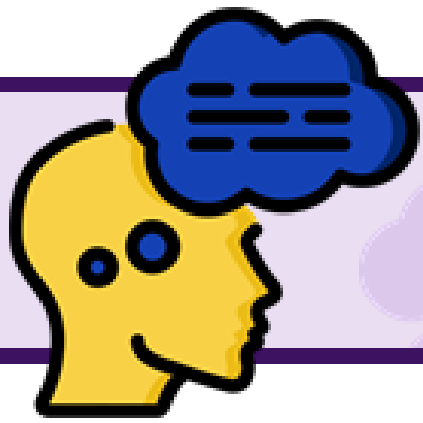
Pause, Reflect, and Discuss

What do you think is the difference between equity and equality?

Sample Activity 1: Defining Common Equity Terms Through a Transition Lens

Develop a deeper understanding of the terms *equality, opportunity, access,* and *equity* and apply them to transition planning.
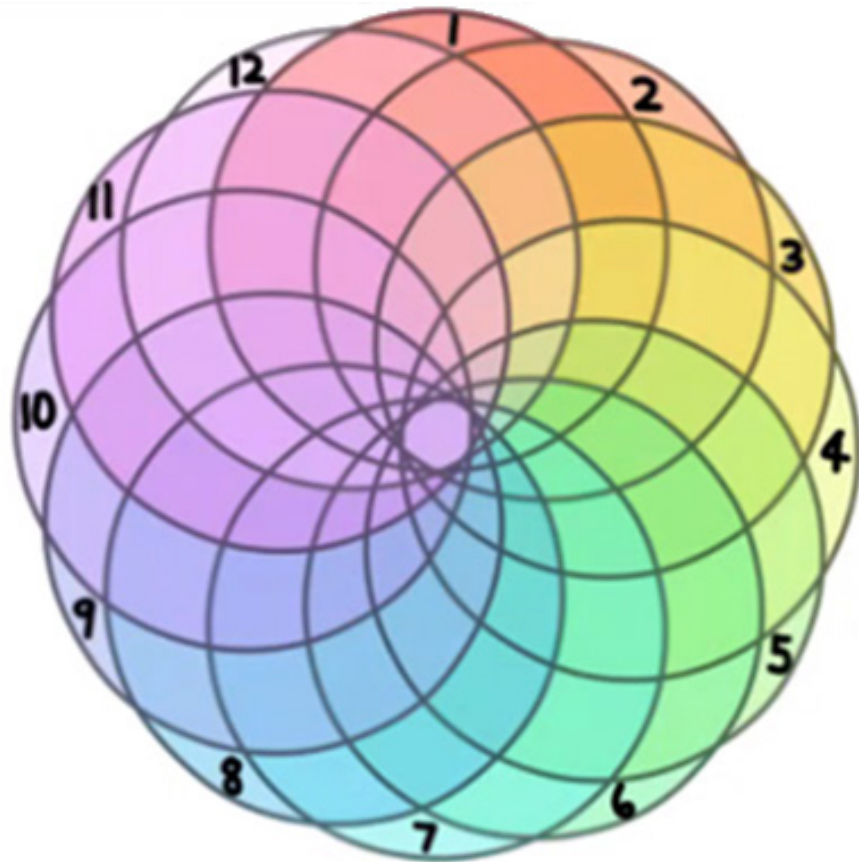
Intersectionality

The ways in which marginalized makers of identity, such as disability, race, sex, gender, and personal gender identification, intersect to shape the multiple dimensions and experiences of minoritized groups. In the context of special education, we consider how race, ethnicity, gender identity, sex, sexuality, wealth, class, housing status, skin color, citizenship, body size, and language intersect with mental health, neurodiversity, and/or ability and access to quality formal education.

Intersectionality is a lens through which you can see where power comes and collides, where it locks and intersects. It is the acknowledgement that everyone has their own unique experiences of discrimination and privilege.
— Kimberlé Crenshaw —

1 Race
2 Ethnicity
3 Gender identity
4 Class
5 Language
6 Religion
7 Ability
8 Sexuality
9 Mental health
10 Age
11 Education
12 Body size
(...and many more...)

@sylviaduckworth

Pause, Reflect, and Discuss

Discussion

Use the Wheel of Power and Privilege to consider the following questions:

- How does the concept of intersectionality apply to career choices/the transition process?

- How does the intersectionality of a student impact their school experiences?
  - Their postsecondary goals?
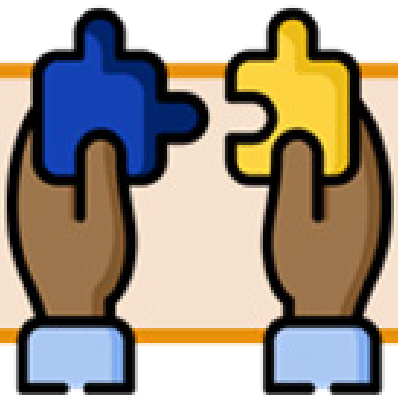 - Their interactions with adult services?

Sample Activity 2: Unpacking Identity

Explore your surface, shallow, and deep identities in relation to your own experiences as a student and your perceptions of current students' future goals.

Reexamining Transition Planning Through an Equity Lens

CRSE Framework

Welcoming and affirming environments
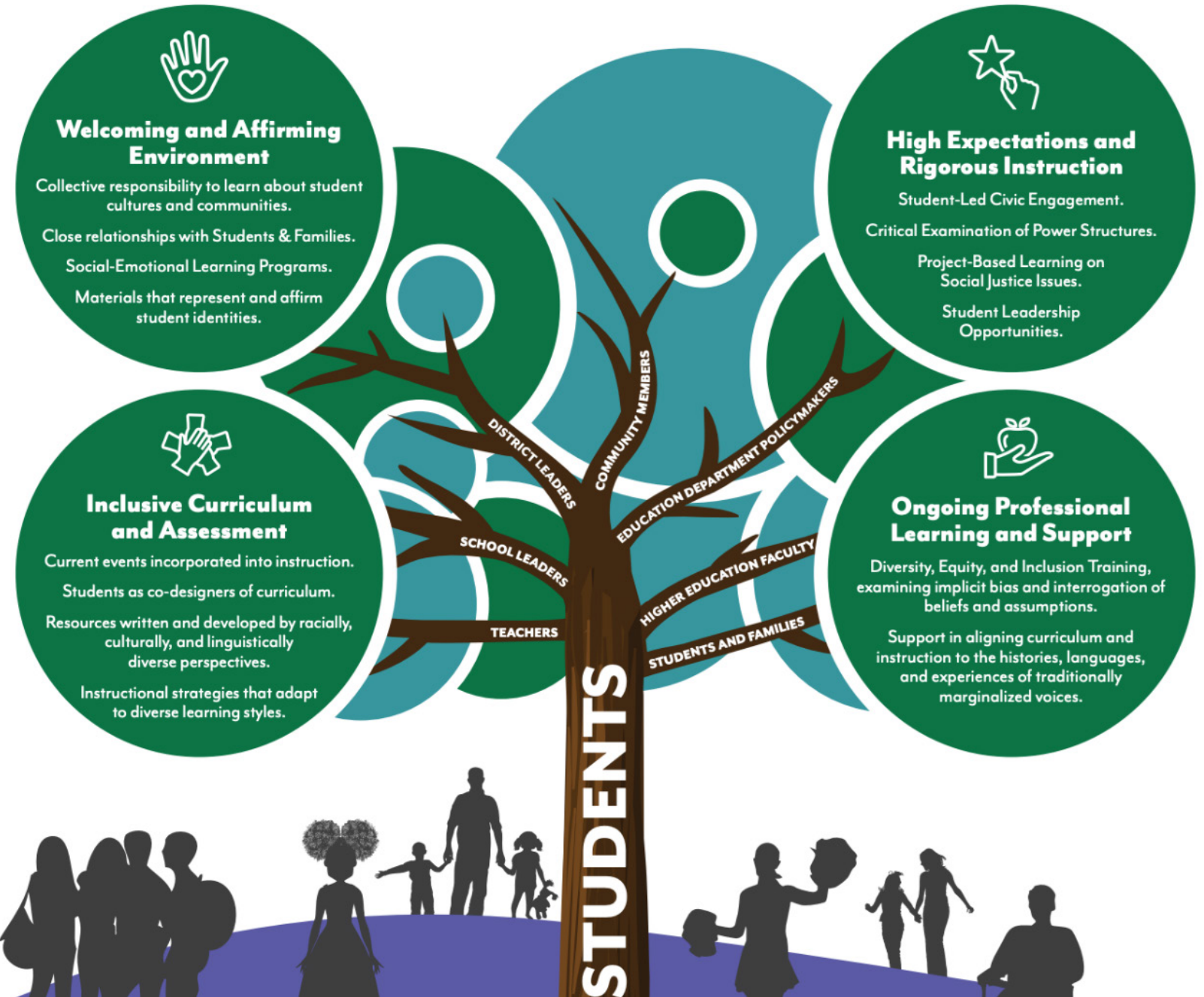
Inclusive curriculum and assessment

High expectations and rigorous instruction

Ongoing professional development
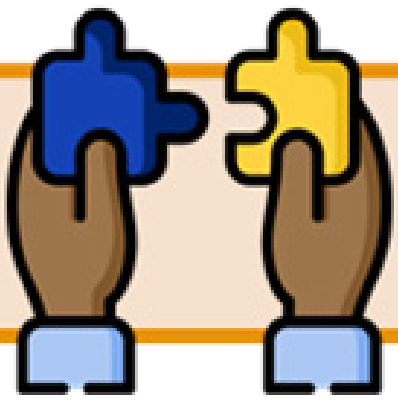
Framework Principles

Traditional Versus CRTP

Traditional Transition Planning Considerations	*Culturally Responsive* Transition Planning Considerations
Results of age-appropriate transition assessments.	Results of age-appropriate **culturally responsive** transition assessments.
Parent input as partners in the planning process.	Parent and family input as **valued** partners in the planning process.
Collaboration with participating state and community agencies to provide the student with appropriate services to meet post-school goals.	Collaboration with participating agencies, **community centers, and extended family networks** to provide the student with appropriate services and **supports** to meet post-school goals.
Instruction toward the Career Development and Occupational Studies (CDOS) Learning Standards	Instruction toward the CDOS Learning Standards **through a culturally responsive lens**.
Opportunities for career development activities, including in-school and out-of-school job training and Career and Technical Education (CTE) coursework.	Opportunities for career development activities, including in-school and out-of-school job training and CTE coursework **in environments that represent and/or value the student's culture/race/ethnicity**.
Access to the general education curriculum.	**Encouraging increased access** to the general education curriculum **for marginalized groups**.

(CRTP Guide, pp. 24–25)

Pause, Reflect, and Discuss

- What do you notice about the traditional versus culturally responsive transition planning considerations from the previous slide?

- How did the considerations change as the culturally responsive lens was applied?
  - Did you think about a welcoming and affirming environment, fostering high expectations and rigorous instruction, identifying inclusive curriculum and instruction, and engaging in ongoing professional learning?
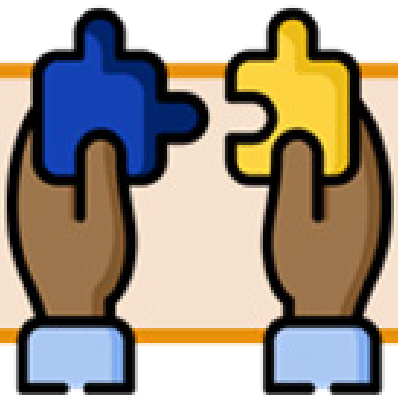
Sample Activity 3: Continuum of Cultural Values

Consider how your own education-related cultural values impact your transition planning practices.

Person-Centered Planning/Family-Centered Approaches

Culturally responsive transition planning **moves away from program-centered planning,** where the focus is on fitting families to available services, eligibility requirements, and legalities, **to person-centered or family-centered approaches, where a collaborative approach focuses on the strengths and uniqueness of each student and family.**

Sample Activity 4: Person-Centered Transition Planning

Reflect on your current practice and write goals for future practice in relation to program and person-centered planning.

Equitable Transition Assessments

Transition Assessments

- Transition assessments, **particularly when aiming to be culturally responsive**, **require collaboration** between the school district, family, and community agencies.

- **Fairness and bias are important considerations** for the development, administering, scoring, and interpreting of assessments, including transition assessments.

- It is important to maintain certain levels of **consistency** with transition assessments and to know when flexibility provides equivalent **opportunities** for students.

- When considering assessment **accessibility**, professionals need to account for the knowledge, skills, and abilities required to engage in a transition assessment.

Cultural Considerations

For transition assessments to be culturally responsive, practitioners should consider:
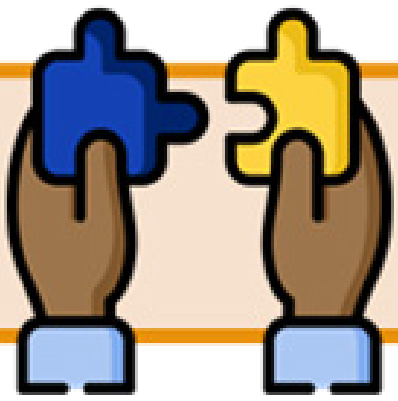
- Offering assessments in a **variety of environments** that are natural and comfortable for a student with a variety of people.

- Using **various methods** of data collection.

- Identifying **linguistic barriers** and **proposing solutions**.

Pause, Reflect, and Discuss

When thinking of a student who comes from a culture that is different from your own, consider:

- What do you already know about the student and their family?
  - What else can you learn about the student and family in order to create and write meaningful and relevant postsecondary goals?

- In light of what you know about their cultural and linguistic background, what needs may the student and their family have in terms of language accessibility?

- How does your personal identity influence the way you interpret and use the assessment results?

(CRTP Guide, p. 34; Greene, 2011)

Sample Activity 5: CRTP Assessment

Consider the *when, where,* and *who* of transition assessments in order to evaluate and increase your cultural responsiveness.

Culturally Responsive Transition-Focused Individualized Education Program (IEP) Development

Transition Planning in the IEP

A culturally responsive, person-centered IEP is written with the student's strengths, interests, cultural values, and needs in mind in order to maintain inclusive practices and foster future success.

For example:

- Genuinely incorporating the family's thoughts and concerns in the Present Levels of Performance is an opportunity to document cultural values, assets, and priorities as they relate to the student's disability.

- Consider the ways in which shallow and deep culture impact the student and family's ideas about postsecondary goals and short-term annual goals, as well as how the various makers of identity intersect.

Examples of Measurable Postsecondary Goals

Education:

- After graduation from high school, Alejandra will participate in training at her cousin's ranch to care for horses and equipment used at livestock auctions. In addition, Alejandra will take online courses to obtain a certificate in equine welfare.

Employment:

- After graduation from high school, Alejandra will be employed at her family ranch to assist with her family's business.

Living:

- After graduation from high school, Alejandra will contribute toward bills based on a family agreement to share portions of bills.

Pause, Reflect, and Discuss

- How does the student and family's cultural lens influence their idea of positive post-school outcomes?

- How does the educator's cultural lens influence the development of postsecondary goals for their students?

- How can you work with the family to build a shared understanding of a student's postsecondary goals?
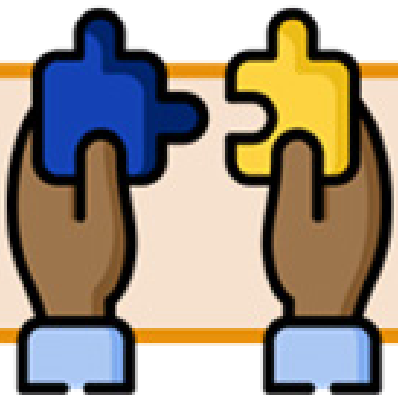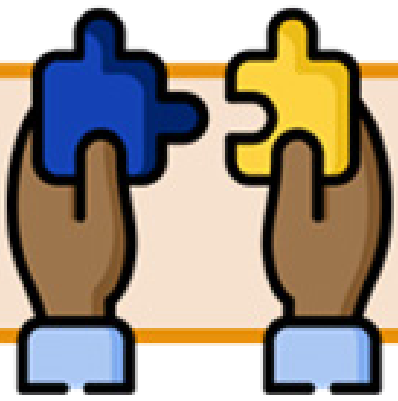
Sample Activity 6: Culturally Responsive Measurable Postsecondary Goals

Provide examples of culturally responsive measurable postsecondary goals and explain why they are culturally responsive.

Pause, Reflect, and Discuss

- Have you witnessed professionals who support the coordinated set of transition activities take a culturally responsive approach to implementing services? What does this approach look like in practice?

- Are there opportunities for training or coaching available to them?

- Representation matters. If there is a professional who identified similarly to the student, are there possibilities to involve them in the coordinated set of activities?

Sample Activity 7: The Culturally Responsive and Relevant IEP Builder

Critique an IEP for culturally responsive practices accounting for all aspects of the IEP, including but not limited to transition planning, academic, social/emotional and physical management needs, annual goals, etc.
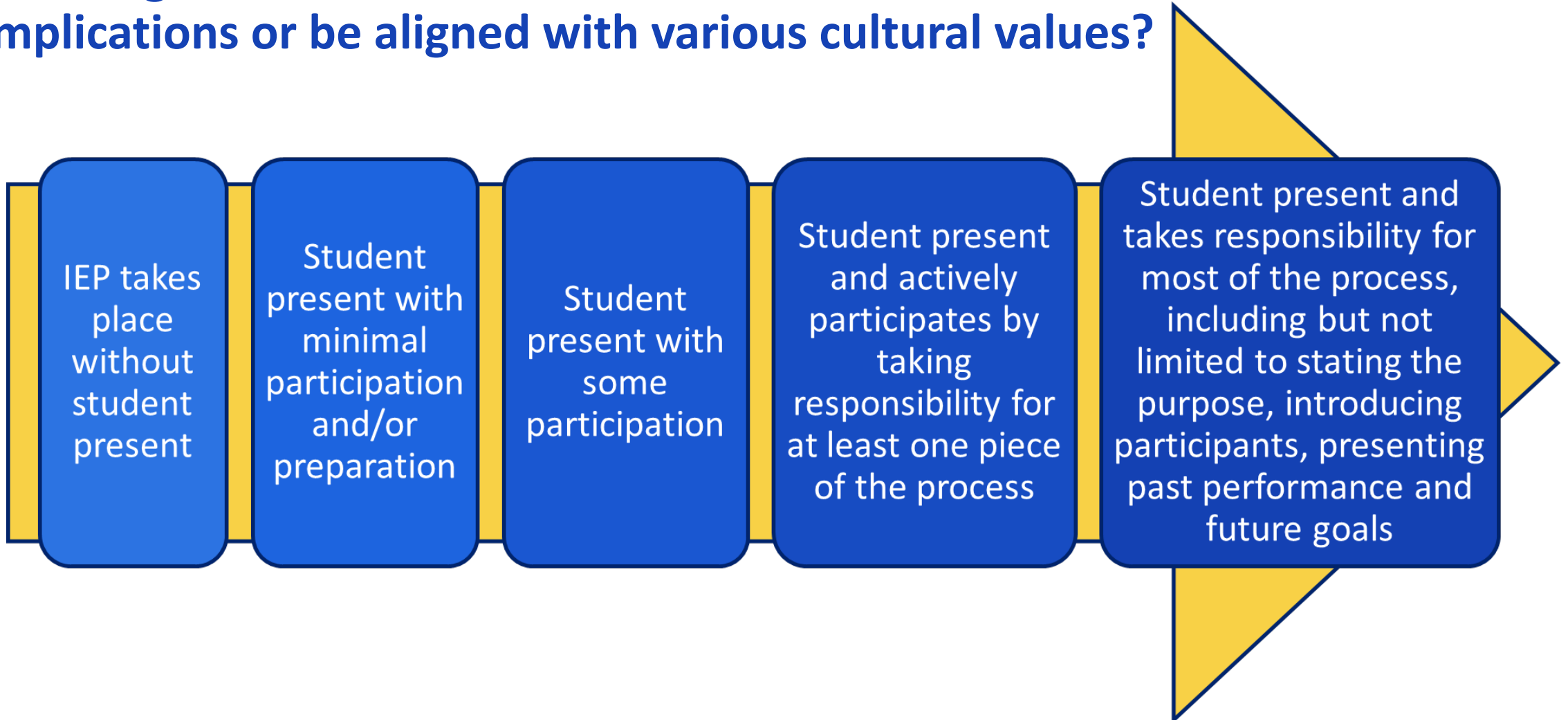
Culturally Responsive Self-Determination Practice

Self-Determination

Considering cultural views when initiating self-determination instruction is key.

- When using self-determination programs or curricula, pay attention to the **underlying values** being emphasized and consider how they may align or contradict the student's cultural values.

- Each self-determination skill should be taught with a component on **how to use it appropriately** in different settings.

- When possible, **include the student's family** in the instruction to provide culturally relevant feedback.

Student-Involved IEPs

How might each box on the continuum have different cultural implications or be aligned with various cultural values?

IEP takes place without student present

Student present with minimal participation and/or preparation

Student present with some participation

Student present and actively participates by taking responsibility for at least one piece of the process

Student present and takes responsibility for most of the process, including but not limited to stating the purpose, introducing participants, presenting past performance and future goals

Pause, Reflect, and Discuss

How might a student's deep culture be affirmed beyond the identified components of self-determination?
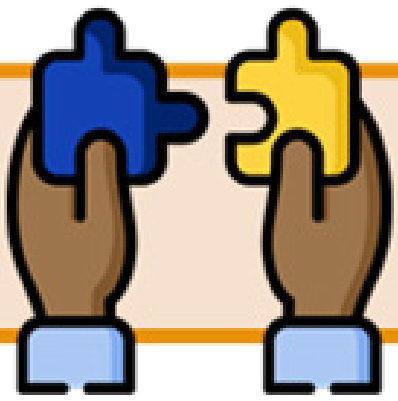
Sample Activity 8: Self-Determination and the Continuum of Collectivistic and Individualistic Values

Consider the components of self-determination in relation to the collectivistic and individualistic continuum of cultural values.

Culturally Responsive Family Engagement

Family Engagement

To be culturally responsive, professionals need to:

- Consider how families and students feel.
- Educate ourselves in order to apply strategies to make environments welcoming and inclusive.
- Meet parents and families where they are in order to build relationships.
- Be mindful of common barriers of family engagement and how to overcome them.

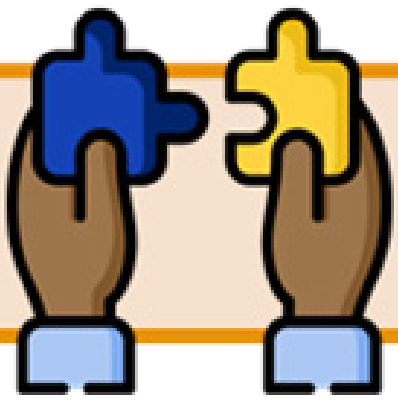# Consider Cultural Impact of Family Expectations

Some examples:

- For some, education has been an exploitative, oppressive experience, so teachers may not receive much support from home.

- Expectations are influenced by the collectivist or individualist nature of the student's culture, community, and family.

- Often the teacher is considered the expert, and family involvement denotes disrespect for the teacher as an authority figure.

Pause, Reflect, and Discuss

- What do you think equitable and collaborative family engagement should look like?

- Are families encouraged to have an active voice throughout the transition planning process?

- What are the current strengths and areas of growth in authentic family engagement?

- What systems and practices can you build to honor the communication styles and culture of the students and families you serve?

Sample Activity 9: Family Engagement and Cultural Perspectives—Applying Strengths-Based Attitudes

Map out questions to ask students, families, and communities in order to enrich their understanding of those students, families, and communities.

Culturally Responsive Work-Based Learning (WBL)

Importance of WBL

- Students with disabilities show **higher rates of underemployment, unemployment, and postsecondary education completion** than students without disabilities.

- Students from low-income backgrounds have **lower employment rates and work in lower-paying jobs.**

- Black and Latino or Hispanic students are also **disproportionately represented** among the low-wage workforce and experience higher unemployment than the national rate.

Cultural Considerations for WBL

Educators should:

- Individualize WBL based on the student's needs and their desired post-school goals—**there is not a one-size-fits-all approach**.

- Know the student and understand the current and historical barriers the student faces at school, in the community, and future workplace.

- Utilize the strengths and social capital the student brings with them.

(CRTP Guide, pp. 62-67)

Pause, Reflect, and Discuss

- What are your potential and current strengths in implementing culturally responsive practices in WBL?

- How can you be emotionally available and invested in the long-term progress of your students?

- Do students who identify as LGBTQIA2+ have concerns when applying for a position, and have you had these discussions?
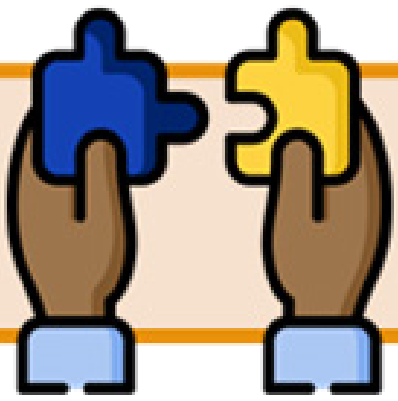
Sample Activity 10: Pre-Employment Transition Services (Pre-ETS) Case Study Analysis

Assess the culturally responsive practices and make connections to your own work.

Culturally Inclusive Interagency Collaboration

Interagency Collaboration

- Well-developed partnerships for planning can provide students and families the sought-after **seamless transition** from youth to adult living.

- When discussing interagency collaboration, culturally responsive education professionals should consider the variables that affect eligibility for and comfort with various state and local agencies.

Diversity Informed Resource Mapping

Keeping intersectionality in mind, and considering the various cultures students belong to, Educational Organizations (EOs) can develop a resource map of local and institutional organizations that support the various needs of students and families.
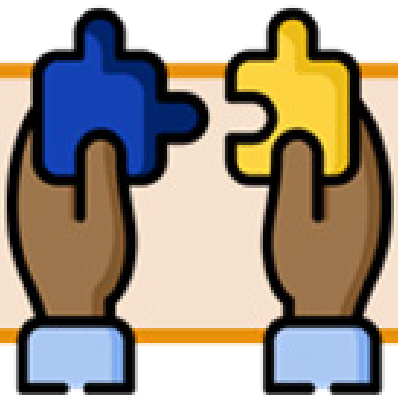
Examples include:

- Businesses owned by people of color

- Advocacy groups

- Postsecondary EOs that demonstrate success with minoritized students

Pause, Reflect, and Discuss

- Will the student and family be best served through a large state or federal agency or a community agency, extended family network, religious institution, or cultural center?

- How might a student and family's experience with government agencies affect future collaboration?

- How does the educator's view of the value of government-funded agencies affect the ease of communication between the school and family?

Sample Activity 11: Diversity Informed Resource Mapping

Research and list various national, state, and local organizations that can partner with EOs to support transition planning for culturally diverse students and families.

Questions and Answers

Exit Ticket

Reflect on learning, and consider next steps for engaging in meaningful transition-focused equity work.

Contact Us

TAP for Transition

TAPtransition@cornell.edu

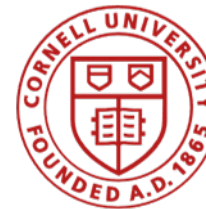This training was provided by the Technical Assistance Partnership for Transition at Cornell University. The OSE Educational Partnership is funded by the New York State Education Department Office of Special Education.