



Special Education Distance Learning Innovative Solutions Workgroup Resources Summary

SUBGROUP: SECONDARY TRANSITION

Overview Of Workgroup Purpose

The California Department of Education (CDE) convened a stakeholder workgroup to gather and share innovative strategies, ideas, and resources that others have found successful as they provide access to students with disabilities in distance learning. The purpose of the workgroup was to assist educators and families across the state of California with distance learning as the new format for education during the coronavirus (COVID-19) pandemic by developing and providing access for all students and students with disabilities in particular. Workgroup participants selected one of 10 topic subgroups to join and share strategies, ideas, and resources that have been successful for them.

Each of the area subgroups created an overview of key resources that were shared by the participants or submitted to the CDE by others in the field. The Workgroup Summary divides the strategies, ideas, and resources into focus areas according to issues or topics. Each focus area describes the issue and provides consideration or ideas to address the issue, describes what the practice should look like, and provides examples and resources from the field with links to online resources where appropriate. Additional information for all of the online resources are also listed below each of the focus areas.

The information, suggestions and resources in this document are those selected by the Innovative Solutions Workgroup. They are not intended to be legal advice or policy guidance, but rather information provided by parents, teachers, administrators and other stakeholders throughout California to help the students of California.

Overview of Subgroup Purpose

Secondary Transition Subgroup

The subgroup worked to provide resources for post-secondary transition students who are 18-22 years old with emphasis on life skills, job skills, and further training to ensure a successful transition to post-secondary life.



FOCUS AREA ONE

Access to basic services for post-secondary transition students

For students who are 18-22 years old and participating in post-secondary transition programs, the current situation requiring sheltering at home and virtual learning brings many challenges. Some students may also need assistance accessing basic services.

Topic	Considerations	Practice should look like...	Examples from the field
Accessing basic services	<p>Ensuring basic needs</p> <ul style="list-style-type: none"> A first priority to help address their current basic needs for health and well-being by establishing a method of communication with the student and their family. These students are considered adults and may have difficulty accessing some of the supports that are being provided by districts. 	<p>Accessing basic services</p> <ul style="list-style-type: none"> Establish a means of ongoing communication with students and their families. Identify what needs are not being addressed. Provide information to students and their families in multiple ways on available resources, and check with families individually to determine their ability to access these services. 	<ul style="list-style-type: none"> Tools and resources for accessing basic services Providing or ensuring that students have student ID cards to prove they are district students. <ul style="list-style-type: none"> Chrome books Hot spots Software Apps Zoom

FOCUS AREA TWO

Navigating vocational and social service systems

Many students in post-secondary transition programs participate in vocational training programs or other programs offered through vocation and social service agencies. Sudden stoppage of these programs may leave students in limbo and unsure of how to navigate these services and systems. Working with the agencies and services will be necessary to determine what services might still be available. Develop a plan with the student to ensure communication and collaboration occur across the various agencies.



Topic	Considerations	Practice should look like...	Examples from the field
Navigating the vocational and social services systems	<p>Navigating the vocational and social services systems</p> <ul style="list-style-type: none"> Communicate with students and families to determine the various agencies and services that the student was working with will be important to ensure ongoing communication and planning. 	<p>Navigating the vocational and social services systems</p> <ul style="list-style-type: none"> Communicate with students and families to: Determine which agencies the student has engaged with and what they might have heard from the agency. Set up a plan for communication with the various agencies. Recognize that all students have individual needs and may not be working with the same agencies. 	<p>Tools and resources for navigating the vocational and social services systems</p> <ul style="list-style-type: none"> “Open Door” times for discussing any needs or issues that families are experiencing. District to contact vocational and social services to have them describe what services can look like during this time.

FOCUS AREA THREE

Diversity of family ability and availability to assist with instruction and structure the home

Many students in post-secondary transition programs participate in on-the-job training and classroom instruction that is highly structured. Lack of a consistent schedule may cause loss of progress and regression of learned skills.

Topic	Considerations	Practice should look like...	Examples from the field
Structuring the daily environment	<p>Structuring the daily environment</p> <ul style="list-style-type: none"> How do you provide support to the family members who will be providing the instruction? How can the teacher and the para-educator support distance learning? How do we continue community- 	<p>Structuring the daily environment</p> <ul style="list-style-type: none"> Students are actively engaged in appropriate job-related and community-based activities Family members include students in everyday activities Creating opportunities for students to allow for flexibility in adjusting to distance learning 	<p>Tools and resources for structuring the daily environment</p> <ul style="list-style-type: none"> Virtual activities, such as virtual interviews or completing job applications virtual interviews completing job applications Pre-made videos Functional Skills Instruction <ul style="list-style-type: none"> cooking hygiene cleaning laundry dressing money skills safety



Topic	Considerations	Practice should look like...	Examples from the field
	based instruction? <ul style="list-style-type: none"> How do we continue vocational instruction? 		<ul style="list-style-type: none"> Having the tools to use applications such as <ul style="list-style-type: none"> Zoom Flip grid (info.flipgrid.com) -Skills to Pay the Bills

Resource List for Focus Area Three

Title	Description	Platform	Grade Span	Category
<i>Skills to Pay the Bills</i>	A curriculum that focuses on the development of soft skills (communication ability, strong work ethic, initiative, interpersonal and teamwork) that are critical in the workforce.	PDF: https://www.dol.gov/odep/topics/youth/softskills/softskills.pdf	<ul style="list-style-type: none"> Post-Secondary (18-22 years of age) *Can be used with other ages 	<ul style="list-style-type: none"> Post-Secondary Transition
<i>Flipgrid</i>	Empowers social learning by recording videos together	Website: https://info.flipgrid.com/	<ul style="list-style-type: none"> Post-Secondary (18-22 years of age) *Can be used with other ages 	<ul style="list-style-type: none"> Inclusive of all categories
			<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

FOCUS AREA FOUR

Instructional Practice Activities

Many students in post-secondary transition programs participate in on-the-job training and classroom instruction that is provided directly to the student. Students are not able to receive direct instruction in person and are often provided with distance learning that doesn't mirror real life situations.



Topic	Considerations	Practice should look like...	Examples from the field
Instructional Practice Activities	<p>Instructional Practice Activities</p> <ul style="list-style-type: none"> What activities can we use to provide community-based instruction? What activities can we use to provide vocational instruction? What activities can we use to provide functional living skills? Time and resources (staffing) for individualization and differentiation. 	<p>Instructional Practice Activities</p> <ul style="list-style-type: none"> Real life situations Morning meetings Daily schedule Individualization and differentiation Instructional videos Virtual job shadowing Self-advocacy skills practice 	<p>Instructional Practice Activities</p> <ul style="list-style-type: none"> Resource checklist of life skills: Laurel Ruff: Essential Skills for Life: https://drive.google.com/drive/folders/1BUYz0llzS50l-yBFyRoCVqCa0HsEeKEh?usp=sharing Phone Interview Tips: How to Prepare for Phone Interviews: Interview Tips Video California Career Zone: https://www.cacareerzone.org/ NTACT Transition Resources: https://transitionta.org/covid19

Resource List for Focus Area Four

Title	Description	Platform	Grade Span	Category
<i>Essential Skills for Life</i>	Outline of essential functional life skills for students from Laurel Ruff School.	PDF: https://drive.google.com/file/d/1qLoCCPF8OFZXkl_ibyXEZwUSdWyPU4cV/view?usp=sharing	<ul style="list-style-type: none"> Post-Secondary (18-22 years of age) *Can be used with other ages 	<ul style="list-style-type: none"> Inclusive of all categories
<i>Serving Students across Transition Stages and Ages</i>	California Department of Education Distance Learning Innovations for Special Education Webinar Series.	Webinar: https://www.cde.ca.gov/ls/he/hn/dlsed20200416.asp or https://www.youtube.com/playlist?list=PLglRGe0-q7SZrFanuH43k8vXXq_sOOxbB	<ul style="list-style-type: none"> Post-Secondary (18-22 years of age) 	<ul style="list-style-type: none"> Post-Secondary
<i>How to Prepare for Phone Interviews</i>	Phone Interview Tips	Video: Interview Tips Video	<ul style="list-style-type: none"> Post-Secondary (18-22) 	<ul style="list-style-type: none"> Post-Secondary



Title	Description	Platform	Grade Span	Category
			years of age)	
<i>California Career Zone</i>	Website with Activities for Career Portfolio Up the Ladder	Website: California Career Zone: https://www.cacareerzone.org/	Post-Secondary • (18-22 years of age)	Post-Secondary • (18-22 years of age)
<i>Guidance on Services During Restricted Access to Schools and Community Services</i>	Website with NTACT COVID-19 Resources	Website: NTACT Transition Resources: https://transitionta.org/covid19	Post-Secondary • (18-22 years of age)	Post-Secondary • (18-22 years of age)