New York State Education Department
Office of Special Education
Educational Partnership

Culturally Responsive Transition Planning (CRTP) Guide

Produced in collaboration by the Technical Assistance Partnership (TAP) for Transition and TAP for Equity.

CRTP Guide

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Welcome to the CRTP Guide

The purpose of this guide is to provide educators with the integration and application of culturally responsive concepts, practices, tools, and resources into transition planning. When educators are knowledgeable about the intersection of culture and equity throughout the transition process and are encouraged to implement culturally responsive practices, students with disabilities experience improved post-school outcomes in the areas of employment, postsecondary education, and independent living.

This guide is intended to be utilized with educators who are looking to dive deeper into their culturally responsive journey. Throughout the guide, embedded links point to a variety of resources to enhance educators' understanding of the material. Touchpoints that allow for participants to pause and reflect are included in each section along with suggested activities allowing for deeper exploration of the content. Educators are encouraged to review the entire guide, either individually or in a group setting, while understanding there may also be a need for focusing on one particular section at a time, depending on their work with students.

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Introduction (Section 1.0)

As students with disabilities prepare to transition to adult life, their educators, families, and agencies must work together to provide them with the information, skills, supports, and services they need to have the future they want. Through collaboration, student-centered planning, and culturally responsive practices, stakeholders can ensure equity is infused into each step of the transition planning process, which will ultimately lead to positive post-school outcomes.

Through a collaborative and culturally responsive approach to transition planning, 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 to them. This approach lends itself to a process in which practitioner self-reflection and ongoing dialogue between professionals, families, students, and community members are key.

As you dive into this work of culturally responsive and sustaining practices, you will become more aware of the complexity of situations regarding the intersecting identities of students and families. This guide will not provide you with all the answers, and you will not have all the answers even as you become

more immersed in this work. 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.

Pause, Reflect, and Discuss

- Why are CRTP 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 CRTP practice, and where do I need to grow and learn more?
- As an educator, have I engaged in critical conversations about equity on a professional and personal level?
- Do the schools I work with facilitate opportunities to discuss issues of equity within Individualized Education Program (IEP) planning or post-school outcomes?

As we continue moving forward with these questions in mind, notice what other thoughts or discoveries may surface for you. Are there areas of discomfort? Do you notice any thoughts, dispositions, or beliefs you think may cause barriers or hinder your approach to this work? Acknowledge any areas of tension and realize that in itself is growth. Rely on trusted colleagues to engage in more conversation, and continue to reevaluate through your own self-reflection. Let's get started and review some common terms and abbreviations that will be used throughout the guide. The equity terms defined below build on each other rather than being listed in alphabetical order.

Glossary of Terms and Abbreviations

Common Equity Terms

Educational Equality is "the principle of allocating educational resources with an emphasis on the equal distribution of inputs without attention given to the corresponding outputs" (Institute of Education Sciences, 2016). It is the concept of giving everyone the same thing regardless of the desired outcome of the experience. Examples are giving every student a Chromebook to take home and schools providing no-cost eye examinations for every enrolled student.

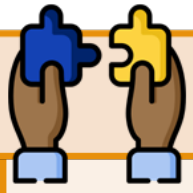
Opportunity is "equitable inputs in order to achieve equitable outputs" (Institute of Education Sciences, 2016). It is the concept of giving people what they need in order to achieve whatever they desire. Examples include extracurricular activities, such as intramural or club sports, chess team, and quiz bowl.

Access is "the right or opportunity to benefit from resources" (Institute of Education Sciences, 2016). If someone wants to take advantage of what they need in order to succeed, they must be given access. Access speaks to the idea of gatekeeping where structural issues may prevent a student from truly benefiting from the opportunities they have been given. Examples include limited access to after-school transportation, limited financial resources to buy team equipment or rent an instrument, and prerequisite criteria for enrolling in a course or meeting other academic standards prior to participation.

Educational Equity is "the principle of altering current practices and perspectives to teach for social transformation and to promote equitable learning outcomes for students for all social groups" (Institute of Education Sciences, 2016). It is the concept of achieving academic success as a result of intentional efforts by educators to break down the structures that may inhibit such success. When we talk about equity, we talk about decisions that educators consciously make to reimagine the educational system in order to ensure all students reach their desired finish line.

Pause, Reflect, and Discuss

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



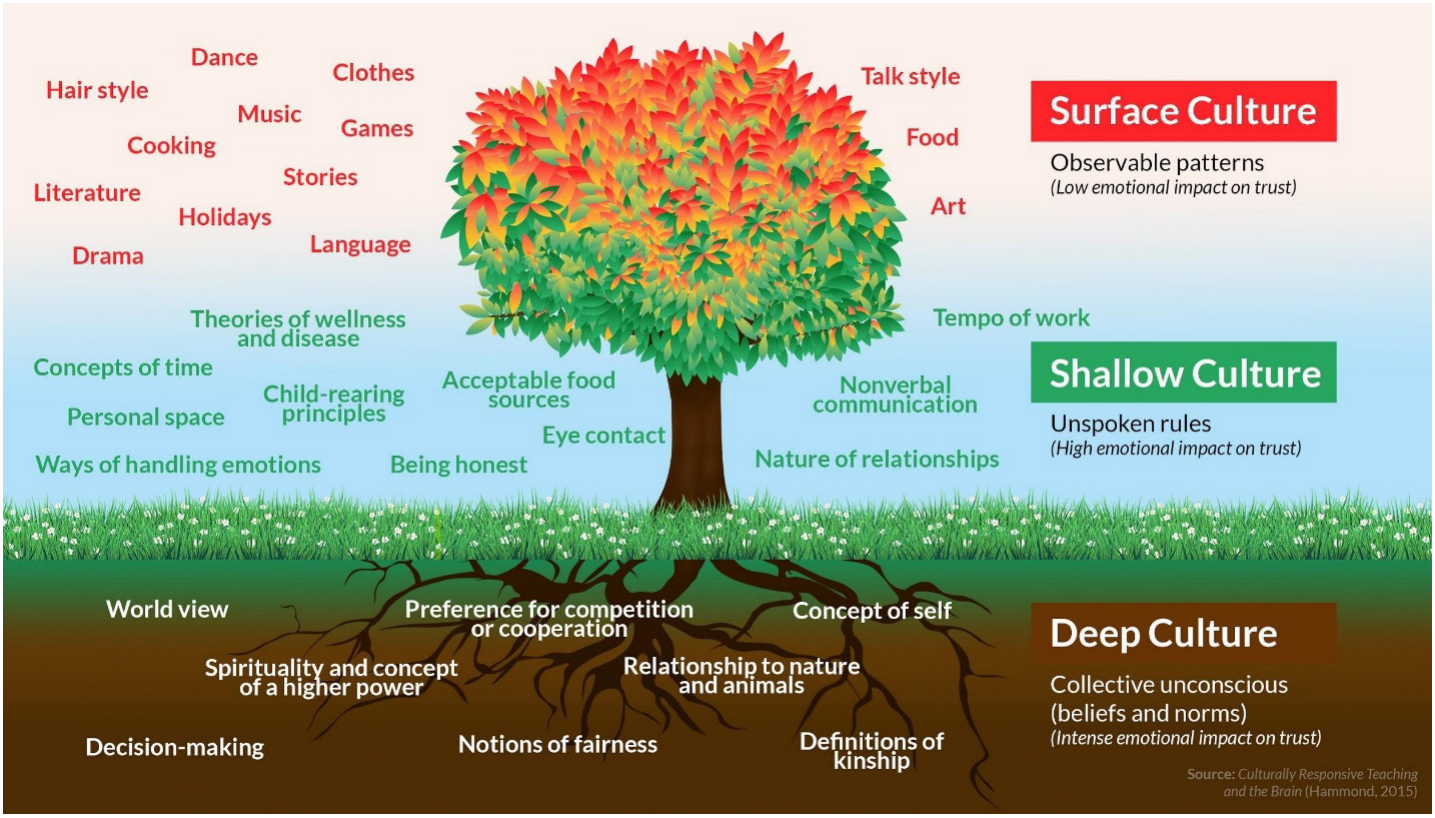
Sample Activity

Defining Common Equity Terms Through a Transition Lens

Using Activity 1, participants will develop a deeper understanding of the terms *equality*, *opportunity*, *access*, and *equity* and apply them to transition planning.

Culture is "the way of life of a particular people, especially as shown in their ordinary behavior and habits, their attitudes toward each other, and their moral and religious beliefs" (Cambridge Dictionary, 2022). The New York State Education Department (NYSED) Culturally Responsive-Sustaining Education (CRSE) Framework defines culture as the multiple components of one's identity, including but not limited to: race, economic background, gender, language, sexual orientation, nationality, religion, and ability.

The Culture Tree



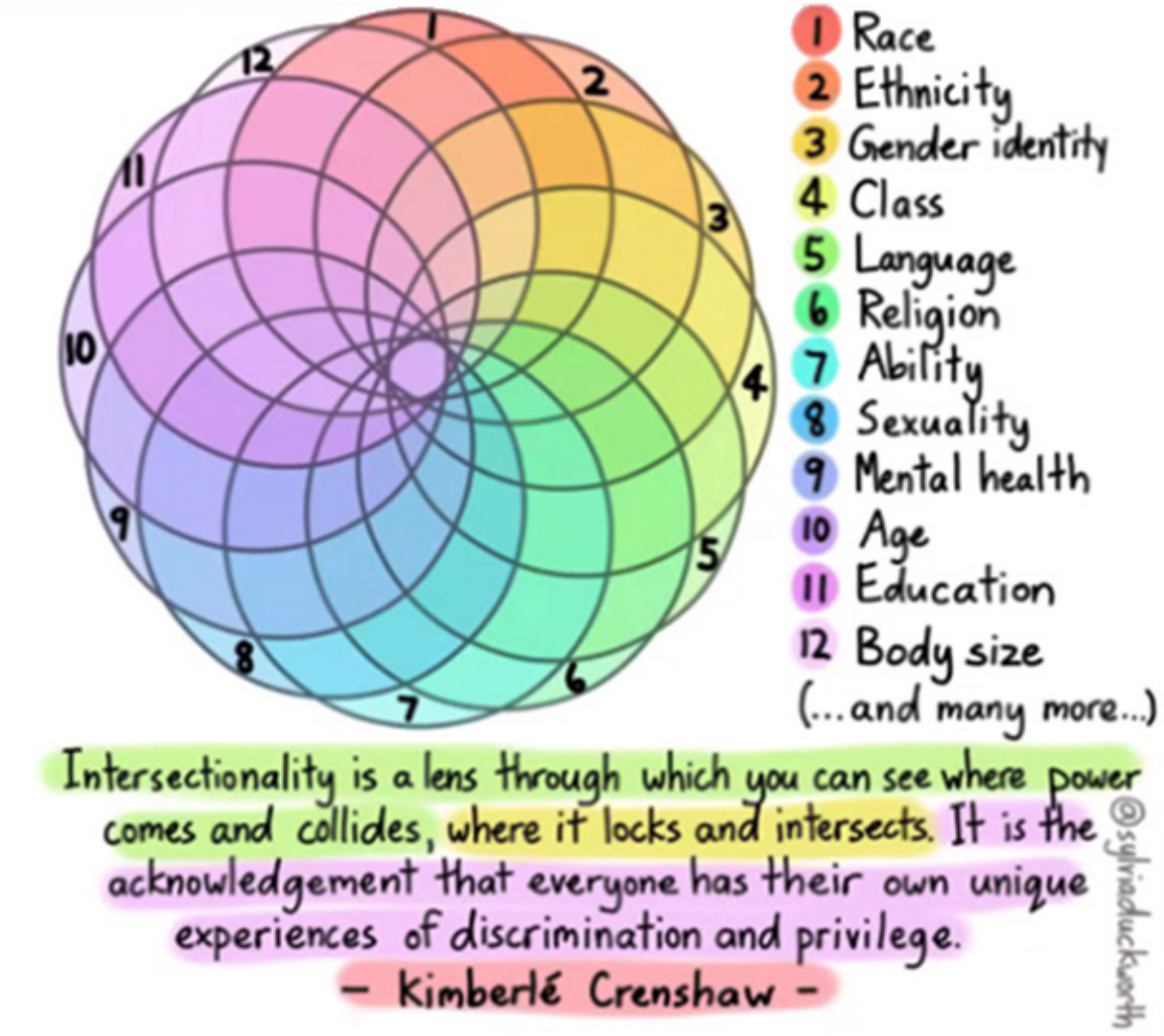
The culture tree in the image above, from its roots to branches, symbolizes how culture is always evolving and impacted by its surrounding. While surface culture, like the branches of a tree, changes more frequently, no aspect of culture is fully static (Hammond, 2014).

Surface Culture consists of the observable aspects of culture. They are generally described as having "low emotional charge," meaning they are generally accepted and do not create anxiety in a person or group. Although, there are always exceptions to this. For example, girls wearing hijabs (traditional Muslim head coverings) have a history of upsetting teachers (Golden, 2017).

Shallow Culture refers to the unspoken rules around social norms. This level has a strong emotional charge and may affect the way transition professionals interpret behaviors, possibly leading to strained relationships between professionals and students and their families.

Deep Culture is composed of the collective unconscious beliefs, norms, understandings, and assumptions of the governed worldview. We are impacted by our deep culture when we create mental models through which to understand others.

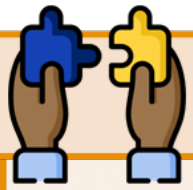
Sylvia Duckworth's Wheel of Power and Privilege (Duckworth, 2020; Crenshaw, 1989)



Intersectionality is 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 (Butler & Achola, 2020). 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.

Pause, Reflect, and Discuss

- Watch this brief video of Dr. Kimberlé Crenshaw—a speaker, civil rights advocate, and professor—as she discusses intersectional theory (video transcript available as Handout #17).
- Use the Wheel of Power and Privilege to consider the following questions:
    - How does the concept of intersectionality apply to career choices and the transition process?
    - How does the intersectionality of a student impact their school experiences? Their postsecondary goals? Their interactions with adult services?



Sample Activity

Unpacking Identity

Using Activity 2, participants will explore their surface, shallow, and deep identities in relation to their own experiences as a student and their perceptions of the future goals of their current students.

Culturally Responsive Teaching is an approach that uses the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively. It is based on the assumption that when academic knowledge and skills are situated within the frame of reference of lived experiences of students, they are more personally meaningful, have higher interest appeal, and are learned more easily and thoroughly (Butler & Achola, 2020).

Culturally Sustaining Pedagogy seeks to sustain and foster linguistic, literate, and cultural heterogeneity as part of the democratic aspect of schooling. It takes an asset-based approach that embraces cultural pluralism and cultural equality to maintain home practices (Paris, 2012).

Culturally Responsive and Sustaining Practices in Transition Planning is an assets-based (non-deficit, non-deficient) approach that aims to develop a closer fit between student and family desires and traditional post-school outcomes. It uses cultural characteristics, experiences, and perspectives of minoritized students with disabilities as building blocks to support the student's transition from high school to adulthood (Butler & Achola, 2020).

Implicit Bias is the unconscious attitudes and stereotypes that shape responses to certain groups around race, class, gender, language, etc. Implicit bias operates involuntarily, often without one's awareness or intentional control. Implicit bias is not implicit racism (Hammond, 2014).

Social Capital refers to the form of capital that comes from social contacts and peers. It emphasizes how students can access networks and contacts to navigate various systems and institutions (Yosso, 2005).

Common Acronyms

Acronym	Definition
ACCES-VR	Adult Career and Continuing Education Services—Vocational Rehabilitation
CDOS	Career Development and Occupational Studies
CRE	Culturally Responsive Educator
CRSE	Culturally Responsive-Sustaining Education
CSE	Committee on Special Education
EO	Educational Organization
FAPE	Free Appropriate Public Education

The **Culturally Responsive Educator (CRE)** will provide training and technical assistance that informs the relationship between teaching, learning, and cultural context, as well as training related to effective instructional programs and practices for students who are bilingual/English language learners with suspected or identified disabilities.

Acronym	Definition
FACE Center	Family and Community Engagement Center
GED Test	General Educational Development Test
HSE	High School Equivalency
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
ILC	Independent Living Center
LGBTQIA2+	Lesbian, Gay, Bisexual, Transgender, Queer, Intersexual, Asexual, and two-spirited. The plus sign signifies a number of other identities.
NYSED	New York State Education Department
OPWDD	Office for People With Developmental Disabilities
OMH	Office of Mental Health
Pre-ETS	Pre-Employment Transition Services
TS	Transition Specialist
VR	Vocational Rehabilitation
WBL	Work-Based Learning
WBLE	Work-Based Learning Experience

The **Family and Community Engagement Center (FACE Center)** works collaboratively to provide technical assistance and professional development that will promote meaningful family involvement within the educational system, build collaborative community relationships, and provide information and training about available service options and delivery systems for school-age students.

The **Transition Specialist (TS)** will provide training and technical assistance on issues related to transition planning.

Transition Planning 101

In order to write and implement culturally responsive transition plans, education professionals must have knowledge of the fundamentals of transition planning. The following is an overview of transition planning.

Transition planning is the ongoing process of preparing students with disabilities for the adult life they choose after high school.

During the transition planning process, **students work with a support team that includes family, school staff, and/or community organizations** to share information, agree on goals, and create a plan for the student's life after high school.

The goal of transition planning is to identify where a student would like to work, learn, and live after high school so the team can provide programs and supports that will help lead the student toward achieving their postsecondary goals. **Transition planning is an ongoing process that is a student-centered, collaborative effort across multiple school years.** Transition teams should consider how they are sharing the results of **age-appropriate transition assessments and further how to gain input from parents and families as critical partners** in the transition planning process. **Interagency collaboration is integral** to providing the student with appropriate services that will support the individual in meeting their identified post-school goals. Additionally, teams may consider instruction related to the Career Development and Occupational Studies (CDOS) Commencement Credential, as well as any programs, services, instruction, and activities regarding career development activities, job training, and Career and Technical Education (CTE) coursework.

PURPOSE of Transition Planning	To help students and families establish a vision for the future about where the student will work, learn, and participate in the community.
FOCUS of Transition Planning	• Future education and training • Future careers and employment • Independent living • Self-determination and self-advocacy

What Are Transition Services?

According to the **Individuals with Disabilities Education Act (IDEA) of 2004**, transition services include a results-oriented process focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.

Transition teams should consider the following:

- Related instruction (e.g., resource room)
- Related services (e.g., speech therapy, counseling services, physical therapy)
- Community and employment experiences
- Development of employment and adult living objectives
- Acquisition of daily living skills
- Functional vocational evaluation
- Linkages to adult services
- Courses of study

CRTP involves **backward planning**. This means the student identifies goals for the future, then the team prioritizes the necessary skills and supports for the student at each grade level to enable progress toward those goals based on the student's individualized needs.

For instance, if a student wants to stay at home to care for an elderly family member, transition planning will involve creating a plan to provide **related instruction** (for example, social skills needed), **community and employment experiences, adult living objectives, linkages to adult services, related services** (for example, communication skills needed), and **course(s) of study** to help prepare the student for being a full-time stay-at-home caretaker.

Want to know more about equity and transition? Reach out to your Regional Partnership Center (RPC) and/or FACE Centers about the following trainings:

Transition: "Transition in the IEP: Four-Part Series" training package.

Equity: "Fundamentals of Equity" training package.

Additional Resources: LGBTQIA Resource Center Glossary and NYSED Transgender Day of Visibility Memo (Handout #8).

Reexamining Transition Planning Through an Equity Lens (Section 2.0)

During the transition planning process, students work with a support team—family, school staff, and community organizations—to share information, agree on goals, and create a plan for the student's life after high school, one that honors the student and family's cultural values and priorities. Remember, there is no such thing as universal values. Culturally competent educators are continuously reflecting on their own identity, its deep and shallow cultural attributes, and how that affects their biases and views.

"Transition planning is more appropriate and successful when the values of students and their families are taken into account."
(Povenmire-Kirk, 2015, p. 321)

CRSE Education Framework

Now that we have been grounded in the concepts of equity and culture, we will explore what it means to be culturally responsive through examining the NYSED CRSE Framework.

The CRSE Framework is intended to help education stakeholders create student-centered learning environments that affirm cultural identities, foster positive academic outcomes, develop students' abilities to connect across lines of difference, elevate historically marginalized voices, empower students as agents of social change, and contribute to individual student engagement, learning, growth, and achievement through the cultivation of critical thinking. The framework was designed to support education stakeholders in developing and implementing policies that educate all students effectively and equitably, as well as provide appropriate supports and services to promote positive student outcomes.

The framework is grounded in four principles that are key to CRTP:

Create a welcoming and affirming environment

- Build relationships by learning about and making space for the culture of the student and their family.
- The environment you create should be a space where people can find themselves represented and reflected and where it's understood that all people are treated with respect and dignity. All cultural identities (race, ethnicity, age, gender, sexual orientation, disability, language, religion, socioeconomic background) are affirmed, valued, and used as vehicles for teaching and learning.
    - Where have you witnessed environments like this?
    - What does a welcoming and affirming environment look like to you?
    - Can you think of examples of ways to create this in Committee on Special Education (CSE) meetings, in the classroom, or transition family nights?

Foster high expectations and rigorous instruction

- Reflect on how bias can impact expectations for student achievement.
- Consider how the school's curriculum and instruction may be challenging given the different ways students learn. Instruction should include chances to use critical thinking, take risks, and learn to reflect on and grow from mistakes. Messages from teachers and school staff have the power to build a positive self-image and empower others to succeed.
    - Consider how bias may have an impact when supporting transition planning, in particular, goal planning and developing the measurable postsecondary goal areas with the student and family.
    - How might the lack of high expectations or bias have an impact on planning for college, exploring career options, or choices related to independent living?

Identify inclusive curriculum and instruction

- Think of ways practices can be altered to be more equitable and respond to all student needs.
- Look for ways to include opportunities to learn about power and privilege and empower learners to be agents of positive social change. Provide the opportunity to learn about experiences and cultures that differ from one's own. Aim to have curriculum and learning experiences work to dismantle systems of bias and address inequities.
    - Consider removing any systemic barriers related to transition. What are examples of barriers in curriculum and instruction within transition planning and delivery of services?

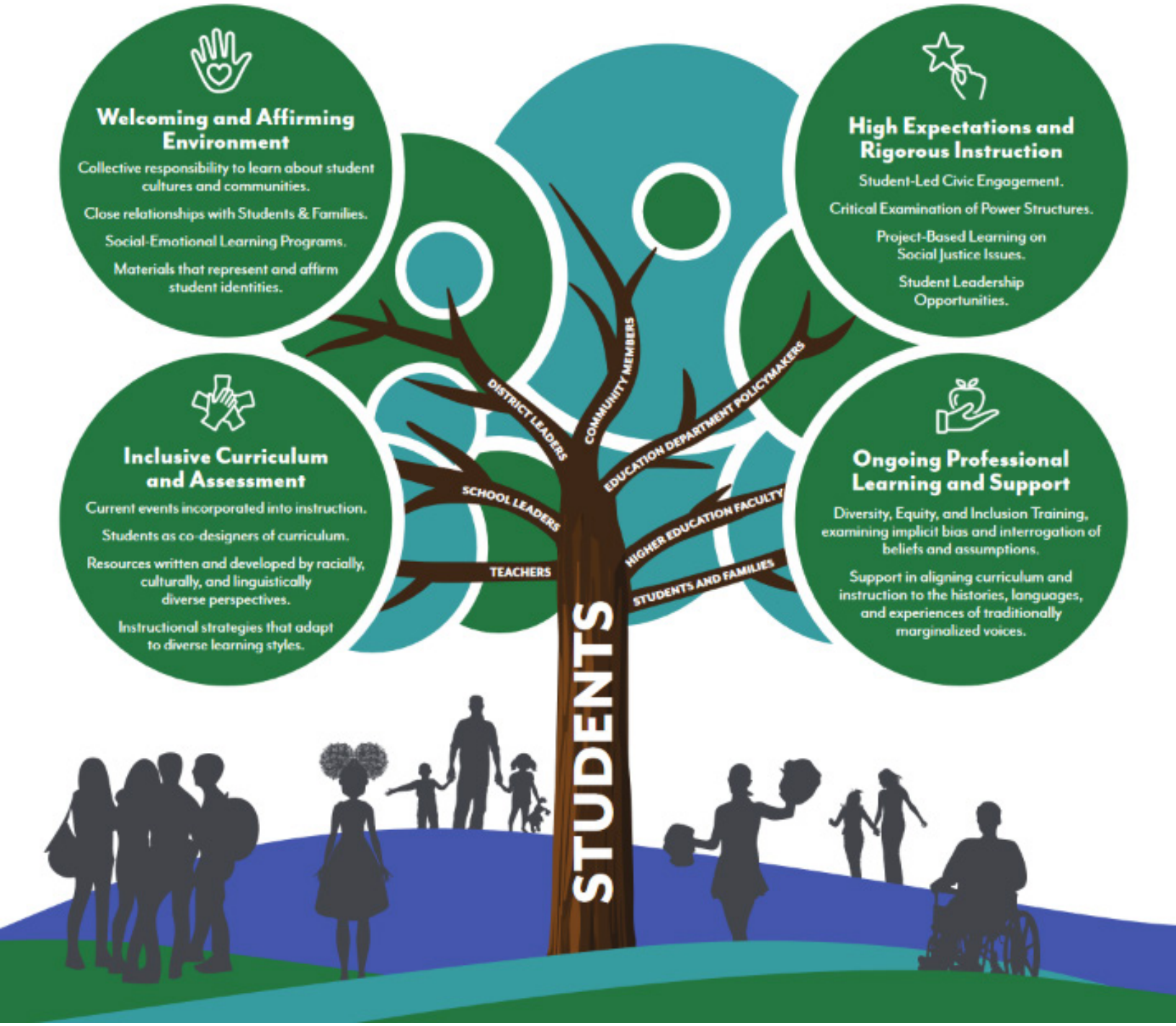
Engage in ongoing professional learning and support

- Set professional goals related to CRSE practices and take the necessary steps to make progress.
- Ongoing professional learning is rooted in the idea that teaching and learning is an adaptive process needing constant reexamination (Gay, 2010; Moll et al., 1992). It allows learners to develop and sharpen a critically conscious lens toward instruction, curriculum, assessment, history, culture, and institutions. Learners must be self-directed and take on opportunities that directly impact learning outcomes.
    - What professional learning opportunities or networks can you access that will help you in developing and sharpening a critically conscious transition lens (New York State Education Department, 2018)?
    - What professional goals will you set to deepen your understanding of what it means to foster CRSE practices within transition?

Each of the four framework principles is illustrated by a set of features rooted in elements of quality education that illustrate how CRSE might look in practice across a range of domains, from the State Education Department to the classroom. The framework represents an opportunity for stakeholders to continue to work together and plan for the unique needs of their communities.

New York State (NYS) education stakeholders can contribute to a CRSE education for students by:

- Believing that culture is not an additional but rather a critical component of education.
- Believing that critical and continuous self-reflection is required to dismantle systems of biases and inequities rooted in our country's history, culture, and institutions.
- Believing that students and their families are individuals with their own assets, knowledge, and abilities, and they should be valued and consulted.



(New York State Education Department, 2018, p. 12)

Pause, Reflect, and Discuss

- What is one goal you have to build culturally responsive and sustaining practices in your own role and work?

Consider Your Own Views

"Cultural competence is about continually developing and refining a skill set and worldview that are useful across different situations, not about acquiring discrete bits of knowledge that are results of over generalization." (Povenmire-Kirk et al., 2015, p. 320)

When engaging in CRTP practices, **professionals begin with reflecting on their own identities and views, and how their cultural frameworks influence their interactions with students, families, and transition planning.**

Five basic concepts influence education professionals' level of culturally responsive engagement with students and families:

1. **Socio-Cultural Consciousness**—The recognition that a person's own way of thinking, behaving, and being are influenced by race, ethnicity, social class, language, and access to power.
2. **Affirming Attitudes**—The act of creating inclusive environments by respecting and valuing cultural differences and using curricular, instructional, and transition practices related to the cultures of their students.
3. **Commitment and Skills to Act as Agents of Change**—Education, and therefore transition planning within the education system, is inherently a political act that socializes students with dominant cultural norms, expectations, and values not only explicitly through content but implicitly through the social norms, expectations, and values that make up the "hidden curriculum." The professionals who support transition

planning need to confront the barriers that hinder a student from achieving their postsecondary goals and develop the skills to ensure that all students achieve equitable post-school outcomes.

4. **Constructivist Views**—All students are capable of learning and achieving their post-school goals. Constructivism refers to the idea that individuals construct knowledge based on their prior experiences, preexisting knowledge, and identities rather than passively receiving new information.
5. **Knowledge of Students' Lives**—The understanding that learning about students' past experiences, home, community culture, and world in and out of school builds relational trust that will promote achievement engagement in transition planning and participation in the coordinated set of activities that lead to meeting their measurable postsecondary goals (Region X Equity Assistance Center, 2016; Villegas & Lucas, 2002).

Now, take these ideas from theory to practice by following these concrete steps:

- Be aware of your cultural limitations.
- Be open, show appreciation, and demonstrate respect for cultural differences.
- Think of intercultural interactions as learning opportunities.
- Research "community cultural resources to enhance interventions" (Greene, 2011).

Pause, Reflect, and Discuss

- Do you know your own worldview? How does it influence your style as an educator?
- Have you taken the time to learn about the community you serve? Its families? Their linguistic and cultural makeup?
- Have you practiced valuing and celebrating cultural differences, even when they differ from your own?
- How do you work to reach mutual goals between professionals and families (Kim & Morningstar, 2005)?

Applying a Culturally Responsive Lens to Transition Planning

When supporting students in identifying where they would like to work, learn, and live after high school, the transition team can provide opportunities and supports that will lead the student to achieve their postsecondary goals. Educators should also consider the challenges students face due to their intersecting identities (Trainor et at., 2020). For example, a White female student with autism faces different challenges than an emerging bilingual White male student with learning disabilities. In another example, students of color who identify as LGBTQIA2+ are more likely to experience higher rates of victimization than their White counterparts (Kosciw et al., 2016). As adults, women of color are less likely to receive promotions or praise from their managers, and companies are more than two times more likely to call people for interviews if they remove references to their race and ethnicity (Kang et al., 2016; McKinsey & Company & Lean In, 2016).

Effective transition planning should be a **collaborative effort** that takes account for these obstacles and is an ongoing process across multiple school years. CREs need to develop a heightened awareness of their own biases and cultural priorities and be careful to not impose those biases when working with students and families.

Remember in Section 1.0 where we reviewed the purpose and focus of transition planning? Now let's add a culturally responsive lens to it.

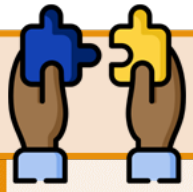
Purpose **of Transition Planning**	To help students and families establish a vision for the future about where the student will work, learn, and participate in the community.
Focus **of Transition Planning**	• Future education and training • Future careers and employment • Independent living • Self-determination
Purpose and Focus of CRTP **(Povenmire-Kirk et al., 2015)**	To use a culturally competent lens to recognize how students' diversity affects transition outcomes and then craft culturally appropriate transition plans.

Do you see how the definition changes? Now let's take it a step further and look at typical transition planning considerations. In the following table, notice how the left column focuses on the traditional considerations and the right column applies the culturally responsive lens.

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 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 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**.

Pause, Reflect, and Discuss

- What do you notice about the traditional versus CRTP considerations above?
- 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 and support?



Sample Activity

Continuum of Cultural Values

Using Activity 3 and the Essential Tools: Cultural and Linguistic Diversity Implications for Transition Personnel Part 3, participants will consider how their own education-related cultural values impact their transition planning practices.

Person-Centered Planning/Family-Centered Approaches

CRTP **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**. This model fosters trust and leads to shared responsibility and collaboration between professionals, students, and families (Greene, 2011).

The adapted table below compares program-centered planning to person-centered planning with an emphasis on cultural considerations (Leake & Black, 2005):

	Program-Centered Planning	**Person-Centered Planning: *Individualistic***	**Person-Centered Planning: *Collectivistic***
Why	• To coordinate services across disciplinary lines and agencies. • To clarify roles of different people responsible. • To meet legal requirements and avoid punishment by regulators.	• To establish and support a personal vision for an individual. • To make voluntary commitments by people who are interested in helping someone they care for.	• To build family and community support and action on behalf of the focus person.
Primary Focus	• To match people with existing programs, identify which agencies are best for the person, and outline the location of these services and how they will be delivered. • If more than one agency or program is involved, the plan is a way to coordinate services and the actions of the staff and professionals.	• Independence of the target individual. • Focus on the individual's whole life, not just a type of service. • Focus on a vision for the future, practical ways to get there, and building commitment to help the person attain those dreams. • The emphasis is on the person's strengths, gifts, and talents—building on them and supporting the person in areas of individual needs—not a preoccupation with deficits and assessments of what's "wrong" with the person.	• Interdependence of the target individual with people in one's own community to develop a network of support. • Focus is on the person and their spokesperson, family, friends, and associates. • Focus is on the strengths of the family/community and what they can bring to the process.

	Program-Centered Planning	Person-Centered Planning: *Individualistic*	Person-Centered Planning: *Collectivistic*
Who	• Professionals and specialists. • An array of professionals.	• The people involved in the planning are there at the person's invitation—no agency decides who should or must be involved.	• There is an emphasis on involving friends and family in the planning—professionals participate to advise and provide support, not control.
Where	• Human-services setting, conference room, or centralized site.	• School or community settings.	• Community settings: home, church room, or library meeting room. • Places close to where the members live. • Focus person or spokesperson initiates to reach goals they are unable to accomplish working alone. • The challenge is how the individual, family, friends, and services (not only services) can work together to achieve the vision.
How	• Team leader initiates ways to meet requirements of regulations.	• Focus person initiates ways to reach goals toward independence.	• Focus person or spokesperson initiates ways to reach goals they are unable to accomplish working alone. • The challenge is how the individual, family, friends, and services (not only services) can work together to achieve the vision.

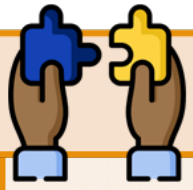
	Program-Centered Planning	Person-Centered Planning: *Individualistic*	Person-Centered Planning: *Collectivistic*
Product	• Goals and objectives that fit within existing program options. • Completed forms, paperwork, and specific goals and objectives to evaluate program effectiveness.	• Vision that reflects desire of focus person. • Significant quality-of-life changes for the focus person. • The person's plan may serve as a focus for discussion about what services should be provided; a service plan may then result.	• Vision that reflects desire of focus person and family. • Commitments to action by community members. • Significant quality-of-life changes for the focus person and the family.

Adapted from Mount, Beeman, and Ducharme (1988), as cited in Knoll and Wheeler (2001); Partners in Policymaking, 2004; and NCSET's, Cultural and Linguistic Diversity Implications for Transition Personnel, 2005.

Student-centered/family-centered transition planning can be time-consuming and overwhelming for professionals. It is important to remember that **the shift does not need to happen all at once. Professionals should think about small ways they can begin.** Additional ideas for how to increase student-focused/family-focused transition planning will be interwoven throughout the rest of this training package.

There are two tools commonly used for person-centered planning along with the actual facilitation of a person-centered plan. Prior to using these tools, professionals should consider the most culturally appropriate way to communicate with and gather information from students and families.

- The Circle of Friends network-building tool provides a simple visual representation of the student's supports. The circle can help in identifying people and organizations that should be involved in the transition planning process (Falvey, 1997).
- The McGill Action Planning System (MAPS), also referred to as Making Action Plans, involves interviewing relevant persons in the student's life and using that information to write an action plan to help achieve the measurable postsecondary goals (Vandercook et al., 1989).



Sample Activity

Person-Centered Transition Planning

Using Activity 4, participants will reflect on current practice and write goals for future practice in relation to program and person-centered planning.

Want to know more about reexamining transition practices with an equity lens?

Equity: The "Dimensions of Equity," "Fundamentals of Equity," and "Introduction to the Culturally Responsive-Sustaining Education Framework" packages.

Additional Resources:

- Culturally Responsive-Sustaining Education Framework—Four Principles (Handout #9)
- A Journey, Not a Destination—Developing Cultural Competence in Secondary Transition (Handout #10)
- DCDT Fast Facts Culturally Responsive Transition Practices
- NTACT:C, Quick Guide: Culturally and Linguistically Diverse Youth Secondary Transition
- NCSET: Cultural and Linguistic Diversity—Implications for Transition Personnel
- DCDT Fast Facts: Teacher Hidden Bias
- Harvard Implicit Bias
- MAPS Questions to Think About
- MAPS Sample.

Equitable Transition Assessments (Section 3.0)

Transition Assessments

Transition assessments are the bedrock of transition planning with their purpose being to gather the information needed to make informed decisions about a student's future goals and the steps required to achieve those goals. According to the 2013 position paper from the Division on Career Development and Transition (DCDT), a transition assessment "serves as the foundation for youth with disabilities to identify measurable postsecondary goals and to determine necessary transition services to pursue such goals during the secondary school years" (Neubert & Leconte, 2013).

Throughout the transition planning process, educators use a variety of transition assessments. These assessments may be formal, such as a computer-based or written questionnaire, or informal, such as teacher/family observation or self-evaluation. These assessments, particularly when aiming to

be culturally responsive, require collaboration between the school district, family, and community agencies.

Examples of culturally responsive transition assessments include the Cultural Asset Domain Profile Example (Handout #11) and the Family Cultural Asset Profile (Handout #12) (Achola, 2021).

Considering Bias in Transition Assessment

Fairness and bias are important considerations for the development, administering, scoring, and interpreting of assessments, including transition assessments (Eignor, 2013). While it is important to maintain certain levels of consistency with transition assessments, it is simultaneously important to know when flexibility provides equivalent **opportunities** for students. In addition, transition assessment should be individualized based on prior knowledge of the student. Another important consideration is assessment **accessibility**. Professionals need to account for the knowledge, skills, and abilities required to engage in a transition assessment. Some examples for consideration:

- **Prior Knowledge**—Can a student fully engage in a career assessment if they have not had exposure to some of the career skills listed in the assessment?
- **Cognitive Skills**—Are the questions written in a way the student understands? Can the student read them, or do they need alternate forms of assessment?
- **Mobility Skills**—Can the student physically engage in the assessment as it is presented, or do they need accommodations?
- **English Language Proficiency**—Is the assessment offered in a language the student is more proficient in?

When considering the intersectionality of students, it is important to consider various characteristics that could interfere with assessment performance (for example, a student with neurodiverse verbal abilities and multilingual learners).

The final aspect of transition assessment is the scoring, interpretation, and application of the results. **Research has shown that students from the nondominant culture are at risk for inaccurate score interpretation.** In some cases, transition professionals may be justified in straying from the standardized procedures to gain a more accurate understanding of the student (Eignor, 2013). In non-standardized transition assessments, transition professionals

need to build on their ability to self-reflect and question how their own identity and biases may have an impact on the way in which they view and interpret the results (Bond, 1995).

"Despite an extensive discussion in special education literature of culturally biased educational assessment practices (Carrasquillo, 1991; Macswan & Rolstad, 2006), little attention has been paid to the topic of culturally biased transition assessment."
(Achola & Greene, 2016, p. 180)

Cultural Considerations

In order for transition assessments to be culturally responsive, practitioners should consider the following (Sitlington et al., 1997):

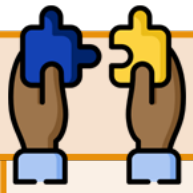
- Offering assessments in a variety of environments that are natural and comfortable for a student with a variety of people, including but not limited to:
    - Family/home
    - Special education teacher/school
    - Work supervisor/place of employment
    - Community member/place of worship or community center
- Using various methods of data collection, which can include:
    - On-site/in-person
    - Phone calls
    - Synchronous and asynchronous virtual platforms
    - Rating scales
    - Open-ended interviews
    - Normed assessments
- Identifying linguistic barriers and proposing solutions, such as:
    - Simplified language
    - Visual/pictorial assessments
    - Oral assessments

"When administering transition assessments, [Career Transition Specialists] CTSs need to consider not only the relevant information to be gathered, but also how to use the assessment process to listen to students and families and explain the rationale for the transition process in terms of anticipated outcomes and cultural assumptions underlying the activities."
(Achola, 2019, pp. 191–192)

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 will the information collected be used in developing the transition plan?
- What is the most culturally relevant method for sharing this information with the family (Greene, 2011)?
- How does your personal identity influence the way you interpret and use the assessment results?



Sample Activity

Culturally Responsive Transition Assessment

Using Activity 5, participants will consider the *when*, *where*, and *who* of transition assessments in order to evaluate and increase their cultural responsiveness.

Want to know more about equitable transition assessments?

Equity: The "Dimensions of Equity" packages.

Transition: The "Transition Assessment: Four Part Series."

Additional Resources: Cultural Asset Domain Profile Example (Handout #11) and the Family Cultural Asset Profile (Handout #12) (Achola, 2021).

Culturally Responsive Transition-Focused IEP Development (Section 4.0)

Once transition assessments are completed, CREs consider the data using a culturally responsive lens to write the Present Levels of Performance, postsecondary goals, coordinated set of activities, course of study, and annual goals. Writing a culturally responsive and high-quality transition-focused IEP lays the foundation for positive post-school outcomes.

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.

The following explains the sections of the IEP that are most relevant to CRTP.

Transition Assessment

To further emphasize what was reviewed in the previous section, if the practitioner uses culturally responsive transition assessments and analyzes their data through a responsive lens, the rest of the transition-focused IEP should come naturally.

Present Levels of Performance

In addition to describing a student's academic, social, physical, and management needs, transition-focused Present Levels of Performance summarize the transition assessment results, including strengths, interests, and preferences. The Present Levels of Performance should consider the student's current functioning levels to determine what they need to access the curriculum and achieve their postsecondary measurable goals.

Cultural Considerations

Remember that genuinely incorporating the family's thoughts and concerns is an opportunity to document cultural values, assets, and priorities as they relate to the student's disability.

Measurable Postsecondary Goals

> **"The way in which individuals think about disability, adulthood and success in life are culturally constructed."**
> **(Trainor et al., 2020, p. 289)**

Beginning with the first IEP to be in effect when the student turns 15 years old, the team will begin considering the student's **goals for life after high school**. These are called *measurable postsecondary goals*, and they focus on three specific areas:

- **Education/Training**—Where and how is the student going to continue to learn new skills after graduation?
- **Employment**—Where is the student going to work after graduation?
- **Independent Living** (when applicable)—Where is the student going to live, how are they going to access adult services, and how will they participate in community activities?

Postsecondary goals should be based on the student's needs and age-appropriate transition assessments and should be reviewed and updated on an annual basis. This provides yet another

opportunity to apply a culturally responsive lens to ensure the family's beliefs and values are reflected in the student's goals.

In addition, culturally responsive measurable postsecondary goals are written in such a way that the student's cultural values are embedded into the goal itself.

The following examples (Suk et al., 2020) provide guidance on how to transform a typical postsecondary goal into a culturally responsive and sustaining goal.

Area	Old Goal	New Goal
Education	After graduation from high school, Alejandra will attend her college of choice to obtain a degree in equine science.	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 obtain a required, paid internship in the equine field as college course requirements dictate. Alejandra will be competitively employed in equine management field after college graduation.	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 live with roommates on or near the college campus and will share living expenses.	After graduation from high school, Alejandra will contribute toward bills based on a family agreement to share portions of bills.

Annual Goals

Annual goals describe **what the student is expected to achieve in one year**. The goals are aligned with the academic, social, and physical skills the student needs in order to achieve their goals for life after high school. Both measurable postsecondary goals and annual goals are developed based on the individual and unique qualities of the student and are connected to their interests and desires for life after high school.

Cultural Considerations

When writing measurable postsecondary goals and annual goals it is important to consider all aspects of the student's culture and intersectionality. Give particular attention to 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, as with youth and disability.

The adapted table below provides examples of the possible cultural impact of different components of measurable postsecondary goals and annual goals (Povenmire-Kirk et al., 2015).

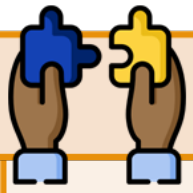
Possible Measurable Postsecondary and Annual Goal Components	Examples	Explanation of Possible Cultural Impact
Written or Oral Histories	Students are asked to recount, either in writing or in conversation, something that happened to them (e.g., an essay titled "What I Did Over Summer Break"). This constitutes a written or oral history and can be considered very personal.	People of many cultures believe that personal and public should not mix. Asking a student to write or tell the class about their vacation, weekend, or plans for after school mixes the realm of the personal with the realm of the public.

Possible Measurable Postsecondary and Annual Goal Components	Examples	Explanation of Possible Cultural Impact
Social Touching	Students are expected to shake hands when they meet potential employers or coworkers on the job; it is a "soft skill" often taught in preparing students for interviews. Dominant culture members can often offer a literal pat on the back for a job well done.	Some cultural groups do not engage in social touching, especially with people who are not close family.
Concept of Time	Students are expected to arrive promptly to transition and work-related activities and get started on their work right away.	The concept of time is culturally tied. Many believe it is rude to be on time for an event. Others refuse to "get down to business" once they arrive; getting to know the person or people with whom one works is equally important to the work itself. In our fast-paced environment, note these differences and schedule appropriately.
Work Ethic	Students are expected to work at a certain level, a level often established by the culture of their workplace.	How hard, how often, and for how long one works are related to one's family, traditions, and cultural expectations and vary greatly across groups.
Gender Roles	Transition educators seldom establish different sets of expectations and goals based solely on gender.	Gender expectations vary across families, communities, regions, races, and cultures. Family expectations are key to the success of transition planning.

Possible Measurable Postsecondary and Annual Goal Components	Examples	Explanation of Possible Cultural Impact
Importance of Money and Social Status	Transition educators put a lot of emphasis on wage-earning labor and competitive employment.	Post-school goals a family will deem appropriate for a child are influenced by the values of that family and of the family's community and culture. Money and social status vary in importance.

Pause, Reflect, and Discuss

- How does the student and family's cultural lens influence their idea of positive post-school outcomes (Halley & Trujillo, 2013)?
- 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?
- Considering the examples in the table above, think of additional examples that could be added to the table? For example, in regard to written and oral stories, certain Afro-Indigenous cultures actually do use oral histories, so storytelling can be powerful in terms of helping students connect content to student prior knowledge.



Sample Activity

Culturally Responsive Measurable Postsecondary Goals

Using Activity 6, participants will provide examples of culturally responsive measurable postsecondary goals and explain why they are culturally responsive.

Transition Needs

A statement of transition service needs that focuses on the student's **courses of study**, considering the student's strengths, preferences, and interests, as they relate to transition from school to post-school activities.

Courses of study are "a multi-year description of coursework [necessary] to achieve the student's desired post-school goals" (Storms, 2000). For example, courses of study could include a specific CTE sequence leading to an industry credential. The establishment of high expectations and provision of appropriate support for students with disabilities influences the decisions made regarding the course of study. In turn, these decisions are likely to have a positive impact on their post-school opportunities.

Measurable Annual Goals

Measurable Annual goals describe **what the student is expected to achieve in one year**. The goals are aligned with the academic, social, and physical skills that the student needs in order to achieve their goals for life after high school. Both measurable postsecondary goals and annual goals are developed based on the individual and unique qualities of the student and are connected to their interests and desires for life after high school.

Coordinated Set of Transition Activities

The coordinated set of transition activities are the activities and services that will help the student **gain the skills needed to meet their postsecondary goals**. The IEP team will begin considering a coordinated set of transition activities starting with the IEP at which the student will be 15 (or at a younger age, if appropriate).

These activities and services are based on the student's needs, strengths, preferences, and interests. For each activity, the person responsible for the activities or services (usually the school or another agency) is identified. The coordinated set of transition activities are divided into the following six categories: instruction, related services, community experiences, employment or other post-school adult living objectives, acquisition of daily living skills (if applicable), and functional vocational assessment (if applicable).

In addition to the above cultural and IEP considerations, transition professionals need to be mindful that **students with disabilities, particularly those coming from racial and ethnic minorities, are likely to be suspended** (Achilles et al., 2007; Krezmien et al., 2006; Losen & Gillespie, 2012), **and possibly experience the school-to-prison pipeline** (Behnken et al., 2014). This can occur as a result of the lack of cultural or language sensitivity in working with students with disabilities who are racial or ethnic minorities (Mendez & Knoff, 2003; Zhang et al., 2004). Additional considerations related to exclusionary practices and the development of a culturally responsive transition-focused IEP are outlined below.

The Need for Effective Training in Classroom Management

The School to Prison Pipeline (STPP) (Trainor, 2017) can be thought of as an accumulation of student exclusions and disciplinary actions that increase a student's interactions with law enforcement. These can range from informal teacher removals to suspensions to utilization of a school's resource officer (Trainor, 2017). Not only do these disciplinary and exclusionary incidents decrease the likelihood of obtaining a diploma or credential, they increase the likelihood of future incarceration. Between 28%–43% of youth involved in the juvenile detention system have disabilities (Mallett, 2016).

The STPP "disproportionally affects and involves certain child and adolescent groups: those who experience poverty, students of color, students who have special education disabilities, children and adolescents who have been traumatized or maltreated, and young people who identify as lesbian, gay, bisexual, and transgender (LGBT)."
(Mallett, 2016, p. 571)

This research speaks to the necessity and importance of training teachers in how to effectively manage classroom behaviors while acknowledging how potential bias may have an impact on whether they view behaviors as disruptive. For students with disabilities, positive behavior supports and special accommodations to classroom management can be written into the IEP and linked to transition planning as needed.

Diploma and Credential Options

All students, including students with disabilities, are encouraged to work toward the highest diploma option available. Students, families, transition coordinators, school counselors, and teachers should work together to plan needed coursework and transition services and track both academic and personal accomplishments to optimize the student's opportunities after high school through their transition-focused IEP. As the student progresses through school, their courses of study should be adjusted to reflect the student's changing strengths, interests, and exiting plan. Additionally, **any student has the right to attend school until the end of the school year in which they turn 21 or obtain a high school diploma, whichever comes first**.

There are currently **three types of NYS high school diplomas**: local, Regents, and Regents with Advanced Designation. To earn a diploma, students must earn specific course credits and pass specific Regents Examinations.

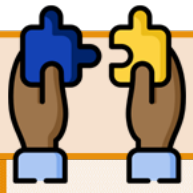
NYS has **two credential options** for students with disabilities: CDOS Commencement Credential and the Skills and Achievement Commencement Credential. **These credentials are not diplomas and cannot be used to apply to college, the military, and some vocational training programs** that require a High School Equivalency Diploma, obtained through the passing General Educational Development (GED) test, or high school diploma.

Youth with disabilities are at a higher risk for dropping out of school than youth without disabilities. The Center for Education Statistics study results also revealed that the dropout rate for youth with disabilities in the United States in 2017 was 12.1% while the dropout rate for students without disabilities was 5.0% (McFarland et al., 2019). Parents and other family members play a crucial role in helping their students with the following (Larson et al., 2010):

- Understanding the graduation pathway options available to them and requirements for each.
- Defining career, college, and/or continuing education goals.
- Choosing a pathway to a diploma that is relevant to the student's strengths and postsecondary goals.

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

The Culturally Responsive and Relevant IEP Builder

Using Activity 7, the Culturally Responsive and Relevant IEP Builder (CRRIB) (Barrio et al., 2017) and a current IEP from their district/building, participants will 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.

Want to know more about Culturally Responsive IEP Development and high school completion options?

Academics: Review the "Overview of Specially Designed Instruction" and "Next Steps with Specially Designed Instruction" packages.

Behavior: Review "Standards-Based IEP," "Module 6 Developing Behavior Systems," and "Using the Functional Behavior Assessment (FBA)/Behavior Intervention Plan (BIP) to Support Students Needing Intensive Interventions—Four-Part Series" packages.

Transition: Review the "Diploma and Credentials" and "CDOS: Module 2" training packages.

Culturally Responsive Self-Determination Practice (Section 5.0)

What Is Self-Determination, and How Does It Benefit Students in Transition Planning?

The *Self-Determined Learning Model of Instruction Teacher's Guide* (Shogren et al., 2019) defines **self-determination** as acting or causing things to happen as you set and work toward goals in your life.

"People who are self-determined self-initiate and self-regulate their actions to solve problems, make decisions, and set goals that impact their lives. Adolescents become more self-determined as they identify their interests and preferences, set and work toward goals aligned with those interests and preferences, engage in problem solving and decision making as they encounter barriers in working toward their goals, and advocate for themselves

and their needs. These actions are critical for all students and are often embedded across the curriculum. However, students need support to learn and practice these skills in an integrated way if they are to lead self-determined lives." (Shogren et al., 2019)

Throughout the transition process, **it is important to help students gain skills that will help them play a more active role in making decisions and preparing for their future**. Through the process of self-determination, students take control of their lives. Self-determination involves making choices and decisions about one's own goals and how one will meet them.

Students who have greater self-determination and self-advocacy skills **are significantly more likely to go on to postsecondary education, and students with disabilities who go on to postsecondary education experience better employment outcomes than students with disabilities who do not go on to postsecondary education** (Test et al., 2013).

As with all aspects of transition planning, when considering self-determination instruction for students, **it is important to consider cultural norms and values**. While some families may value self-determination and the accompanying self-awareness and advocacy as an aspect of civil rights and social justice, others may see the individual as part of a collective where choice-making is not simply an individual's prerogative. Some cultures may value a plurality of voices and opinions, while others view the educator as the sole expert and would not appreciate allowing youth such a level of autonomy and decision-making power. Some families and students straddle multiple cultural views and will appreciate certain aspects of the self-determination model. Like with all aspects of education, prior to embarking on a journey, educators must make sure to know their families and communicate plans.

"Employing a stance of cultural responsiveness in fostering self-determination requires that teachers really get to know the students and families with whom they are working to understand what the most salient aspects of their identities are the most influential during the transition planning process."
(Newman et al., 2021, p. 225)

Culturally Responsive Considerations for Self-Determination Instruction

Considering cultural views when initiating self-determination instruction is the first step. The following are additional considerations for implementing culturally responsive self-determination instruction:

- There are many evidence- and research-based and programs for teaching self-determination; however, most of them are framed from a dominant culture lens. When using a particular program or curriculum, pay attention to the underlying values being emphasized and consider how they may align or contradict the student's cultural values.
- In some instances, youth may choose to adopt dominant culture values, which can result in conflict with their families or elders within their community.
- Each self-determination skill should be taught with a component on how to do it appropriately in different settings. For example, a student may need to advocate for themselves in a job setting but not with an elder of their community.
- When possible, include the student's family in the instruction to provide culturally relevant feedback.
- Foster adult or peer mentorship to model and discuss appropriate use of self-determination skills across settings (Leake & Black, 2005).
- Self-determination instruction can be used as an avenue for increasing student awareness of their multiple intersecting identities.
- Self-determination instruction should include civil and disability rights awareness, including laws that prohibit discrimination (Trainor et al., 2020).

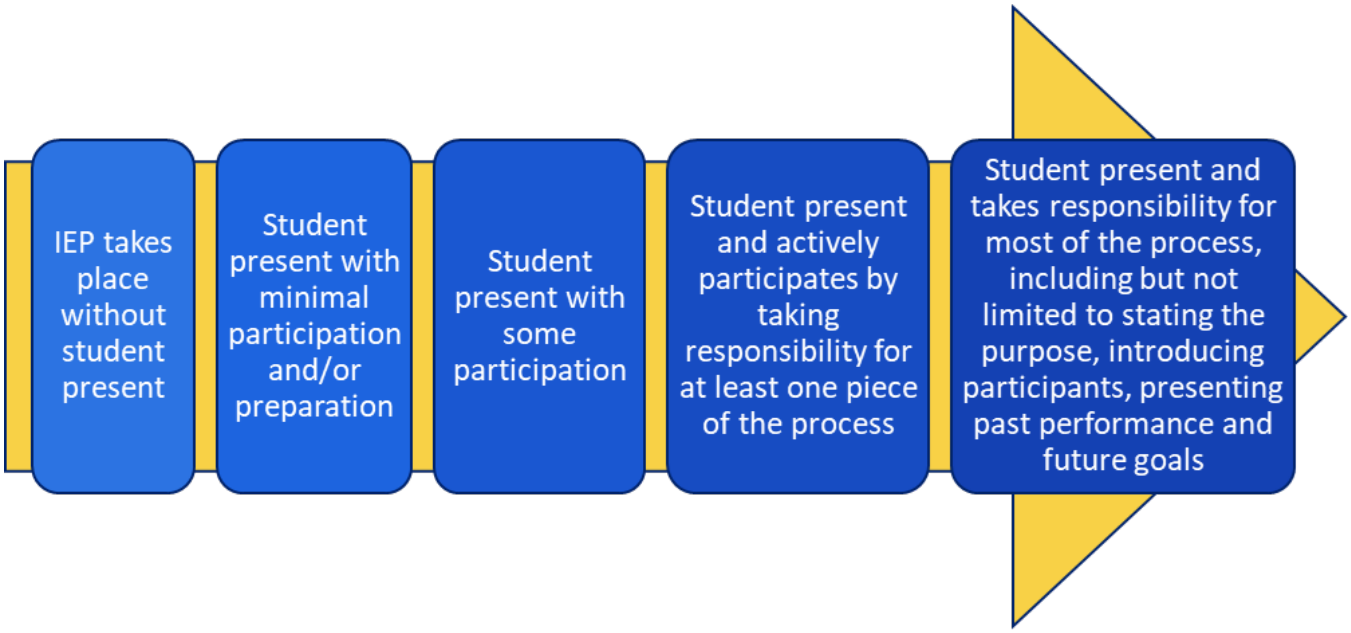
The adapted table below provides examples of possible cultural impacts of different components of self-determination (Povenmire-Kirk et al., 2015). The expectations, concepts, examples, and activities to support self-determination described illustrate Western cultural expectations related to aspects of self-determination within transition planning and what is expected of the student according to dominant culture perspective. The third column gives a brief description of how Western expectations and assumptions may contrast or conflict with others and their beliefs of what is appropriate behavior.

Expectation and Concept, Examples or Activities	Example	Explanation of Possible Cultural Impact
Eye Contact	Students are expected to make eye contact during transition-planning meetings and job interviews.	People of some cultures believe it is inappropriate and disrespectful to make direct eye contact with authority figures; others view it as a specific challenge.
Participation in School-Based Meetings	During transition planning, parents and family members are often expected to participate in school-based meetings.	This can be viewed as a collision between perceived private and public spheres.
Knowledge of Disability	Educators tend to assume a certain level of understanding about disability and its causes.	Disability can be viewed as curse; others believe it to be a blessing. It is crucial to be aware of the cultural understanding of disability when planning for the future of any individual.
Post-School Expectations	The concept of self-determination drives much of transition.	Expectations are influenced by the collectivist or individualist nature of the student's culture, community, and family.
Speaking in Class or Public Spaces	Students are expected to speak in class or public spaces (e.g., talking to disability services, communicating with employers) about how their disability affects their performance.	Honor and pride play a role in anything a member does publicly. Students are urged to do only those things that they are good at to represent community, culture, and family, especially students with disabilities who may struggle with succeeding in academic tasks. Students can be hesitant to engage in activities about which they do not feel confident representing their group.

Expectation and Concept, Examples or Activities	Example	Explanation of Possible Cultural Impact
Interacting With Authority	Students are expected to make direct eye contact, give firm handshakes, and demonstrate conversational skills in interacting with authority figures, but some members of some cultures will be uncomfortable with these activities.	Many believe those in authority speak and subordinates listen. Expecting students to inform their teacher (an authority figure) that they disagree with a suggested choice may be culturally inappropriate.

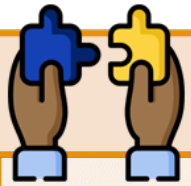
Culturally Responsive Student-Involved IEPs

(Thoma & Wehman, 2010) (Graphic adapted from Resources for Student-Led IEPs)



Student-involved IEPs is a research-based approach to teaching self-determination skills in students with disabilities. Prior to beginning the process of engaging students in their IEP development and CSE meetings, consider the student-involved IEP and how each box on the continuum might have different cultural implications or be aligned with various cultural values. Additionally,

consider how each individual student's participation and involvement in the continuum may vary unique to their experience, comfort, and preparation. Understand the level of involvement may evolve over time as they build confidence and fluency in being involved with their IEP. For example, in the middle of the continuum—"the student present and actively participates"—maybe a student does so in their second year of high school by presenting information and asking questions verbally. In contrast to the year before, they may have handed each person a print-out with questions they had developed in advance and had each person in the meeting read on their own. Additionally, the last box on the continuum states, "Student present and takes responsibility for most of the process." What does this look like? It could be the student leads the IEP by stating the purpose, introducing participants, and presenting their past performance and future goals. Consider how these different levels of involvement build over time and are individualized based on the student.



Sample Activity

Self-Determination and the Continuum of Collectivistic and Individualistic Values

Using Activity 8, participants will consider the components of self-determination in relation to the collectivistic and individualistic continuum of cultural values.

Pause, Reflect, and Discuss

Consider the following behaviors of self-determination:

- Choice making
- Decision-making
- Problem-solving
- Goal setting
- Planning
- Goal attainment
- Self-management
- Self-advocacy
- Self-awareness
- Self-knowledge

How might a student's deep culture be affirmed beyond the identified components of self-determination?

Want to know more about self-determination?

Equity: Review the "Values, Equity, and Cultural Responsiveness" training package.

Transition: Review the "How to Foster Self-Determination in all Students," the "Student-Directed IEP for Professionals: Four-Part Series," and the "Student-Directed IEP for Families" training package.

Additional Resource: Comparison of Individualist and Collectivist Values (Handout #13).

Culturally Responsive Family Engagement (Section 6.0)

Students benefit from having supportive adults in their lives, especially as they prepare to transition to the adult world. When students engage in learning experiences outside of school, it helps them develop skills and practical knowledge to be successful both in school and in life (Caspe & Lopez, 2014).

Research on Family Engagement and Postsecondary Transition (Epstein et al., 2018)

The National Technical Assistance Center on Transition: The Collaborative (NTCAT:C)'s Predictors of Post School Success Level of Evidence Chart (National Technical Assistance Center on Transition, 2021), Parent Expectations and Parent Involvement is listed as being both promising and research-based predictors for future employment and education. Research in the area of family engagement points to additional school-age and postsecondary positive outcomes as seen below. Having positive school and family relationships is an essential component for sustained school improvement (Bryk et al., 2010).

School-age outcomes for students who experience high levels of family engagement (National Parent Teacher Association, 1997):

- Higher grades and test scores
- Better attendance
- Positive attitudes and behavior
- Higher graduation rate
- Increased participation in more challenging academic programs
- More classes passed and credits earned
- Better social skills and adaptation to school

Postsecondary outcomes for students who experience high levels of family engagement:

- Increased rates of graduation, employment, and achievement of postsecondary goals (Kohler et al., 2016)
- Increased development of self-determination skills (e.g., goal setting, problem-solving, decision-making) that help students achieve postsecondary goals (Wandry & Pleet, 2012)

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?

The Family's Role in Equitable Transition Planning

To effectively engage in the transition planning process and support students successfully, families need to be knowledgeable about the transition process as part of IEP development. Educators and families can partner to help students prepare for life after high school in many ways.

The following table provides an overview of crucial roles families can play in a student's education to prepare the student for the transition to the adult world and also examples of possible cultural impact (National Charter School Resource Center, 2020; Povenmire-Kirk et al., 2015).

Expectations From Families	Examples	Explanation of Possible Cultural Impact
Values and Historical Experiences of Education	Educators often assume education is a value and that it's a positive or at least a neutral experience for students and their families.	For some, education has been an exploitative, oppressive experience, so teachers may not receive much support from home. Other groups may value education so much that they fled oppressive homelands for opportunities to learn in the United States.
Communicating High Post-School Expectations	Families talk with students about their interests, goals, and plans for the future and reinforce the importance of school and how it will help students achieve their goals.	Expectations are influenced by the collectivist or individualist nature of the student's culture, community, and family.
Monitoring Student Performance and Work and Supporting Student Learning at Home	Families are kept up-to-date about assignments, testing results, and homework completion, and are expected to support homework completion at home. Families model the importance of reading and learning and connecting what is learned to everyday activities.	Not only does homework merge the public and private sphere but it also assumes a level of understanding and capacity at home that may or may not be there.

Expectations From Families	Examples	Explanation of Possible Cultural Impact
Guiding the Student's Education and Advocating for the Student	Families engage students in conversations about the student's future goals and plan how to achieve these goals. Educators want students and families to tell them what they want, how educators can help, and where educators might be misled or misunderstand something. Families encourage the students to become their own advocates and help to strengthen their ability to make good choices, ask questions, ask for help, and prioritize tasks and activities.	Often the teacher is considered the expert, and family involvement denotes disrespect for the teacher as an authority figure. Requiring family involvement blurs these lines, which can feel culturally inappropriate.

Effective Family Engagement

Family engagement is a complex multi-faceted process. We as educators must begin by rethinking our relationships with the families and the communities we are serving, particularly when they are located in low-income communities or when we are primarily serving a race, ethnicity, or nationality different from our own. Empathy, culturally responsive or human-centered design, and collaboration are ways to approach families and engage them. A human-centered approach begins with compassion or trying to understand what someone else feels and experiences based on their unique circumstances (Garcia-Lopez et al., 2020). It is also crucial to acknowledge that collaborating with families provides benefits that extend beyond academic achievement, such as increasing student engagement and fostering community empowerment (Delgado-Gaitan, 1991; Malczyk & Lawson, 2019).

A successful, collaborative, and effective family engagement should include the following characteristics (Carr et al., 2007; Epstein & Sheldon, 2002):

- Focused on building trusting and collaborative relationships among educators, families, and community members.
- Supportive of diverse family backgrounds and socio-economic differences.
- Recognizing, respecting, and addressing each family's assets and needs.
- Embracing a philosophy of partnership where power and responsibility are shared between school and community.
- Incremental progress as the program evolves that is seen and collectively enjoyed.
- Connection to curricular and instructional reform—as cultural changes are happening so too should training for educators and the materials and approaches with which students are being taught.

To be culturally responsive professionals, we have to also consider how families and students feel and strive to educate ourselves in order to apply strategies to make environments welcoming and inclusive. School staff members must be creative and meet parents and families where they are in order to build relationships and facilitate long-term engagement. Educators should elevate the family's frame of reference and voice when considering postsecondary goals and consider the family's community as an opportunity to seek support for a coordinated set of transition activities and interagency collaboration. Additionally, educators will need to be mindful of common barriers to family engagement and how to overcome them, including but not limited to professional attitudes, bureaucratic barriers, diversity concerns, and contextual barriers (Kim & Morningstar, 2005).

Professionals, educators, and service providers can support students and families throughout the transition process by (National Collaborative on Workforce and Disability for Youth, 2019):

- Holding high expectations for students.
- Working in partnership with families to promote students' academic learning, career development, health, access to community supports, and transition to adult life.

- Engaging families and students as partners in transition assessment and individualized planning.
- Including families of students who are culturally and linguistically diverse in the process of collaboration, planning, and implementation for transition as well as providing support to understand the student's future goals and steps of the transition process.
- Strengthening and practicing cultural competency throughout all aspects of the educational experience, including recognition and respect of differences among family environments.
- Ensuring families have access to and assistance in using technology, if needed.
- Coordinating and integrating services across multiple systems (PACER Center, 2017) and assisting in connecting with local community resources.
- Having access to resources about transition and transition planning in preferred language of communication.
- Providing support in navigating immigration and safety issues for the student.
- Developing increased knowledge and sensitivity about the multiple dimensions of cultural groups in the IEP team, encouraging the engagement of extended family and/or community, and considering inviting these members to the IEP meeting.
- Promoting increased knowledge and comfort with school policy and procedures with Culturally and Linguistically Diverse (CLD) families through the use of family-centered approaches, collaboration techniques, and communication practices.
- Connecting families to existing support programs such as the regional FACE Centers or Special Education Parent Teacher Association (SEPTA).

Person-Centered/Family-Centered Transition Planning

Professionals can enhance culturally responsive transition practices by centering the student and family. There are a number of simple questions that can be asked in order to get to know students and families in this way:

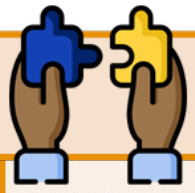
- What languages are spoken in the home and by which family members?
- What are the family's norms for personal and social development for the youth with a disability (e.g., what degree of independence is encouraged)?

- What residential and work-related goals for the youth with a disability are held by the family?
- What are the family's views on disabilities, and how does this affect their view on treatment for their child?
- How is the family conceptualized? As a nuclear unit or as an extended family structure?
- What are the family's decision-making practices? Are they hierarchical where their elders hold the decision-making power, or are they oriented toward individual rights with children expected to self-advocate?
- How much legal knowledge about parents' rights and advocacy does the family possess (Greene, 1996)?

"…CLD parents reported experiences during transition and IEP planning as significantly more negative than their European American counterparts did….CLD parents reported experiencing significant barriers to full and effective participation in IEP and transition planning. Professional attitudes, diversity concerns, contextual barriers, and bureaucratic barriers were cited as obstacles to CLD family involvement in transition planning…"
(Kim & Morningstar, 2005, pp. 96–97)

Pause, Reflect, and Discuss

- 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?
- What goals do you have for working with families this year?
- How do these goals drive the way you communicate with families to support students?



Sample Activity

Family Values Worksheet

Using Activity 9, Family Values Worksheet and the *Family Engagement and Cultural Perspectives: Applying Strengths-Based Attitudes* Guide, participants will map out questions to ask students, families, and communities in order to enrich their understanding of those students, families, and communities.

Want to know more about the culturally responsive family's engagement in transition planning?

Academics: Review the "Specially Designed Instruction: A Guide for Families and Caregivers" package.

Behavior: Review the "Work with Families to Improve Student Outcomes" "Positive Solutions for Families," and "Parent and Family Engagement within the FBA/BIP" packages.

Equity: Review the "Communication and Culture" and "Effective and Collaborative Implementation of Family Engagement" training packages.

Transition: Review the "Family Guide to Transition Planning—Preparing Students with Disabilities for Life After High School" and "How Parents and Families Can Effectively Engage in Work-Based Learning" training packages.

Additional Resources: Family Engagement and Cultural Perspectives (Handout #14).

Culturally Responsive Work-Based Learning (Section 7.0)

As students begin to plan for the future, they should have the opportunity to develop employability skills such as interpersonal skills, personal qualities, technology use, systems thinking, communication skills, information use, resource management, critical thinking skills, and applied academic skills. Employability skills are the general skills and knowledge necessary for success at all employment levels and areas. These skills are not career or industry-specific skills.

One way students with disabilities can build employability skills is through WBL. WBL is an authentic learning experience that allows students to explore their career goals, abilities, and interests while applying their academic and technical knowledge and skills in a real-world context. These experiences are planned and supervised by instructional staff in collaboration with business, industry, or community partners. High-quality WBL will provide effective and equitable experiences to empower all students to become confident workers and culturally competent citizens of NYS (New York State Education

Department, 2021). WBL also emphasizes supportive relationships with adults, connections to broader social and professional networks, and authentic work experiences that provide hands-on learning opportunities and the chance to take on new roles and responsibilities (Ross et al., 2020).

Like all aspects of CRTP, it is important to understand the various beliefs and norms that drive a student's motivation, thereby shaping their goals and Work-Based Learning Experiences (WBLEs). Transition professionals should be open to ideas and values that do not fit within their own worldview in order to best meet the needs of their students (Ruiz & Scott, 2021).

"Research indicates cooperative education, internships, and apprenticeships in high school boost employment after high school. For young people from disadvantaged backgrounds, our previous research found that participation in these programs is associated with having a higher-quality job at age 30." (Ross et al., 2020, p. 21)

Understanding the Importance of WBL Through an Equity Lens

Research has shown that students whose educational experience includes WBL are better prepared to make informed career decisions, learn appropriate workplace behavior, apply academic and specialized technical skills, connect knowledge and skills learned in the classroom to the world of work, participate in unique opportunities to demonstrate new skills, be exposed to multiple career options, and earn a living wage once exiting school. This is important because:

- Students with disabilities and intersecting identities are disproportionately at risk for suffering negative outcomes related to high school completion, and students with disabilities show higher rates of underemployment, unemployment, and postsecondary education completion than students without disabilities (Ross et al., 2020).
- Educators should consider economic, racial, and gender issues that intersect with disability, which magnify the risk of youth becoming disconnected from postsecondary employment and education and can lead to cumulative loss of income throughout their lifespan (Ross et al., 2020).

- Students from low-income backgrounds have lower employment rates and work in lower-paying jobs. Participation in WBL is associated with having a higher-quality job at age 30 (Ross et al., 2018).
- Black and Latino or Hispanic students are also disproportionately represented among the low-wage workforce and experience higher unemployment than the national rate (Ross & Bateman, 2019; U.S. Bureau of Labor Statistics, 2019).
- Unemployment is typically higher among Black and Latino or Hispanic young people. In 2019 (that is, pre-COVID-19), unemployment was 20.7% for Black teens, 15.4% for Latino or Hispanic teens, 11.7% for White teens, and 8.2% for Asian American teens (U.S. Bureau of Labor Statistics, 2020).
- Students, particularly young women, are disproportionately affected in some of the high-risk sectors such as manufacturing (International Labour Organization, 2020).
- Students who experienced extended periods of unemployment face greater risk of unemployment later in life, which in turn increases their risk of poverty and social exclusion (Inanc, 2020).
- Workers in the U.S. who identify as LGBTQ+ earn, on average, about 90 cents for every dollar the average worker makes (Human Rights Campaign Foundation, 2022).

Barriers to WBL

Career exposure and work experiences are essential to assist transition-age youth in learning workplace behaviors and the application of academic and specialized technical skills necessary to thrive in today's complex economy. However, many barriers to providing WBLEs exist, and educators struggle with providing WBLEs due to factors involving:

- Resources (e.g., transportation, staff, funds)
- Opportunities (e.g., few on-campus jobs, limited community experiences available)
- Lack of stakeholder support
- Time for students to participate
- Extensive support needs of the students (Rooney-Kron & Dymond, 2021)

These barriers affect whether students receive WBL and the quality of WBL they receive.

With education increasingly moving to an online platform, educators need to be mindful of additional barriers exacerbating existing challenges preventing students with disabilities from

participating in meaningful WBL programs (Ellott & McConnell, 2022). Transition teams have expressed concerns regarding:

- Ensuring employers have access to technology and assuming oversight of online interactions between organizations and students with disabilities (Dalporto & Swarts, 2020), which can lead to concerns of safety, supervision, and support of students with disabilities (Briggs et al., 2021).
- Finding solutions for competing priorities, geographic location of students and employment sites, and often a lack of infrastructure to support the move to online learning (Altstadt et al., 2020).

Remote learning also requires access to a reliable internet connection and a computer, but students from low-income backgrounds are less likely than their wealthier peers to have this access, and there is a real risk that these students will fall even further behind (Anderson & Kumar, 2019; National Center for Education Statistics, 2021).

Cultural Considerations for WBL

Educators should individualize WBL based on the student's needs and their desired post-school goals, which means **there is not a one-size-fits-all approach**. Factors to consider include student strengths, work preferences, and postsecondary interests, as well as internet access, available technology, accommodations and modifications, and academic skill level (Ellott & McConnell, 2022). The WBLEs should engage, motivate, and augment the learning process and be provided in the most integrated setting possible (Allison, 2017).

Remote and virtual WBL offers students a variety of personalized ways to participate and allows for students with disabilities to engage in an experience they may not have otherwise. They have the potential to provide more equitable access to the world of work for all students by mitigating geographic, transportation, and economic barriers (Ellott & McConnell, 2022). Other benefits to remote and virtual WBL include:

- Students who live in rural or distressed locations and students from low-income and marginalized families have historically had fewer opportunities for in-person WBL (Altstadt et al., 2020).
- Students can reach a wider range of employers because they are no longer constrained by geographic location and are not limited by the physical space in an educational setting for students (Dalporto & Swarts, 2020).

- Remote work also alleviates the costly and time-intensive barrier of transportation. This is particularly true for students in rural and low-income communities who often lack reliable or affordable transportation options (Dalporto & Swarts, 2020).
- Virtual WBL is showing promise in helping more students gain knowledge of career paths, obtain access to industry mentors, participate in virtual field trips, and demonstrate skill-specific proficiency (Altstadt et al., 2020).

Educators also need to be mindful of the relationships students have—with family, coworkers, teachers, counselors, peers, etc.—and how students make up their social networks. Through these networks, students can access social capital: information, assistance, references, and introductions (Ross et al., 2020). In a WBL context, these adult supervisors, mentors, instructors, and others can provide youth with access to valuable resources, such as information, assistance, exposure to adult worlds, support, and encouragement.

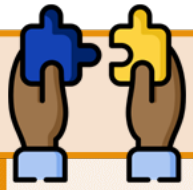
Families, friends, and acquaintances also provide information and support to students with disabilities. In circumstances when students are born into families or raised in neighborhoods with less access to networks that open doors to a wide variety of career and educational opportunities, WBL programs can help with the identification of peers and adults who are motivated to help as well as have time, resources, or connections.

In order to provide the most appropriate WBLE for a student, transition professionals need to know their student, understand the current and historical barriers the student faces at school, in the community, and future workplace, and utilize the strengths and social capital that the student brings with them. The Transition Specialist (or team) may want to ask questions that could include the following (Ruiz & Scott, 2021):

- In what way, if any, do you feel empowered at school or home?
- Do you participate in the community, like church or religious activities or certain clubs? What does participation in these activities look like, or how does it make you feel?
- Do you believe you can make a change in your community? If so, can you describe ways in which you want to make a change in your community?
- Are there other people you would like to have join your meetings or support you?
- Can you describe any barriers you may face in achieving your goals?

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?
- Has your school considered remote and virtual options to enhance or supplant traditional WBL?
- Are there other equitable barriers in regard to WBL at your school?
- Are there other equitable barriers in regards to WBL for the students you serve?
- Do students who identify as LGBTQIA2+ have concerns when applying for a position and have you had these discussions?



Sample Activity

Pre-ETS Case Study Analysis

Using Activity 10, participants will assess the culturally responsive practices and make connections to their own work.

Want to know more about WBL?

Transition: Review the "Work-Based Learning Series" and "Navigating Virtual Work-Based Learning Experiences."

Additional Resources: Work-Based Learning Can Advance Equity and Opportunity for America's Young People, Brave Dialogues: A Guide for Discussing Racial Equity in Career and Technical Education (Handout #15)

Culturally Inclusive Interagency Collaboration (Section 8.0)

Collaboration is a predictor of positive post-school outcomes for students with disabilities when it occurs across education, vocational rehabilitation, families, and numerous other partners who provide instruction, Pre-Employment Transition Services (Pre-ETS), and other transition services (Allison et al., 2017). Research has shown that solid academic preparation in conjunction with transition planning, student empowerment, family involvement, activities connecting transition resources, and work experiences are critically important in influencing school-to-work transition outcomes (Allison et al., 2017).

The following section highlights additional points to consider how collaboration with partners strengthens the transition planning process and leads to positive post-school outcomes.

- Collaboration among partners can lead to the desired outcome of competitive, integrated post-school employment (Fabian & Luecking, 2015) and reduce the demands on each partner (Cahill, 2016).

- Collaboration formalizes relationships and processes that maximize the expertise of all partners, promotes individualized student services and supports, and defines responsibilities of each partner in supporting the student's postsecondary goals (Allison et al., 2017).
- Open and honest collaboration is key to providing successful Pre-ETS and WBLEs for students (Ruiz & Scott, 2021).

Examples of collaboration can include inviting the employment team to the IEP meeting, coordinating work experience schedules with others, keeping lines of communication open, and including teachers in the development of employment activities.

While the research shows positive outcomes, many secondary educators and community stakeholders lack adequate preparation to collaborate while delivering transition services to CLD students (Benitez et al., 2009; Neubert et al., 2018). Therefore, there is a need to ensure service providers have the necessary skills to collaborate using culturally responsive practices in delivering transition services (Ruiz & Scott, 2021).

One approach to attempting culturally responsive collaboration is to use critical consciousness practices (Ruiz & Scott, 2021). Culturally, critical consciousness refers to self-reflection and analysis of "personal beliefs and instructional behaviors about the value of cultural diversity, and the best ways to teach ethnically different students for maximum positive effects" (Gay & Kirkland, 2003). Students who have greater critical consciousness have a better awareness of their vocational identity and career path (Diemer & Blustein, 2006). Critical consciousness may be most useful at the transition stage for career development and may result in more meaningful and effective culturally responsive transition plans for CLD students with disabilities (Ruiz & Scott, 2021).

Pause, Reflect, and Discuss

Educators and all stakeholders must build professional relationships with each other before they can begin supporting students and families. When thinking about your own relationship with stakeholders, have you considered (Ruiz & Scott, 2021):

- What are some ways we can have a better working partnership?
- What are the strengths of each of our positions?
- What are some of the weaknesses of our positions?
- Who else do I know in the community who I could partner with to assist in providing opportunities?

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.**

"Demographic characteristics such as immigration status are also likely to affect eligibility for support, making the need for cultural capital such as proof of citizenship, and social capital, such as connections to people who have knowledge of legal issues, important considerations during the transition to adulthood for some youth."
(Trainor, 2008, p. 158)

State Agencies

Students with disabilities can begin to apply for adult services **as early as 17 or their 11th grade year of high school**. Students and families should have copies of health, education, and other records readily available as they will be needed for the application process. Some families may have undocumented family members, including the student. While this information is not readily available to educational professionals, it is important to be mindful of this possibility when discussing the following agencies with families:

- Adult and Continuing Education Services- Vocational Rehabilitation (ACCESS-VR)
- New York State Commission for the Blind (NYSCB)
- Office for People With Developmental Disabilities (OPWDD)
- Office of Mental Health (OMH)

Community-Based Organizations

There are many community-based services available that can provide resources for transition-age students and families, including:

- Independent Living Centers (ILCs)
- NYS Career Centers
- College Disability Services
- NY Connects: Equitable Considerations

Eligibility to state and federally funded agencies depend on legal status. Some families may feel unsafe or uncomfortable working with formal agencies due to the legal status of various family members, including the student. This information is private, and professionals should respect family choices regarding interagency collaboration. In addition, families and communities may have had negative experiences with formal agencies in the past due to a variety of reasons relating back to systemic and implicit bias and an individual's intersectionality. Transition professionals should consider how to support students and families, including looking beyond state and federal agencies to local agencies like community centers, faith-based organizations, and cultural centers.

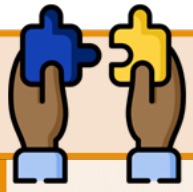
Diversity Informed Resource Mapping

Keeping in mind intersectionality, 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 educational organizations that demonstrate success with minoritized students (e.g., Historically Black Colleges and Universities, Tribal Colleges and Universities, Hispanic-Serving Institutions, and LGBTQIA2+ friendly universities) (Achola, 2019)

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 (Halley & Trujillo, 2013)?



Sample Activity

Diversity Informed Resource Mapping

Using Activity 11, participants will research and list various national, state, and local organizations that can partner with EOs to support transition planning for culturally diverse students and families.

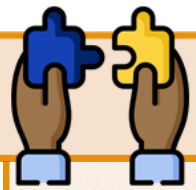
Want to know more about adult services, community-based organizations, and interagency collaboration?

Transition: Review the "Agency 101," "Work-Based Learning Series," and "Transition in the IEP Series" training packages.

Additional Resources:

- Serving All Consumers: Identifying Racial Disparities in the Vocational Rehabilitation System (iel.org)
- OSE Partnership Community Resource Map
- Guiding Questions for a Culturally Responsive Framework During Preemployment Transition Services (Handout #16).

We hope you found this guide to be a resourceful tool and a stepping stone as you continue on your journey to critically assess and support the implementation of culturally responsive practices within transition planning. Remember to actively self-reflect and engage in meaningful dialogue with others who you are doing this work with. Continue to use, revisit, and spend time with this guide and the many resources and insights provided within. The application and integration of the concepts and practices will not only support your growth as a culturally responsive education professional but will also have a lasting impact on the educational organizations, students, and families we support.



Sample Activity

Final Reflections and Action Steps

Using Activity 12, participants will reflect on their learning and consider next steps for engaging in meaningful transition-focused equity work.

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