



Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

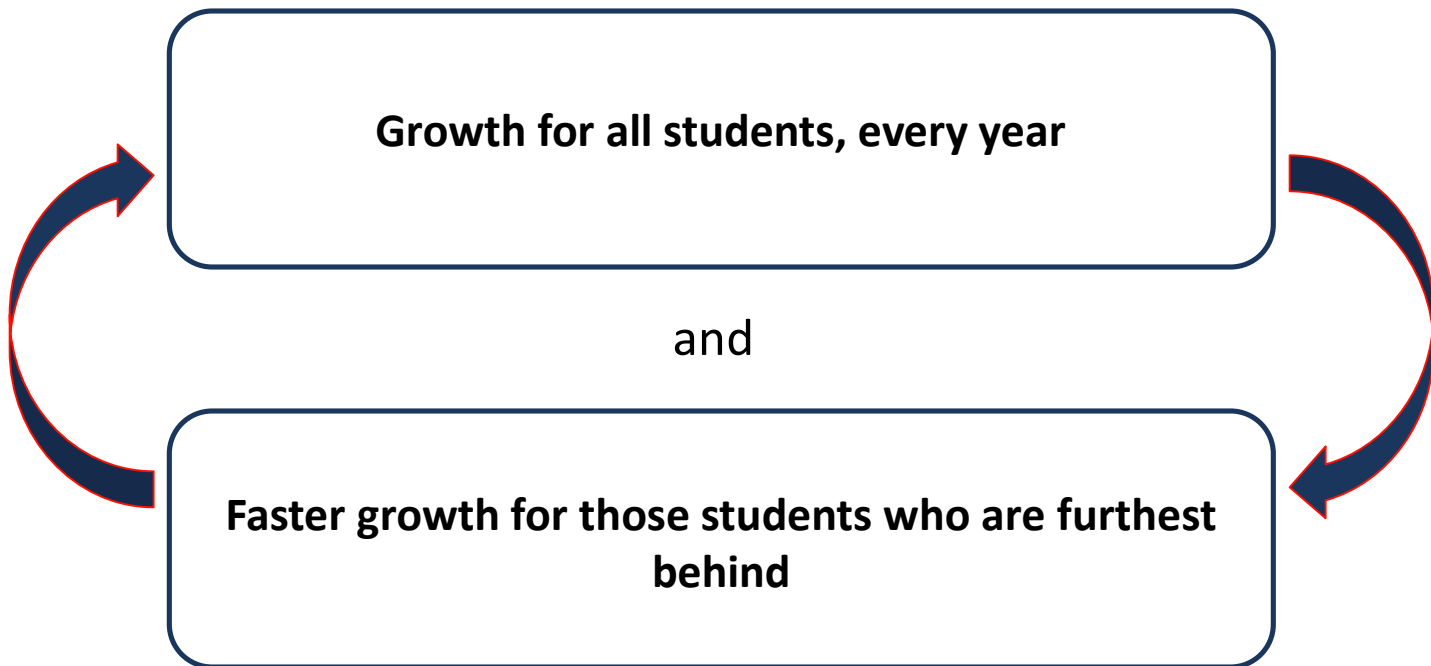
Excellence | Optimism | Judgment | Courage | Teamwork



Postsecondary Transition Planning:

Equip, Empower, and Encourage

Our accountability system has two overarching objectives

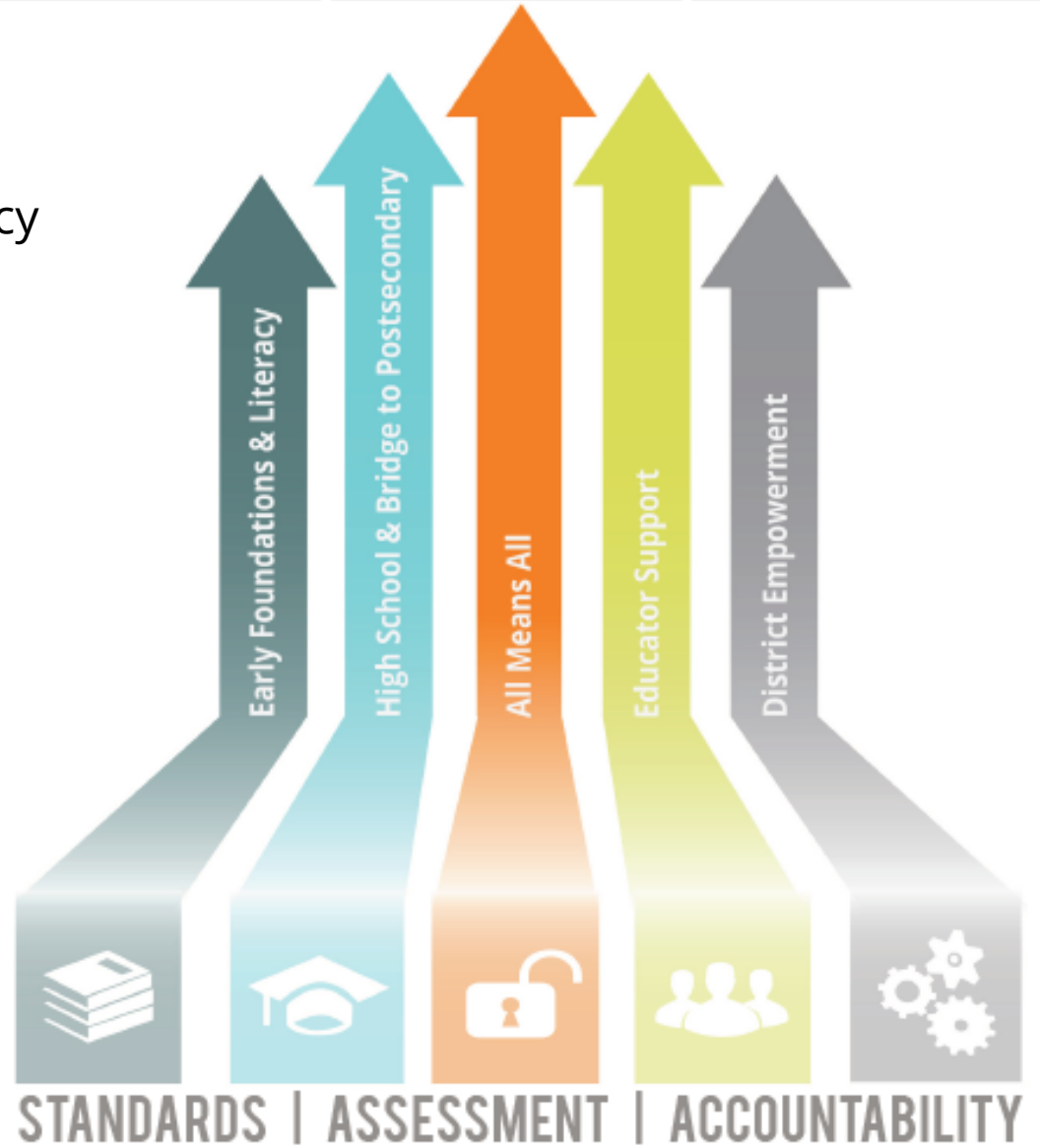


TENNESSEE SUCCEEDS.



- 1 Tennessee will rank in the top half of states on the NAEP by 2019.
- 2 The average ACT composite score in Tennessee will be a 21 by 2020.
- 3 The majority of high school graduates from the class of 2020 will earn a postsecondary certificate, diploma, or degree.

- Early Foundations and Literacy
- High School & Bridge to Postsecondary
- All Means All
- Educator Support
- District Empowerment



Our Priorities: Tennessee Succeeds

Early Foundations & Literacy

Building skills in early grades to contribute to future success

High School & Bridge to Postsecondary

Preparing significantly more students for postsecondary completion

All Means All

Providing individualized support and opportunities for all students with a focus on those who are furthest behind

Educator Support

Supporting the preparation and development of an exceptional educator workforce

District Empowerment

Providing districts with the tools and autonomy they need to make the best decisions for students

Beliefs

- All students can learn and demonstrate growth (**ALL means ALL**)
- Specialized instruction (IDEA, ELL and Title) is a continuum of services (not a place)
- Relationships and collaboration (tearing down silos of education) so stakeholders will focus on decisions that are best for **ALL** students
- Responsibility and accountability in teaching and supporting **ALL** students
- Strong leadership at all levels to ensure that students are supported in the **least restrictive environment**
- High quality professional learning empowers all stakeholders and builds capacity for the success of **ALL** students

Key Goals of Special Populations

Improving Student Outcomes

- Prevention
- Intervention
- Achievement
- Outcomes

Managing Performance

- Effective employees at every level of the organization with a focus on improving student outcomes.



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Pre-Test

Today's Goal

- Develop a deeper understanding and appreciation for the components of Transition Planning that will lead to improved outcomes for students with disabilities.

With out a transition plan, a student's goals are merely a dream. The plan makes it actionable and attainable

The Purpose of Special Education: Our Charge

- Why do we send our students to school for so many years?
- IDEA (2004) articulates one of our primary purposes

...to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and **prepare them for further education, employment, and independent living...**

Read the full text at <http://idea.ed.gov>

A Few Accountability Indicators

Indicator 1

- Percent of youth with individualized education programs (IEPs) graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.

Indicator 2

- Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

Indicator 13

- Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the child to meet the post-secondary goals.

Indicator 14

- Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

Video link: <https://vimeo.com/108394314>



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“I want to be...”

Courtesy of TennesseeWorks

Employment Paradigm Shift

From Impossible to Possible



From Possible to Beneficial



From Beneficial to Allowed



From Allowed to Preferred



From Preferred to Expected



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Activity 1 – Myth/Reality

Myth vs Reality

_____ Students with Intellectual and Developmental Disabilities who graduate with a Special Education or Occupational Diploma don't have an opportunity to attend a postsecondary college.

_____ After leaving high school, families do not consider some type of employment in the community to be important.

_____ Students who receive Supplemental Security Income (SSI), are under the age of 22, and regularly attend school can earn up to \$1,780 per month with no change in their SSI.

_____ Students receiving services through an Individualized Education Program who wish to participate in Work-Based Learning, must be supervised by a special education teacher.

_____ Beginning in 2015-16, The Occupational Diploma is a current diploma option available for students on an IEP who meet the requirements.

_____ Transition was included in IDEA because students receiving special education services were successful in achieving their postsecondary goals.

Myth vs Reality

Students with Intellectual and Developmental Disabilities who graduate with a Special Education or Occupational Diploma don't have an opportunity to attend a postsecondary college.

Facts

- Tennessee currently has 5 postsecondary education institutions for students graduating with intellectual or developmental disabilities.
 - FUTURE at University of Tennessee
 - Next Steps at Vanderbilt University
 - IDEAL at Lipscomb University
 - EDGE at Union University
 - TigerLIFE at University of Memphis

Myth vs Reality

After leaving high school, families do not consider some type of employment in the community to be important.

Facts

- In a recent TennesseeWorks survey of families who have children with disabilities, 83% consider some type of employment to important.



83%

**of families
consider some
type of
employment in
the community
to be important.**

Myth vs Reality

Students who receive Supplemental Security Income (SSI), are under the age of 22, and regularly attend school can earn up to \$1,780 per month with no change in their SSI.

Facts

- There is a Student Earned Income Exclusion of \$1,780 monthly/\$7,180 annually if the student qualifies.
- While this can be confusing, the best approach is to contact the following:
 - Benefits to Work
 - Local Social Security office
 - Social Security (800) 772-1213

Myth vs. Reality

Students receiving services through an Individualized Education Program who wish to participate in Work-Based Learning, must be supervised by a special education teacher.

Facts

- Work-Based Learning is an excellent predictor for postsecondary employment success.
- There are multiple WBL options for students with disabilities to be enrolled in. Most common are:
 - WBL 6105: Career Practicum
 - WBL 6107: Special Education Transitions
- The decision should be approached based on the student's least restrictive environment.
- Student's enrolled WBL 6107 must be supervised by a special education teacher due to the unique needs associated with their disability.

Myth vs Reality

Beginning in 2015-16, The Occupational Diploma is a current diploma option available for students on an IEP who meet the requirements.

Facts

- Who is Eligible for the Occupational Diploma?
 - Students with an IEP
and
 - Student not eligible for a general education diploma
and
 - Students who graduated with a Special Education Diploma and is entitled to special education services until the student either earns a high school diploma or reaches twenty-two (22) years of age. A student with a disability who reaches twenty-two (22) years of age after the beginning of a school year continues to be entitled to special education services for the remainder of that school year.

If a student meets those guidelines, than no sooner than 10th grade, the IEP team *may* select Occupational Diploma for that student.

How Do Students Earn the Occupational Diploma?

- Students selected for the Occupational Diploma **must** successfully complete the Skills, Knowledge, and Experience Mastery Assessment (SKEMA)
 - All 4 “Required”
 - 8 of 10 “Critical”
 - 2 years work experience (for the pilot schools, one year work experience is required)

Myth vs Reality

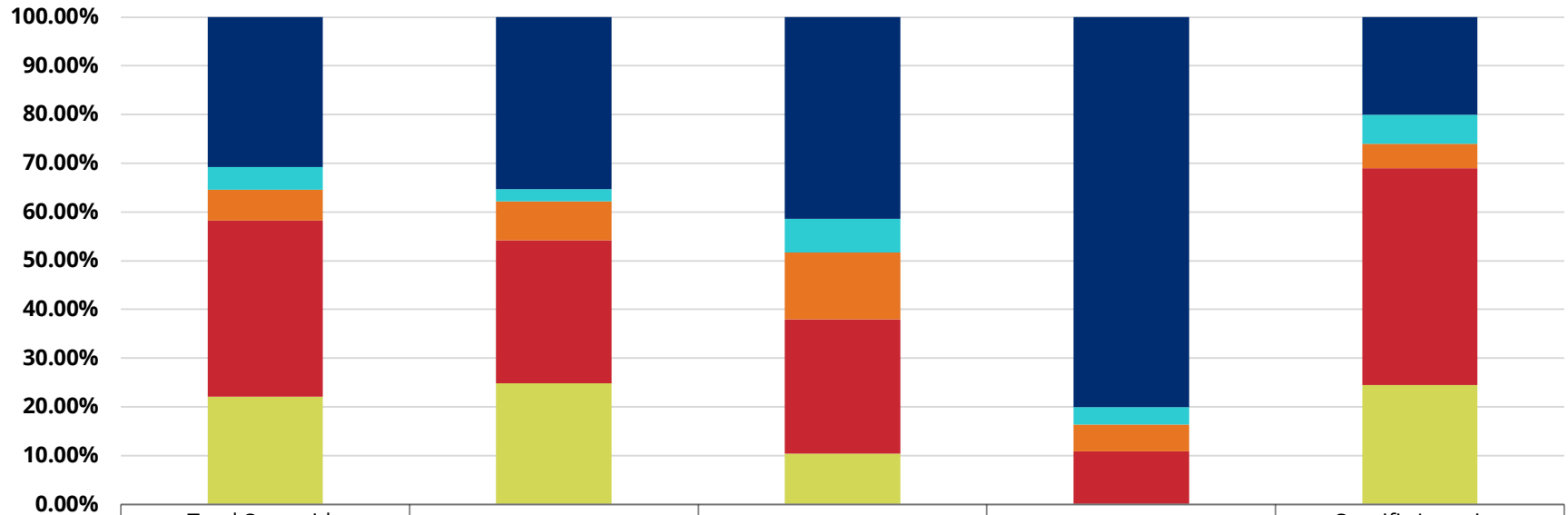
Transition was included in IDEA because students receiving special education services were successful in achieving their postsecondary goals.

Facts

- The first student who graduated after the authorization of the 1975 Education of the Handicapped Act (PL 94-142) were leaving school and not successful in adult life.
- The metrics were based on:
 - Unemployment
 - Lack of enrollment in postsecondary education
 - Dependence on parents
 - Social isolation
 - Lack of community involvement
- While we have made progress toward adult outcomes, recent data shows areas that need improvement.

Indicator 14 Data – By Disability

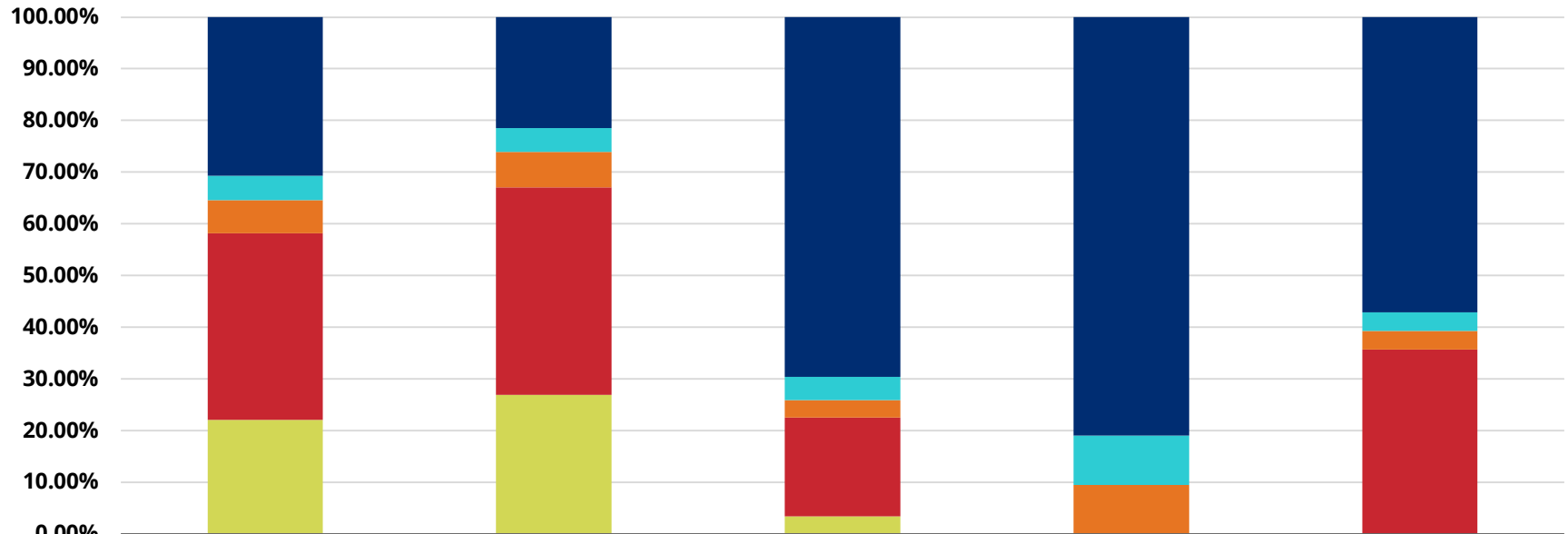
Tennessee IDEA Part B APR Indicator 14: Post-School Outcomes
2013-14 School Year Exiters - By Disability



	Total Statewide Respondents, n=706	All Other Disabilities, n=238	Emotional Disturbance, n=29	Intellectual Disability, n=55	Specific Learning Disability, n=384
■ Non Engaged	30.74%	35.29%	41.38%	80.00%	20.05%
■ Other Employment	4.67%	2.52%	6.90%	3.64%	5.99%
■ Postsecondary Education or Training	6.37%	7.98%	13.79%	5.45%	4.95%
■ Competitively Employed	36.12%	29.41%	27.59%	10.91%	44.53%
■ Higher Education	22.10%	24.79%	10.34%	0.00%	24.48%

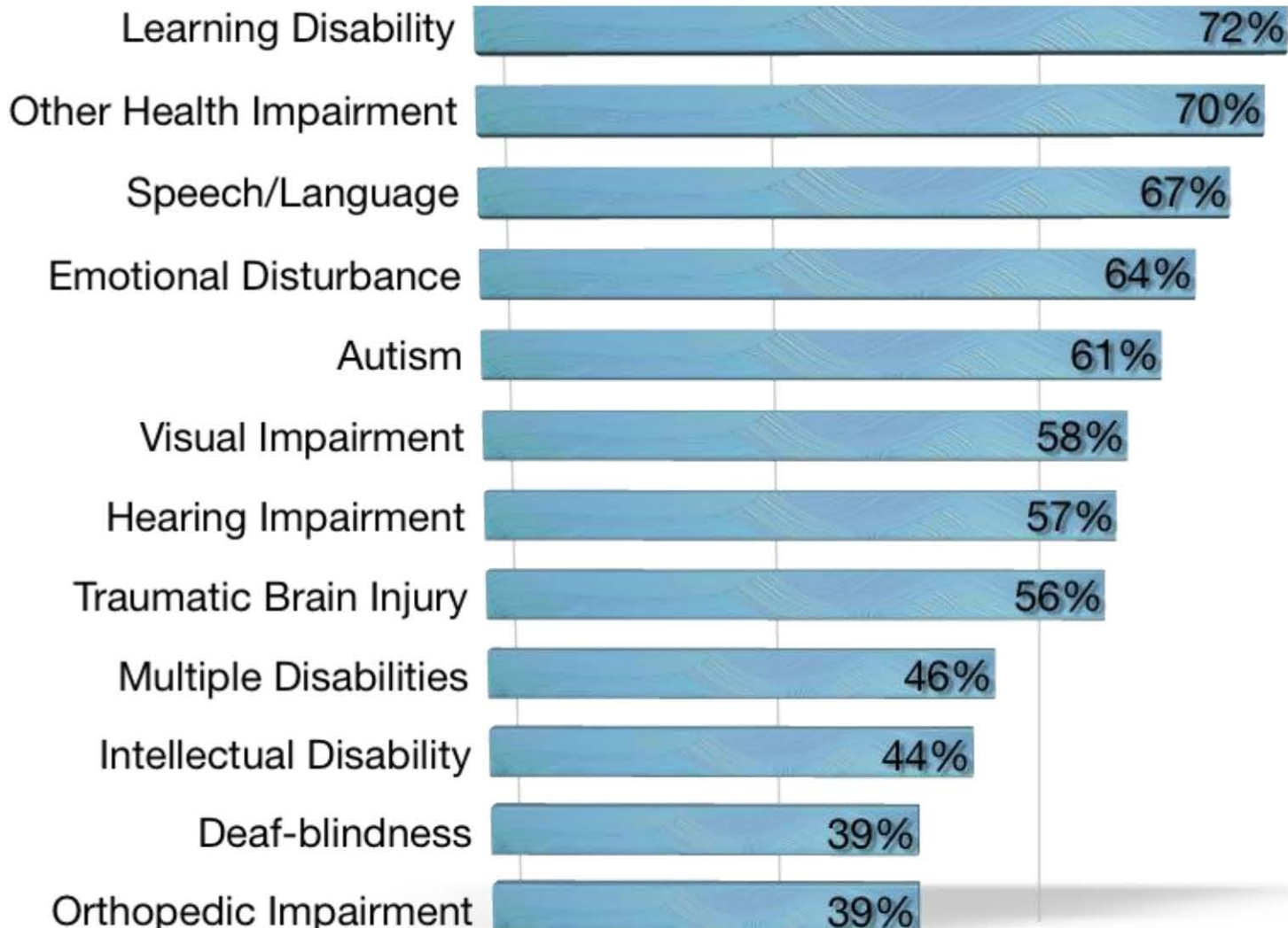
Indicator 14 – By Type of Exit

Tennessee IDEA Part B APR Indicator 14: Post-School Outcomes
2013-14 School Year Exiters - By Type of Exit



	Total Statewide Respondents, n=706	Graduates, n=568	Certificate, n=89	Age Outs, n=21	Dropped Out, n=28
Not Engaged	30.74%	21.48%	69.66%	80.95%	57.14%
Other Employment	4.67%	4.58%	4.49%	9.52%	3.57%
Postsecondary Education or Training	6.37%	6.87%	3.37%	9.52%	3.57%
Competitively Employed	36.12%	40.14%	19.10%	0.00%	35.71%
Higher Education	22.10%	26.94%	3.37%	0.00%	0.00%

Employment Status (4 years out)

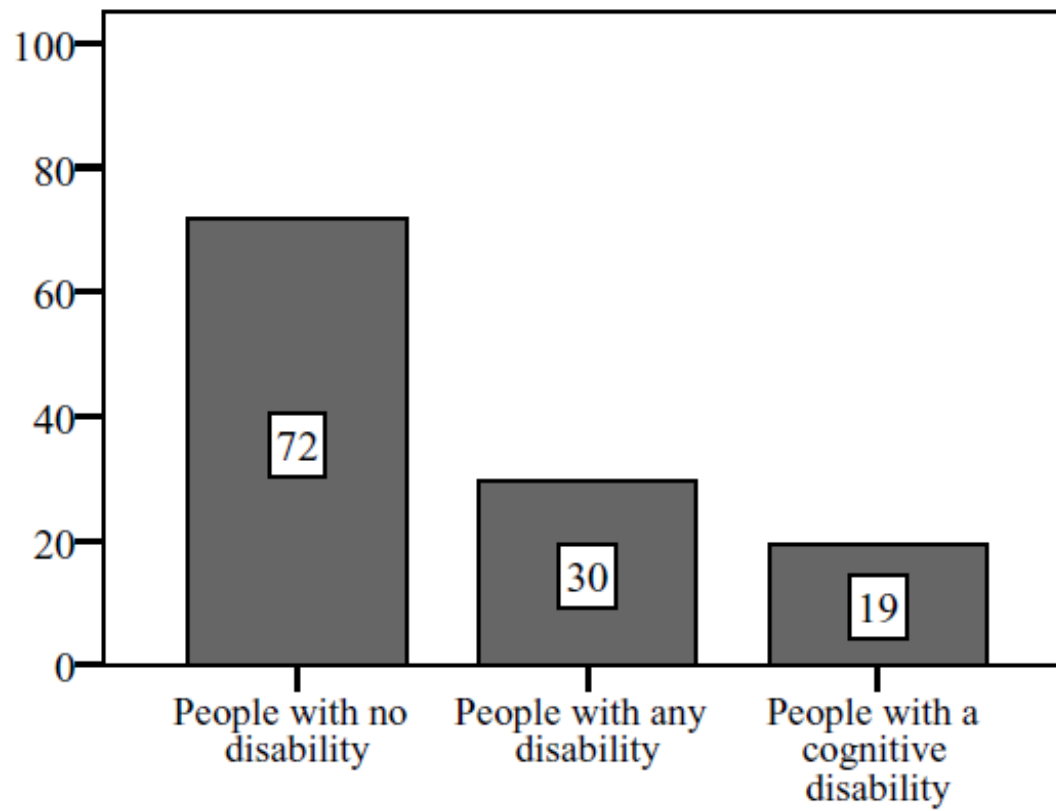


Source: NLTS2 Wave 3 Parent and Youth Interviews

www.nlts2.org³¹

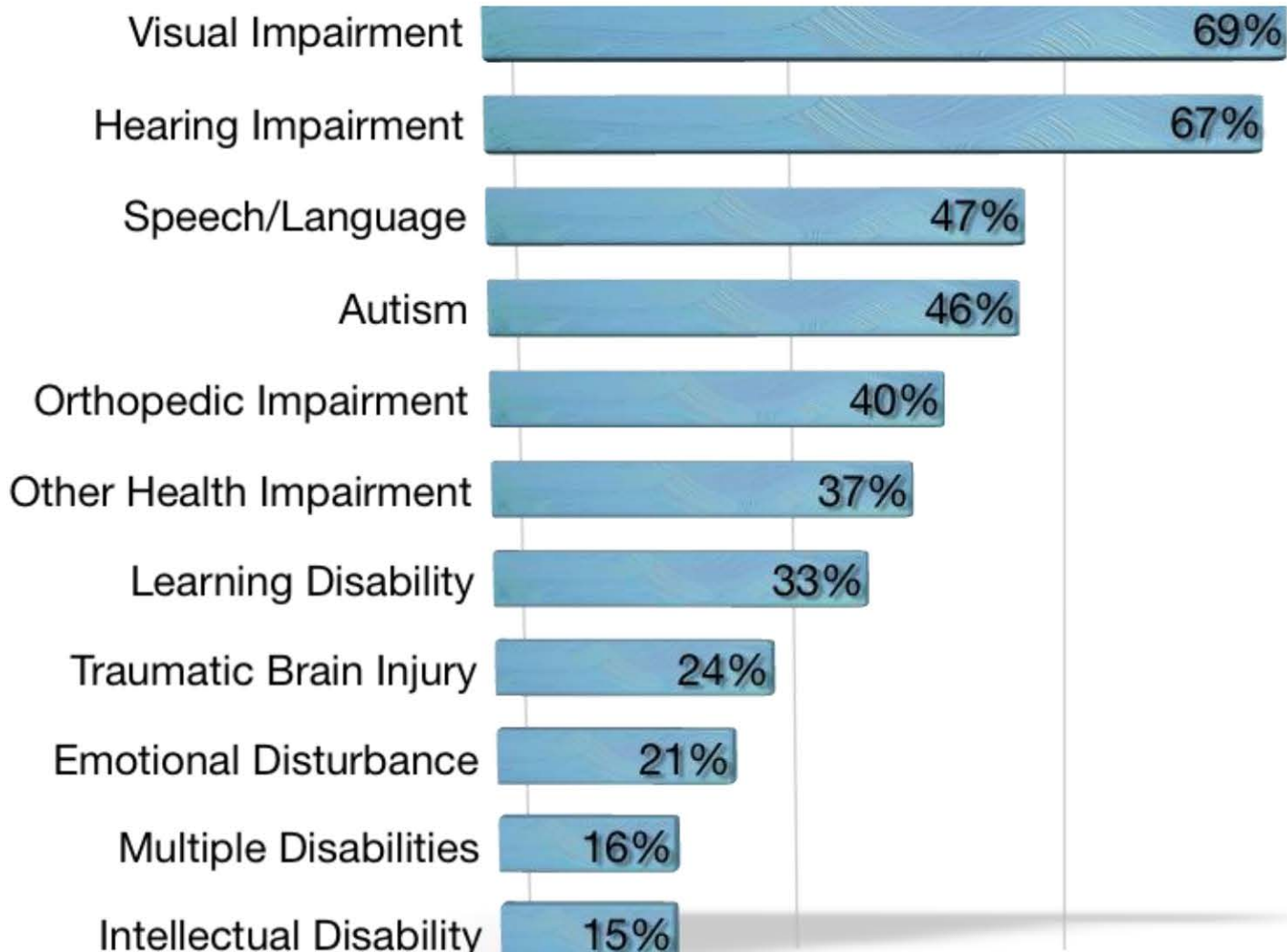
Workforce Landscape for Students with Disabilities

Tennessee: Percentage of Working-Age Population in 2013



Source: American Community Survey (ACS) from the *National Report on Employment Service Outcomes 2014*

Postsecondary Enrollment (2 years out)

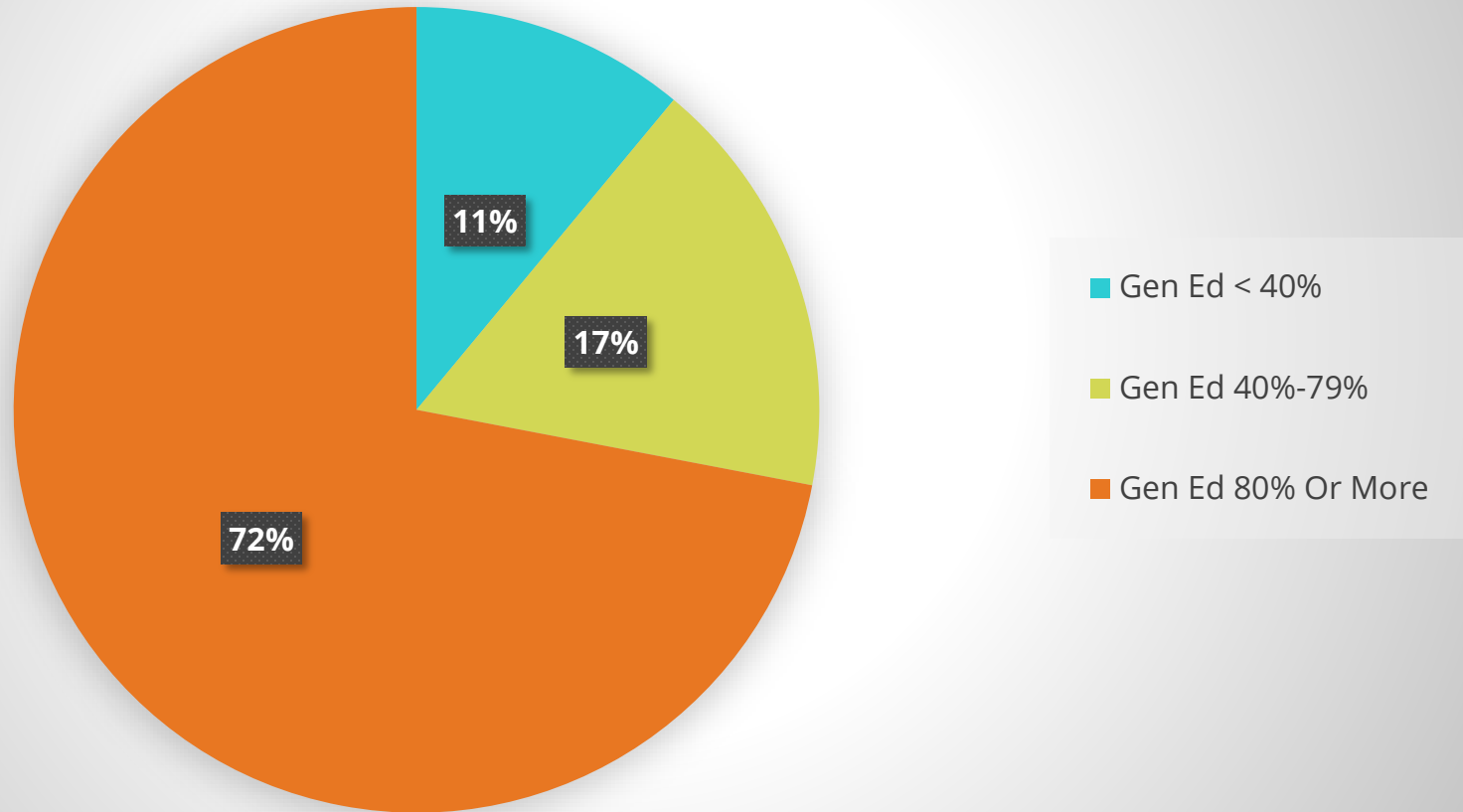


Source: NLTS2 Wave 2 Parent and Youth Interviews

www.nlts2.org³³

Least Restrictive Environment (LRE) Landscape for Students with Disabilities

Percentage of Students with Disabilities in General Education
80% or more of the day



Culture Shift

- Workforce Innovation and Opportunity Act (WIOA)
 - Designed to strengthen and improve our nation's public workforce system and help put Americans, especially youth and those with significant barriers to employment, back to work
 - 15% of Vocational Rehabilitation services must be for pre-employment transition services
 - Use of subminimum wage will be increasingly limited
 - Competitive, integrated employment is now considered the optimal employment outcome

Work Full- or Part-Time Job in the Community

83 % of Families Consider Some Type of Employment in the Community to be Important*



80% of families consider working **part-time** in the community to be important

63% of families consider working **full-time** in the community to be important

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Activity 2 – Define Transition Planning

What is Transition Planning

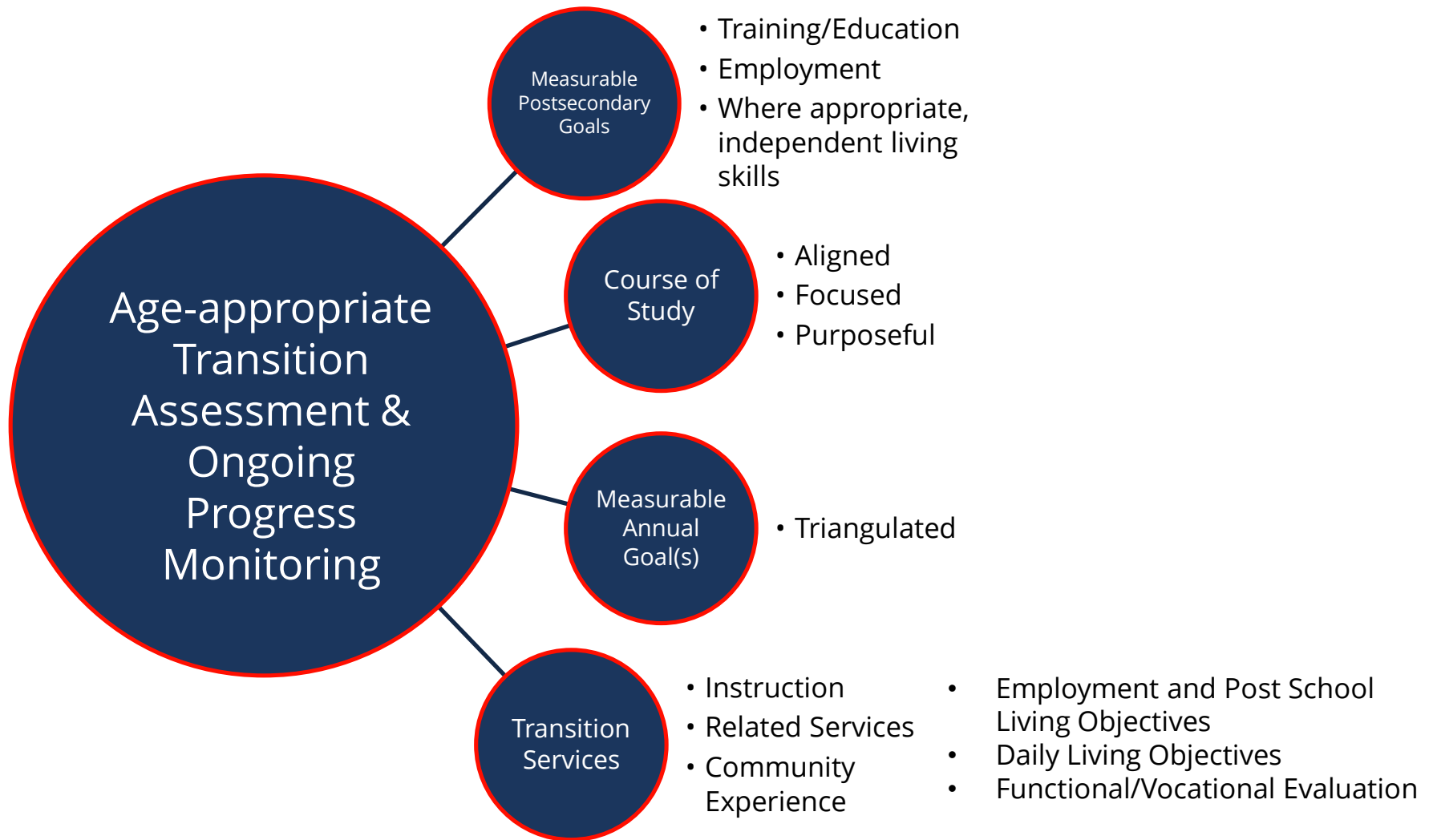
- Transition is a “coordinated set of activities for a child with a disability that is designed to be within a **results-oriented** process, that is focused on improving the academic and functional achievement of the child with a disability **to facilitate the child’s movement from school to post-school activities**, including...
 - postsecondary education,
 - vocational education,
 - integrated employment (including supported employment),
 - continuing and adult education,
 - adult services,
 - independent living, or
 - community participation.”



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Transition Planning and Services: An Educator's Guide

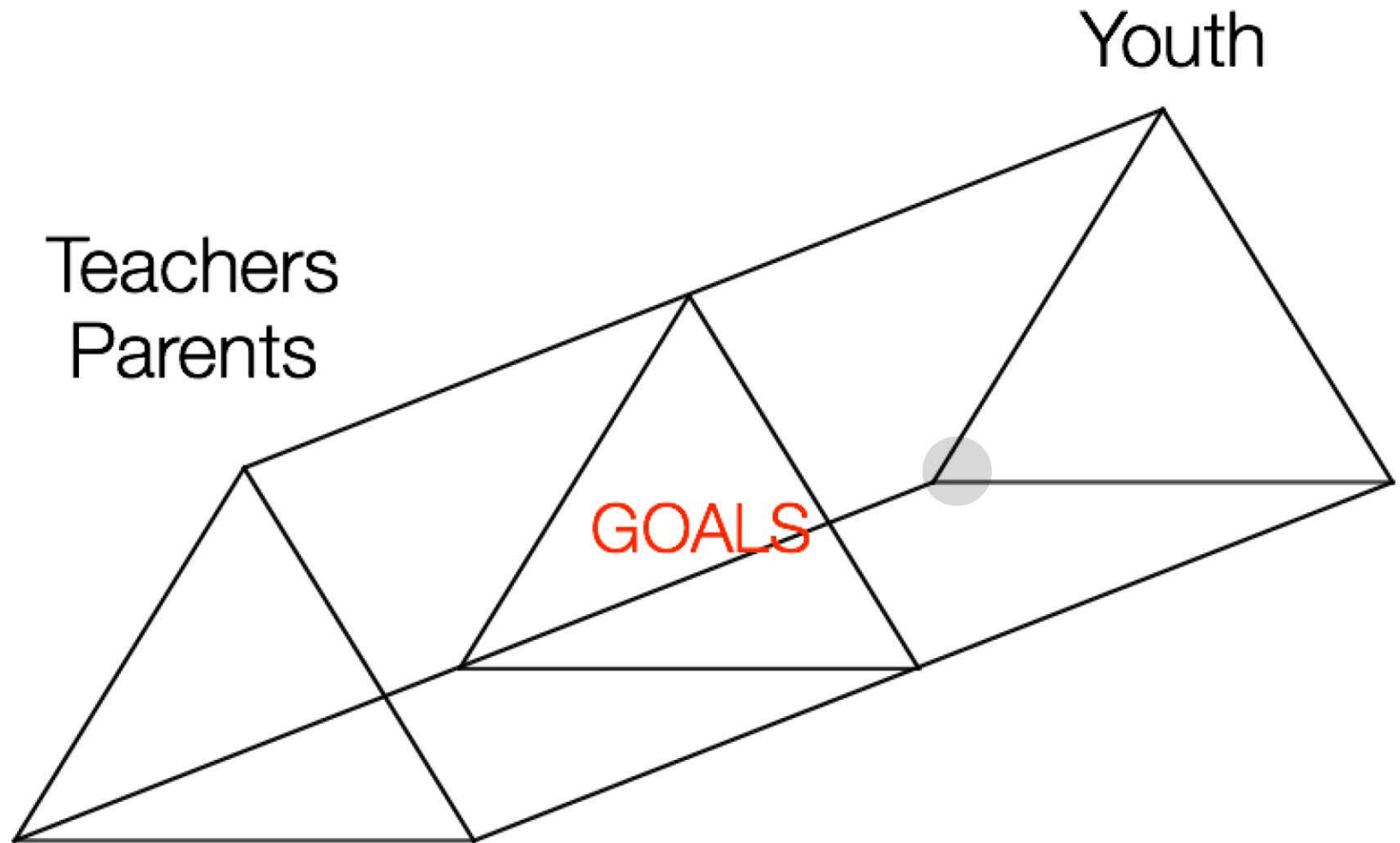
Transition Planning



Student Invitation

- A student must be invited to his/her IEP team meetings beginning with the IEP during which the student will turn 14 years of age
 - Most effective practice
 - Required by law
- Promotes self-advocacy skills
 - Student-led IEP meeting

Shifting Perspectives: Youth Leadership

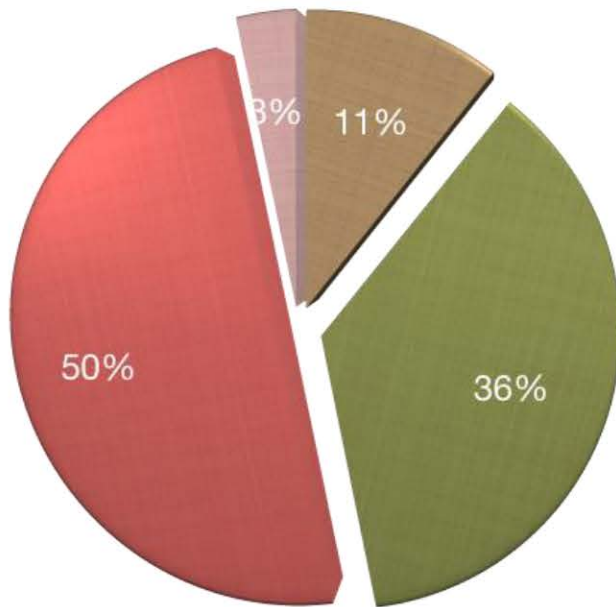


Shifting Perspectives: Youth Leadership

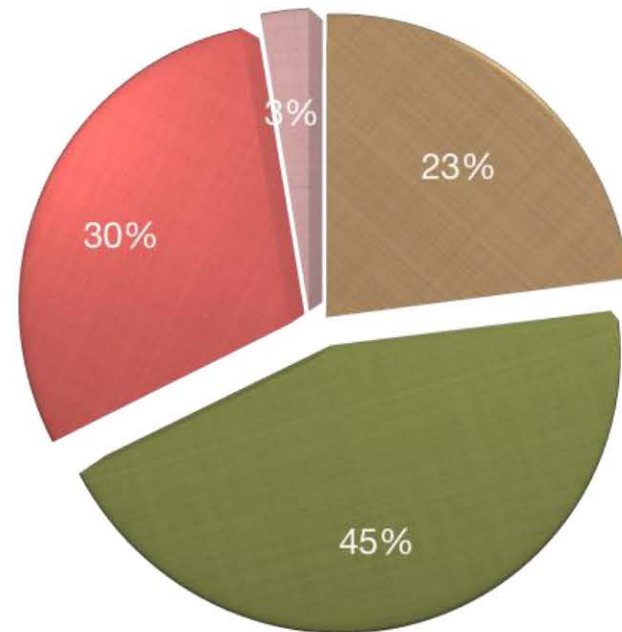
Who is Participating in IEPs?

Percentage of Students Who...

- Do Not Attend Meetings
- Are Present But Participate Little
- Are Moderately Active
- Are Leaders in Planning

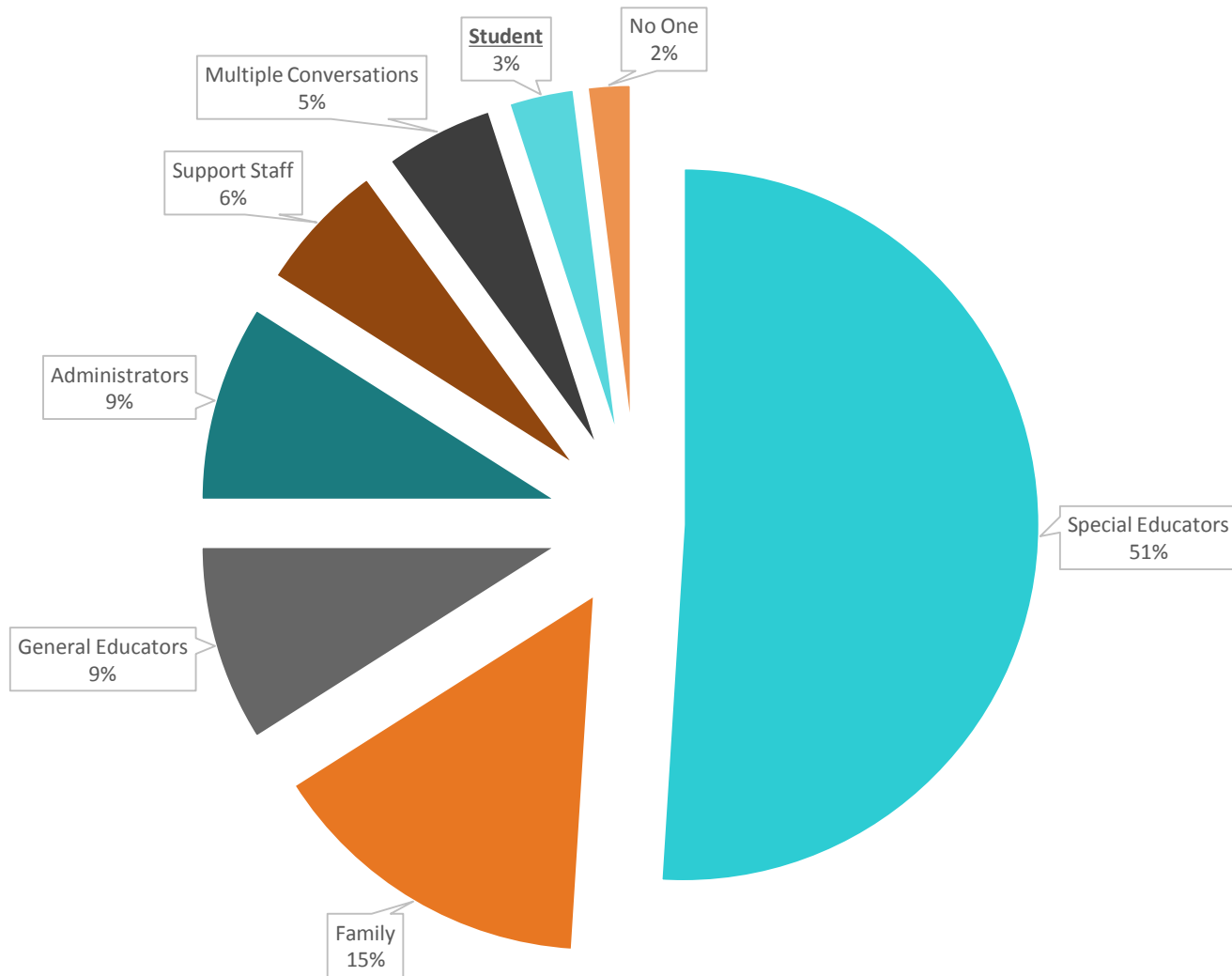


Intellectual Disability

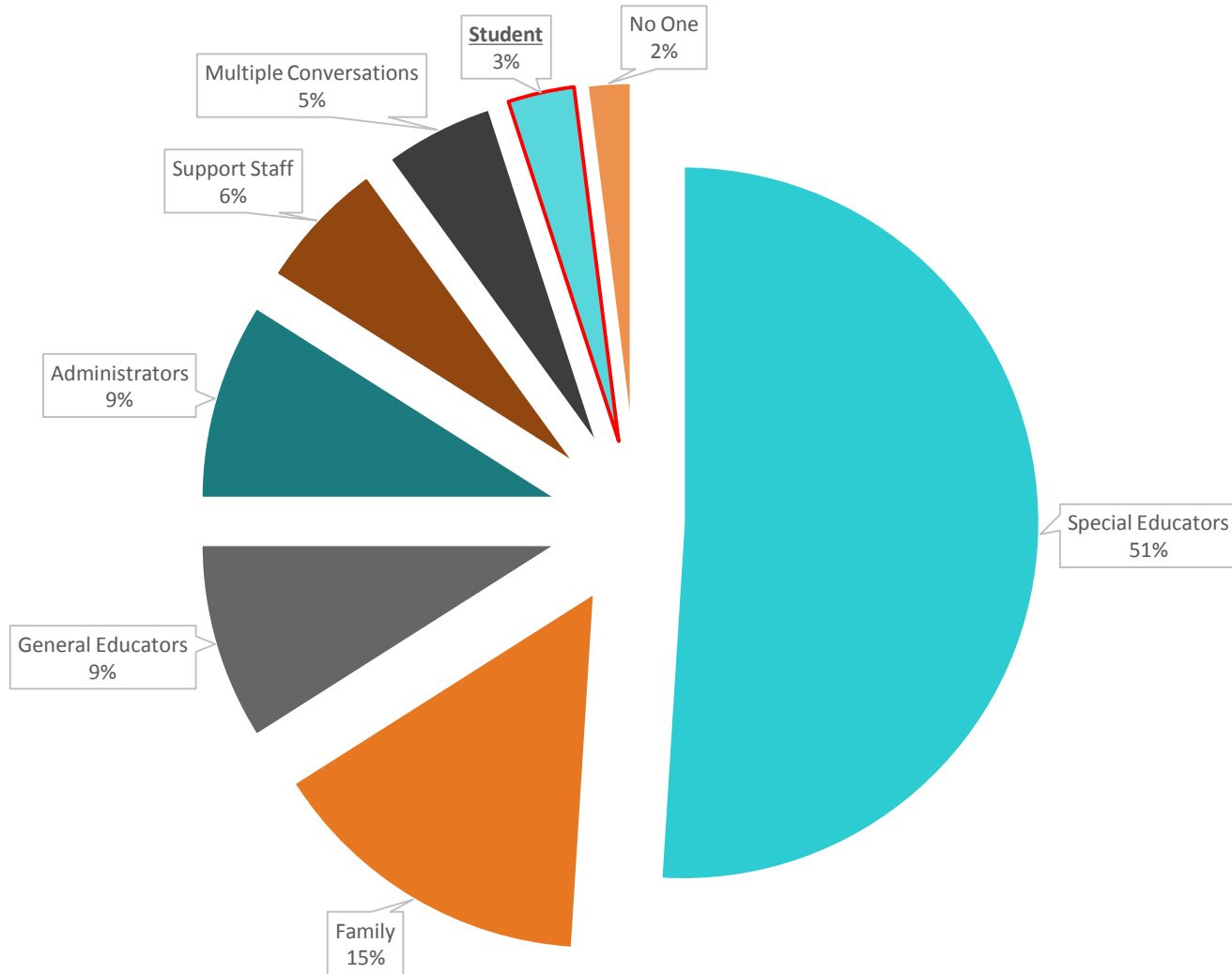


Autism

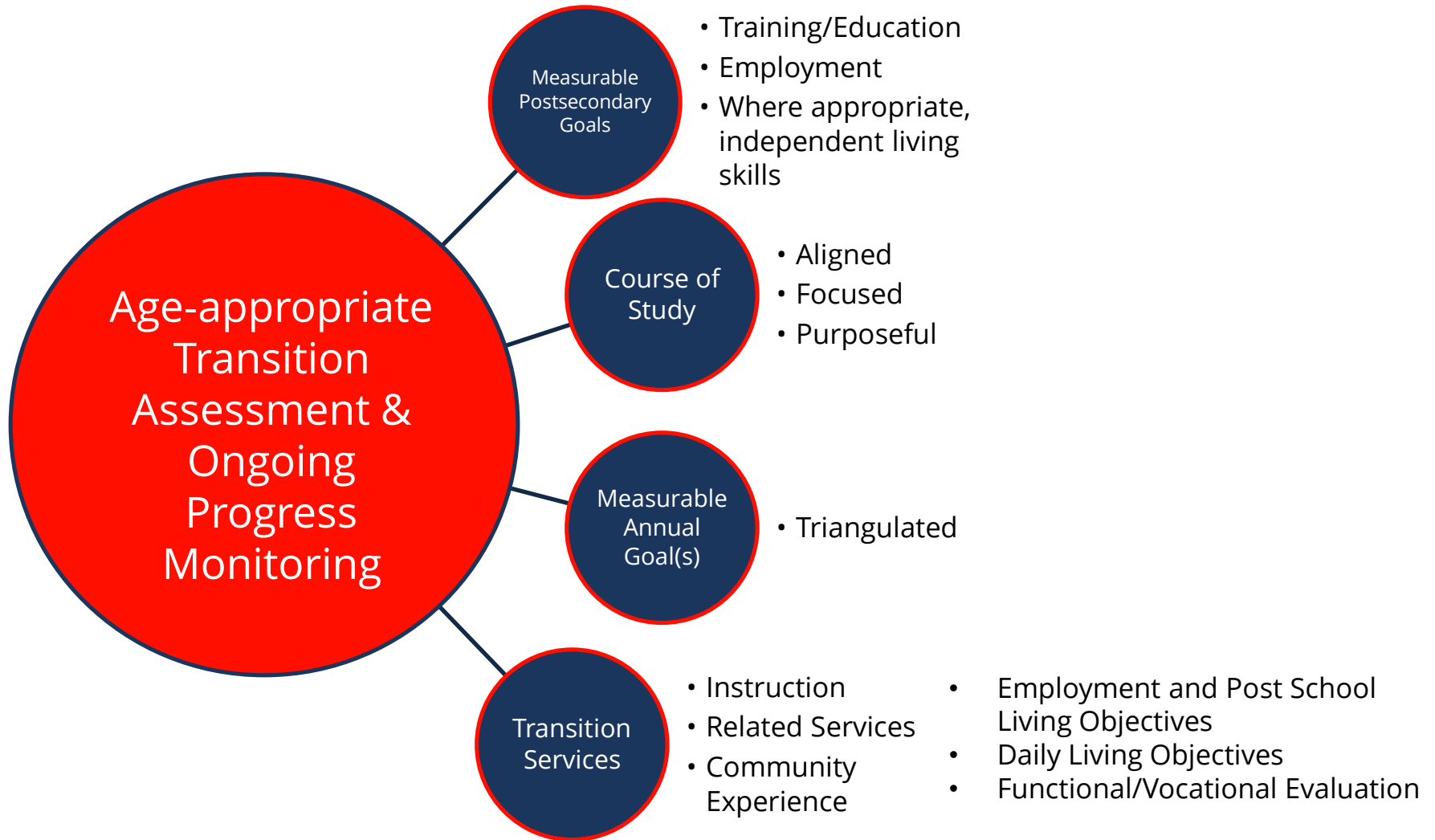
Who Talks at Transition Planning Meetings?



Who Talks at Transition Planning Meetings?



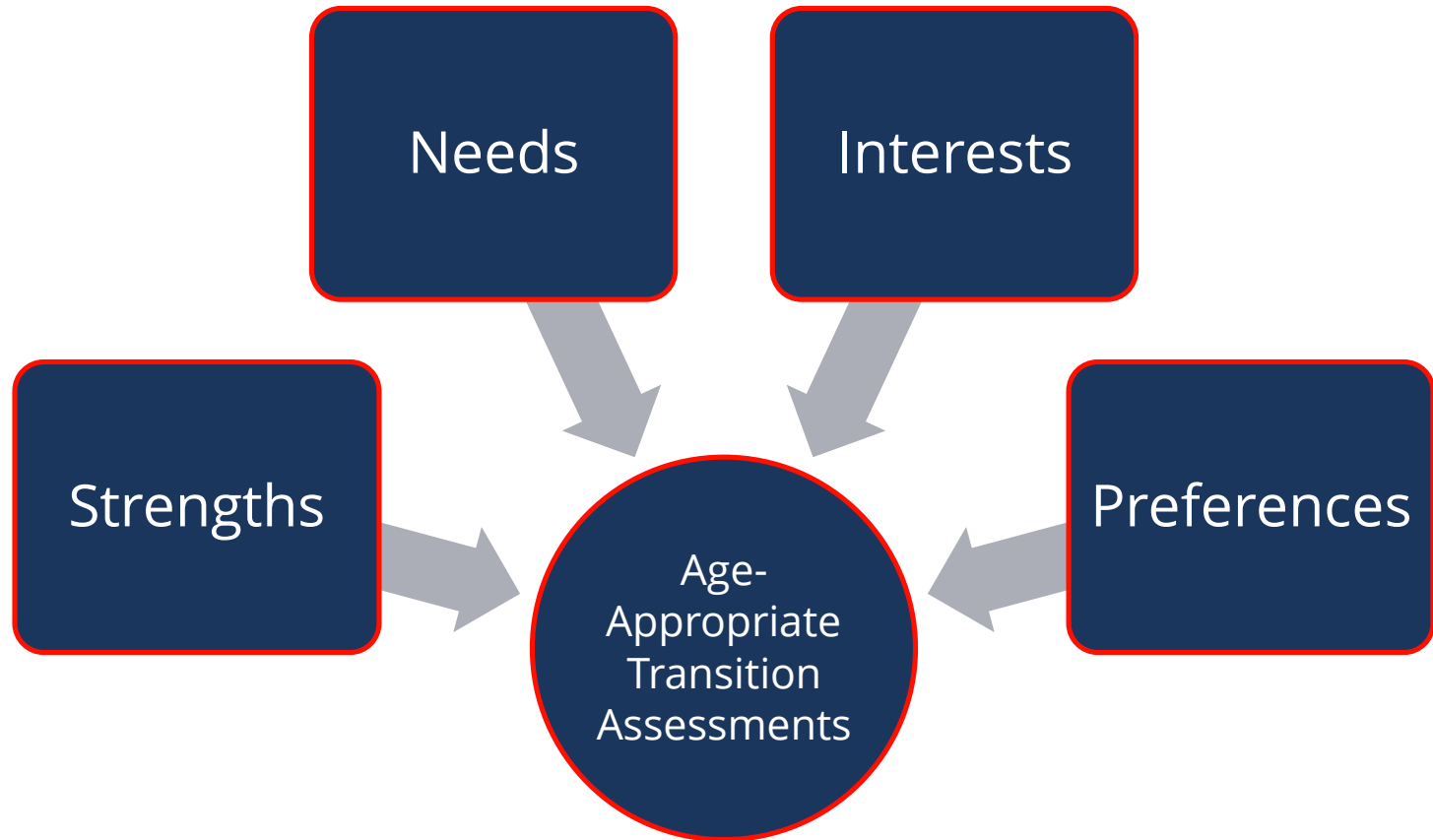
Transition Planning



Age-Appropriate Transition Assessments

- The first IEP to be in effect when a child with a disability turns 14 must include:
 - Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
 - The transition services (including courses of study) needed to assist the child in reaching those goals.
 - (§300.320(b))
- Transition activities must be:
 - “based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests”

Age-Appropriate Transition Assessments



Age-Appropriate Transition Assessments

- Existing documents and background information
- Person-centered planning practices
- Structured interviews
- Observations
- Formal assessments
- Informal assessments
- Situational (“hands on”) assessments

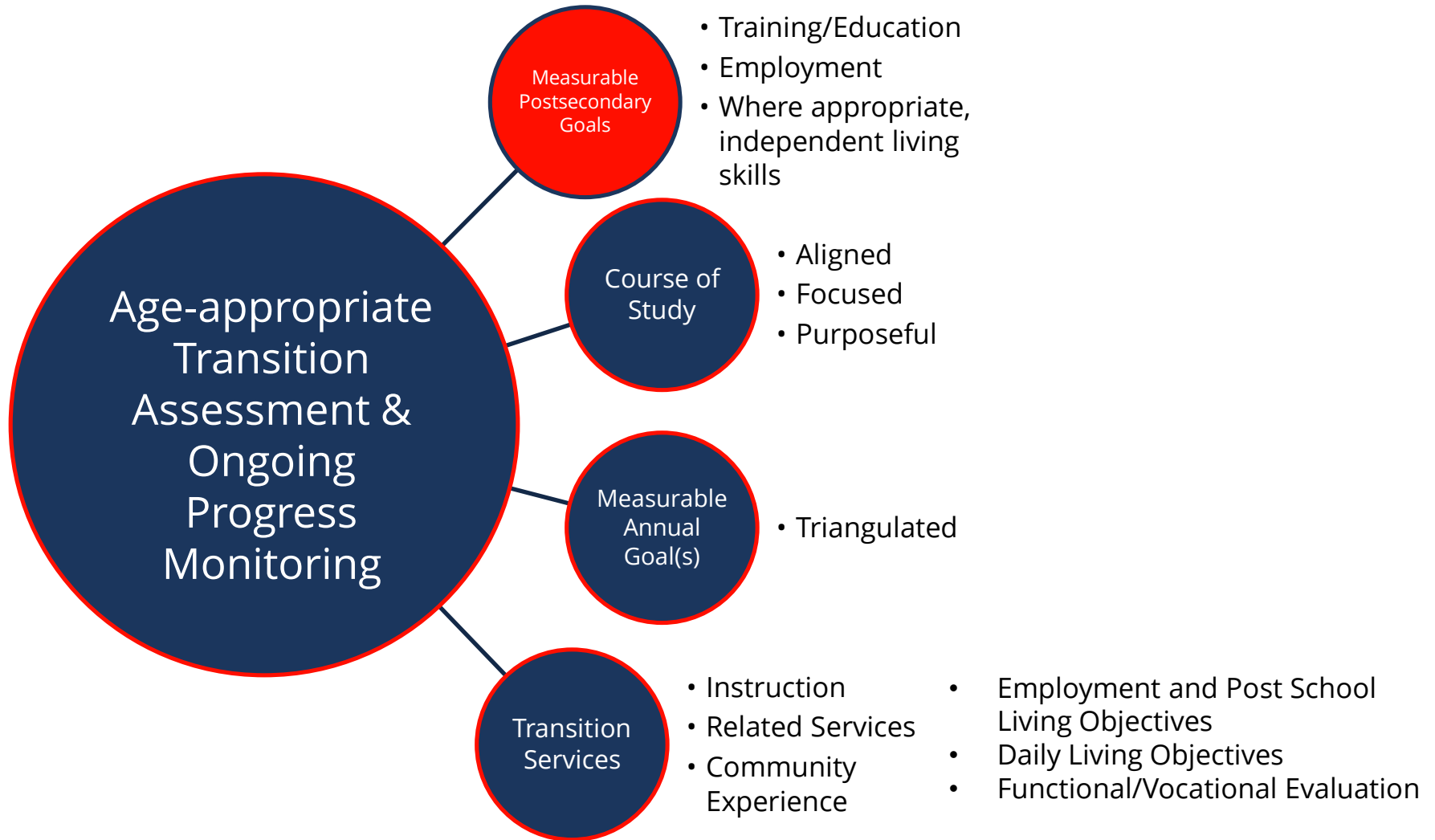
Good Transition Assessment Should...

- Begin early
- Incorporate multiple perspectives
- Address personally meaningful domains
- Incorporate multiple approaches and/or tools
- Be culturally and linguistically relevant
- Be practical and feasible
- Ongoing, dynamic (versus one-time, discrete)
- Strength-based versus deficit-based
- Should generate data that can inform planning
- Identify needed skills, experiences, connections, and supports
- Communicate meaningful information with future providers

Area of Need: Transition

- In the IEP you are provided with three choices for the transition area of need:
 - Transition
 - Exposure
 - Prerequisite skills
 - Transition – Vocational
 - How well does the student know their postsecondary goals
 - Do they know their strengths, needs, interests and preferences
 - Do they have the aptitude for that career/education path
 - Transition – Functional Vocational
 - Soft skills
 - Executive functioning skills
 - Job skills

Transition Planning



Measurable Postsecondary Goals (MPSG)

- Student's postsecondary goal for:
 - Education/Training
 - Employment
 - Independent living skills (where applicable)
 - Community involvement (where applicable)
- Action statements that are measurable and postsecondary
 - “After high school I will enroll in ABC University and major in journalism.”

This is a great opportunity for students to practice their self-advocacy skills in a professional, non-judgmental setting.

MPSG in the IEP

Student Name: Blake Test
DOB: 09/02/1999

TENNESSEE REFERENCE SYSTEM
IEP Meeting Date: 11/16/2015

Transition Services Planning (Age 14 or turning 14 during the IEP period)

Measurable Post Secondary Goals

Employment:

Will work in part-time employment - Following high school graduation, Jackson's next step will be to work part-time as a day laborer for a general contractor in the residential building industry.

Independent/Supported Living:

Will live with family - Following high school graduation, Jackson will live with his family. While he ultimately wants to live independently, after several budget planning sessions, he realizes that he will need to live with family while he works part-time and attends TCAT.

Post-Secondary Education/Training:

Will enroll in vocational technical school - Following high school graduation, Jackson's next step will be to enroll and attend the local TCAT center while also receiving on the job training as a part-time day laborer for a general contractor.

Community Involvement:

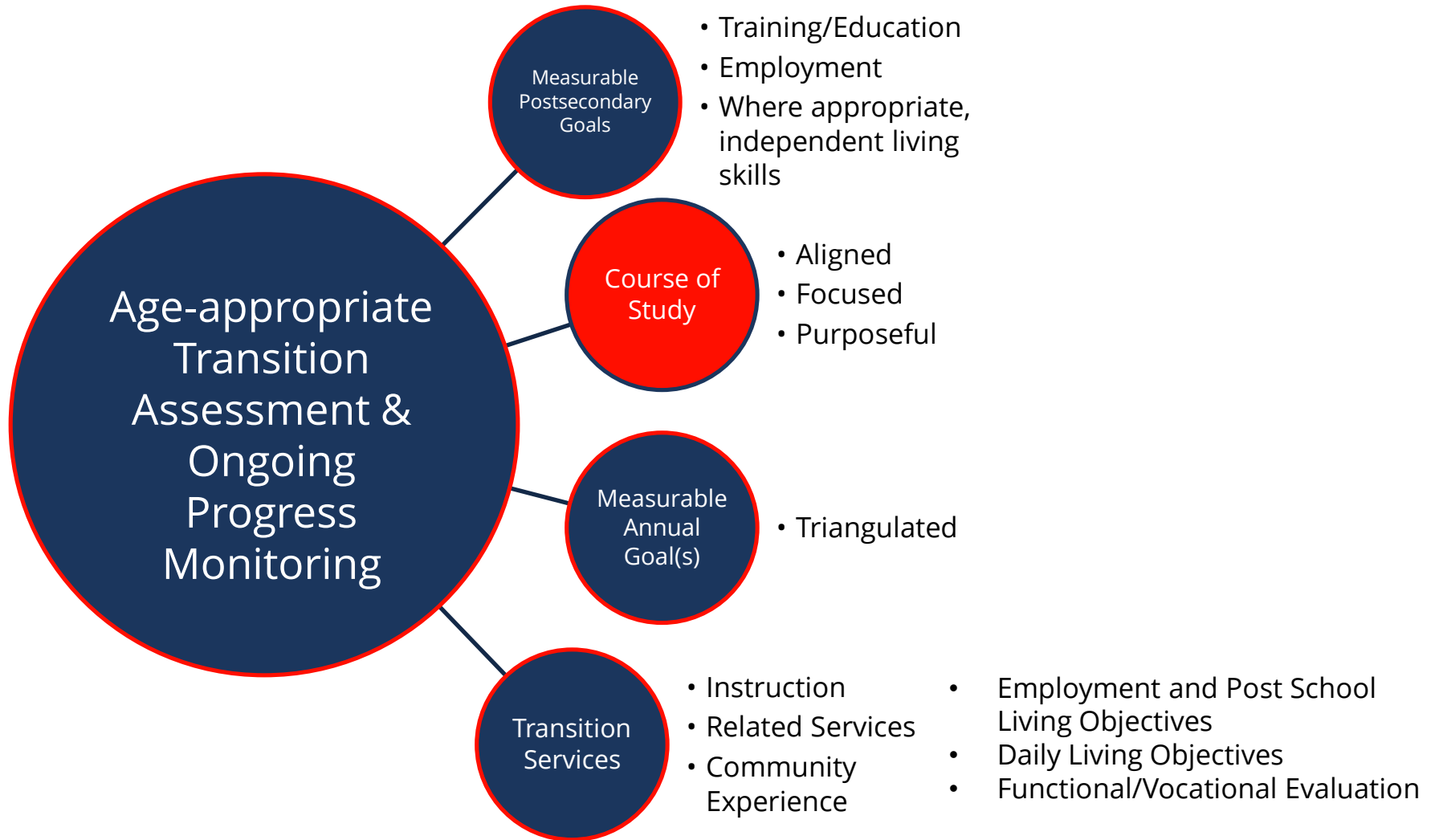
Will be independently mobile in the community and access services - Following high school graduation, Jackson will independently access his part-time job, the TCAT center, and the co-op to pick up supplies for the family farm. Jackson will also attend city council meetings to reinforce the skills he learned while in high school as a class officer and to gain knowledge about city government.



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Activity 3 – Writing Measurable Postsecondary Goals

Transition Planning



Course of Study

- A four-year plan with direct alignment to the student's MPSGs
 - Academic courses
 - Focus area courses
 - Functional skills
- Example:
 - A student's MPSG for employment is to develop and manage web sites for local businesses. In addition to the core academic classes necessary for graduation, their course of study should include courses such as:
 - Information Technology Foundations
 - Web Design Foundations
 - Web Site Development
 - WBL Career Practicum

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Activity 4 – Review & Evaluate Course of Study

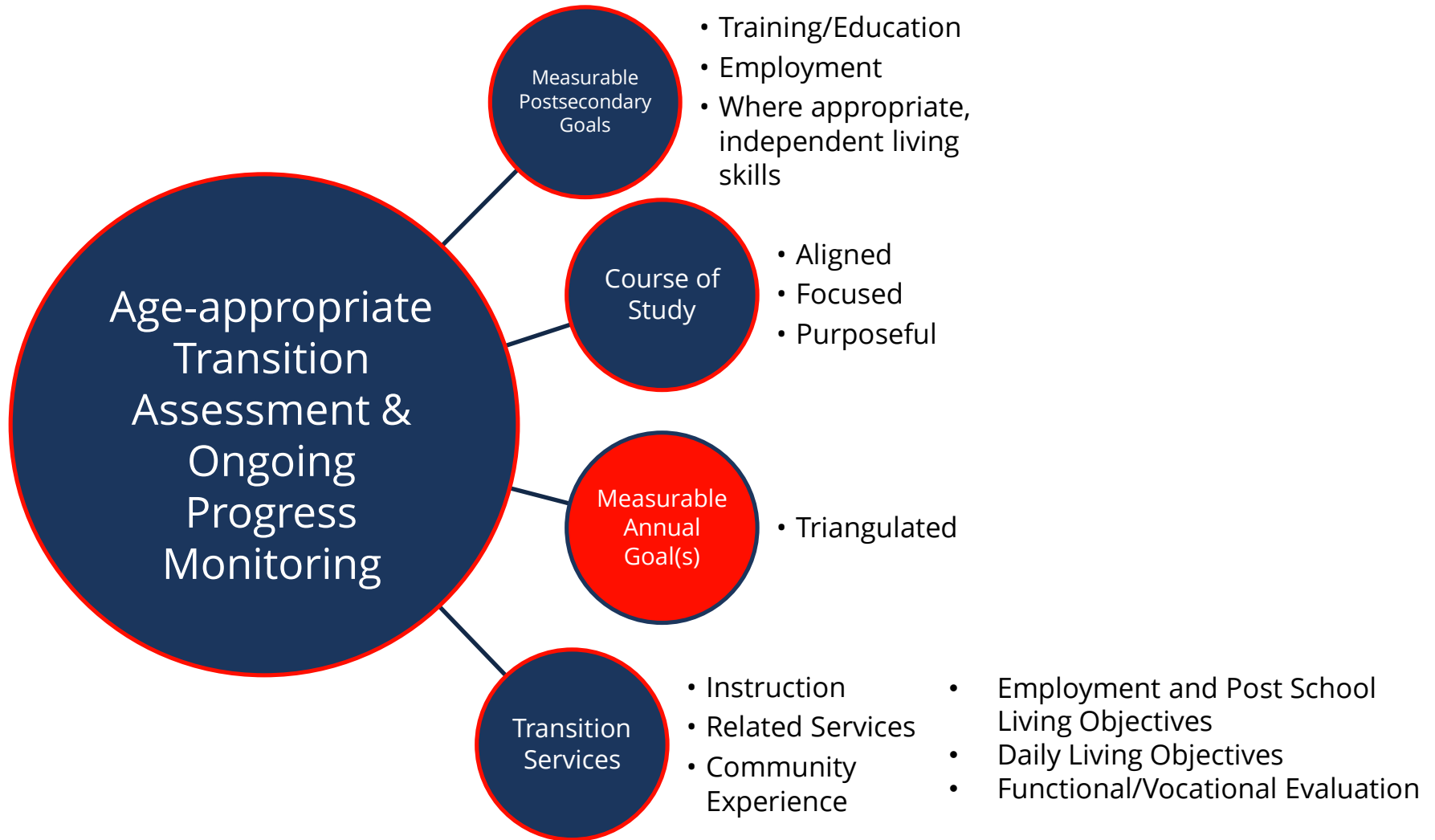
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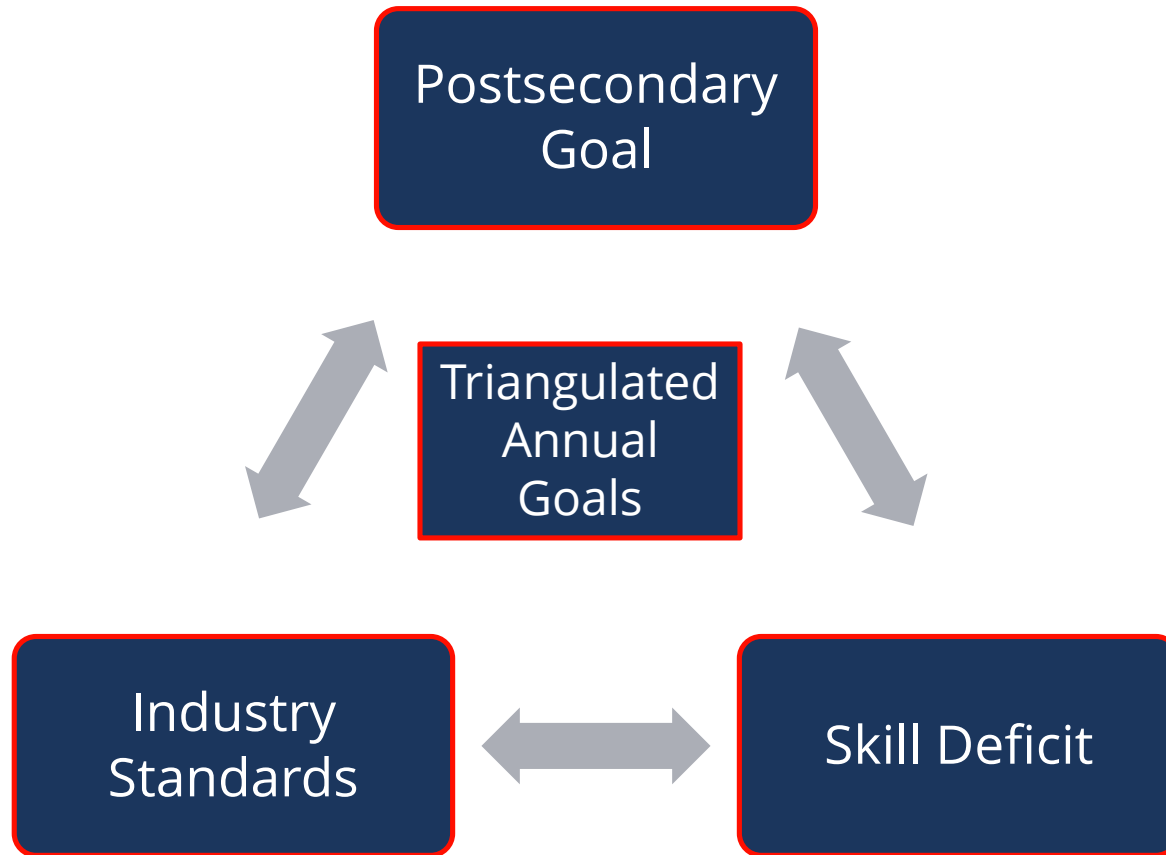
Activity 5 – Write Course of Study

Transition Planning



Measurable Annual Goals

- Annual goals that will help the student make reasonable progress toward achieving their postsecondary goals



Measurable Annual Goals – Moving From Compliance to Outcomes

- Every annual goal in high school should support the student's MPSG
- For example:
 - MPSG employment goal for a student with multiple disabilities, including Intellectual Disability and receptive Language Impairments, is to work part-time in child care.
 - Measurable Annual Goals:
 - Jessica will listen to oral directions of four steps and follow them with no more than one prompt for 5 tasks per week measured weekly for 5 consecutive weeks by teacher data collection.
 - When given a grocery list with six items, Jessica will locate and purchase these items with 100% accuracy during four consecutive shopping trips as measured by teacher data collection every other week.

Measurable Annual Goals – Moving From Compliance to Outcomes

- Example:
 - A student with a Specific Learning Disability in basic reading skills has identified a MPSG for employment to work in the construction industry.
 - Measurable Annual Goal:
 - Given that Jason wants to pursue a career in the construction industry, when given a list of 20 multisyllabic terms used in the construction industry, Jason will accurately decode and explain the meaning of each word with 100% accuracy for four consecutive data trials as measured every other week by a teacher created curriculum-based measure.

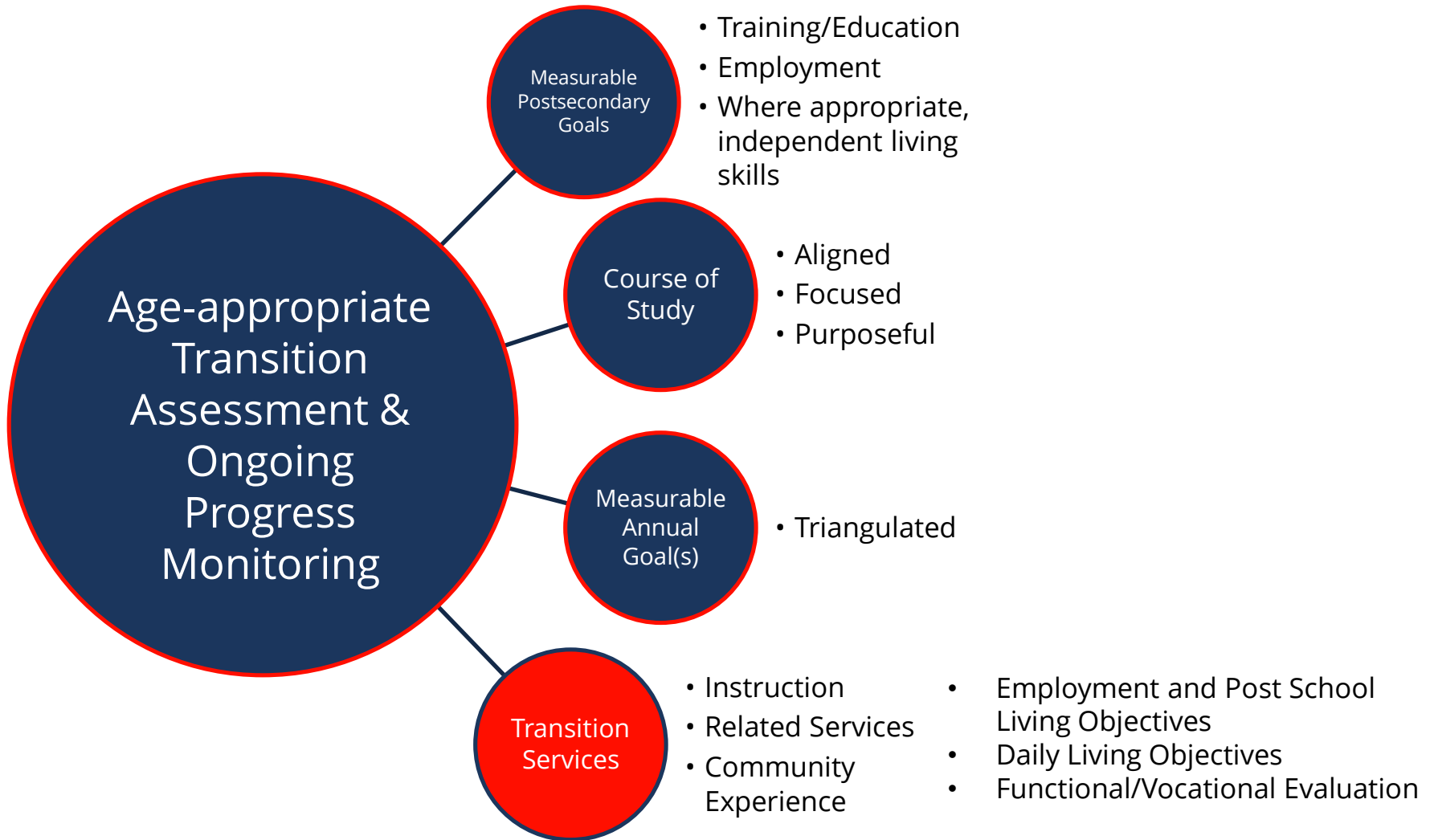
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Activity 6 – Write Measurable Annual Goals

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Transition Planning



Transition Services

- A **results-oriented process** involving a **coordinated set of activities** for a child with a disability and is focused on movement from school to postsecondary activities, education, employment, adult services, independent living or community participation.
- Instruction
- Related Services
- Community Experiences
- Employment and Post-school Living Objectives
- Daily Living Objectives
- Functional Vocational Evaluation

Transition Services - Examples

- Instruction
 - Social Skills Training
 - Self-determination/Self-advocacy training
 - Career Tech Programs
 - Computer Skills Instruction
 - Employability Skills
 - Community-based Instruction
 - Research Colleges and/or Careers
 - Budget/Money Management Training
- Related Services
 - Counseling to manage anger/behavior support
 - Use of augmentative communication on a job site
 - Work with school health nurse on medication management
 - Participate in rehabilitation counseling
 - Participate in orientation and mobility services
 - Learn how to access services for college and/or employment settings

Transition Services - Examples

- Community Experiences
 - Visit colleges, technical schools, and businesses
 - Volunteer in the community
 - Use of public transportation
 - Participate in Work-Based Learning or job shadowing
 - Community-based instruction
 - Explore and tours of independent living options
- Employment and Adult Living
 - Career exploration or after school work
 - Managing health and medical needs
 - Housing and transportation
 - College planning
 - Money management
 - Apply to Vocation Rehabilitation Services
 - Attend transition/career fair
 - Meet with armed forces recruiter



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Activity 7 – Transition Service or Annual Goal

Agency Participation

- Most effective practice
- Required by law
 - To the extent appropriate, with the consent of the parents or a child who has reached the age of majority, the public agency **must invite** a representative of any participating agency that is likely to be responsible for **providing or paying for transition services**.

Vocational Rehabilitation: Pre-employment Transition Services

What are Pre-Employment Services?



Who will receive Pre-Employment Services?

Students

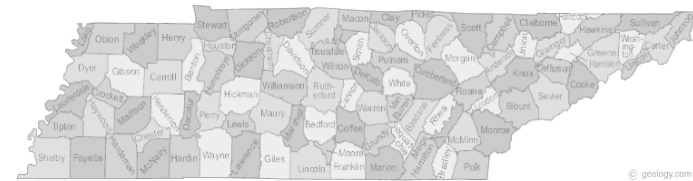
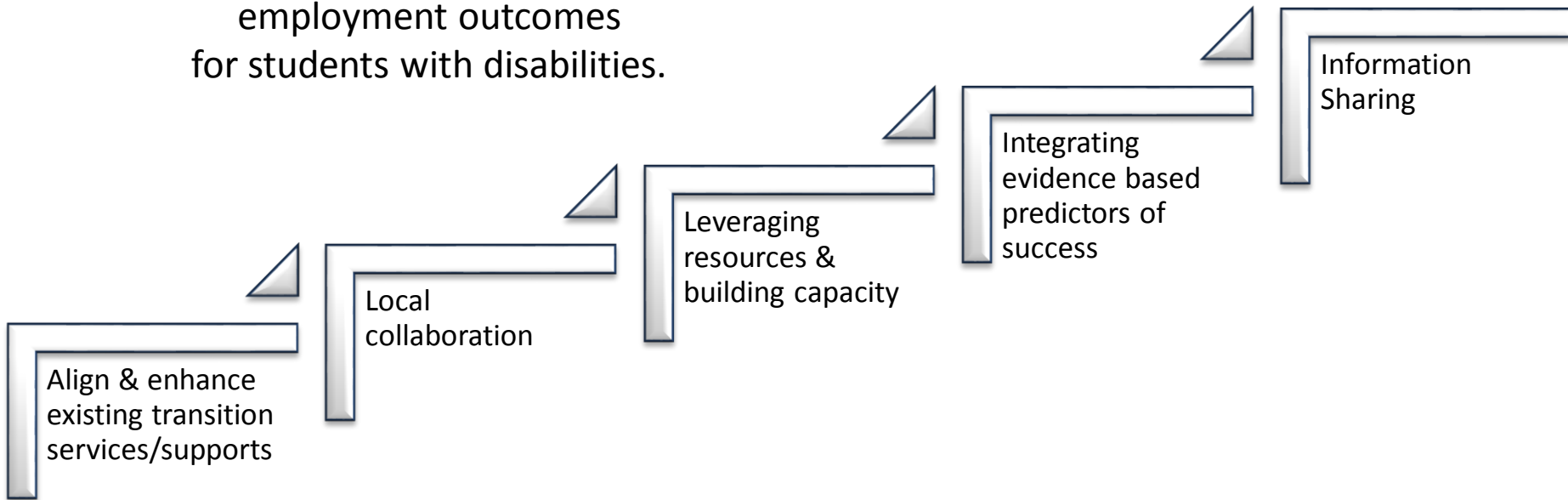
- age 14 through 22
- eligible for and receiving Special Education, or related services in accordance with the Rehabilitation Act and the Students with Disabilities Education Improvement Act (IDEA)

Students

- age 14 through 22, with a disability as defined under Section 504 of the Rehabilitation Act

Statewide Implementation in Collaboration with Education

Thru a strategic approach to student supports,
together we are achieving successful
employment outcomes
for students with disabilities.



© geology.com

Tennessee's VR is uniquely positioned to help youth with disabilities bridge the gaps in their transition to adulthood. Our VR staff have connections and community partners that can be resourceful for youth.





Working with Vocational Rehabilitation (VR) Services Information for Teachers about Student Referrals

What are VR Services?

The Vocational Rehabilitation Program assists individuals with disabilities to prepare, engage, seek, obtain, maintain and retain employment. In Tennessee the VR Program is located within the Department of Human Services, Division of Rehabilitation Services.

How may a student benefit from VR services?

The purpose of the VR program is to assess, plan, develop, and provide services to eligible individuals so that they can obtain, secure, maintain and retain employment.

How to refer a student to VR

A referral is the process of initiating VR services through contacting the VR counselor or local VR office. Contact information and how to find local office information is on the backside of this flyer.

Which students should a teacher refer to VR?

Teachers are welcome to refer any student they feel may benefit from VR services in order to obtain and/or maintain employment. It is not required that a student be receiving special education services in order to be eligible for VR services.

tion services in order to be eligible for VR services.

When should a teacher refer a student to VR?
Students may be referred to VR as early as 14 years of age.

Is consent required for a VR referral?

Yes, written consent from legal guardians or students of legal age is required to initiate the referral process.

Please use your school district's own Individual's with Disabilities Education Act (IDEA) release that complies with Family Education Rights and Privacy Act (FERPA).

What information will VR need for a referral?

Teachers know their students well and can provide information that will be beneficial to the student and VR counselor. Documentation that assists the VR counselor with becoming familiar with the student is especially helpful. The more you are able to share with VR about the student, the better.

In order for VR to determine eligibility of a student for VR services, the following is needed, as VR services are highly individualized. This is an exhaustive list and not everything on the list is needed for every student.

- Medical, psychological, and specialty evaluations (provide evidence of diagnosis, original Special Education Services certification form, and functional limitations)
 - *The three year re-evaluation provides the original special education services date.
 - **The information for functional limitations will be found in teacher observation forms in re-evaluation packet and in the current IEP.
- Current Individualized Education Plan (IEP) or 504 Education Plan
- Current three year re-evaluation packet
- Results of age-appropriate transition assessments (Present levels of performance)
- Focused Plan of Study
- Transcript to include TCAP scores, EOC Scores, ACT Plan Scores, Writing Assessment Scores, and Otis Lennon Scores
- ACT Plan Program guide
- Attendance records for last year and current year
- Discipline Records for this year and previous year
- Behavior Assessments if completed in the last three years and current Behavior Plan
- Job history, including volunteer and paid/unpaid work experience (can be Work Based Learning reports)

Individualized services cannot be provided until completion of the application and eligibility process and the Individualized Plan for Employment (IPE).

If you do not have all of this information, please proceed with initiating the referral and provide as much as you are able.

What happens after a referral is made?

1. VR will determine if a student is eligible for services within 60 days of receipt of all required documentation needed to complete a referral, unless unforeseen circumstances prevent the completion of the process within the 60 day timeframe.
2. Following determination of eligibility, VR will begin the Employment Needs Assessment process to determine what the individual's employment goals are and what services are needed to obtain those goals.
3. After a student is determined to be eligible and they are found to be in a priority category that is open, the Individual Plan for Employment (IPE) will be developed as early as possible.
4. The IPE should be coordinated with the IEP in regards to identified goals, objectives and services.

Resources to share with Students & Families:

• Getting a Head Start with VR
<http://www.theartn.org/Assets/Docs/Getting-a-Head-Start-Voc-Rehab.pdf>

• Frequently asked Questions about RSA
<https://sa.ed.gov/faq5.cfm>

Go to the VR webpage to find local office information at:

<http://www.tennessee.gov/humanservices/topic/vocational-rehabilitation>

Contact VR's central office at:

Vocational Rehabilitation Services
Citizens Plaza State Office Building, 12th floor
400 Deaderick Street,
Nashville, TN 37243-1403

Telephone: (615) 313-4891
TTY: (615) 313-5695 TTY

(Long Distance): 1-800-270-1349
FAX: (615) 741-6508



Sarah Harvey | Pre-Employment Transition Services Director
Division of Rehabilitation Services
p. 615-770-5496 c. 615-626-1244
sarah.e.harvey@tn.gov

Potential Partners

- Information and advocacy agencies
- County human services agencies
- Residential service agencies
- State vocational rehabilitation service agencies
- Social Security Administration
- Postsecondary education/college disability service agencies
- Consultants with specialties related to specific disabilities
- Workforce centers
- Independent living centers

Agency Participation



Lack Access to Easy-to-Understand Information to Share With Families About These Resources



*This figure displays the percentage of teachers who said they DID NOT currently have easy-to-understand information to share with families about each resource.

Tennessee Resources

TENNESSEE DEPARTMENT OF
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TRANSITION MATTERS

August 2015


In this issue...



Elevating Employment Outcomes for People with Disabilities

SELF-ADVOCATES EMPLOYERS EDUCATORS FAMILIES AGENCIES

ABOUT US
GETTING TO WORK
SUCCESS STORIES
RESOURCES
BY THE NUMBERS
EVENTS
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What is a Community Conversation?
Community conversations are creative and engaging ways of bringing together a variety of community members to generate both ordinary and unique solutions to a key challenge facing their city or county—the limited opportunities people with disabilities have to share their talents in the workplace. Find a conversation close to you this summer and fall! [Learn more...](#)

Welcome to TennesseeWorks

We're transforming the employment landscape for young people with intellectual and developmental disabilities across the state. Meaningful work. Real pay. Opportunities for every Tennessean with a disability.

This new website is an online resource for those in our state committed to these goals. **Select your role** below to find comprehensive information, trainings, videos, success stories, and many other resources to equip, inform, and inspire your work.

Our partnership is focused on helping:

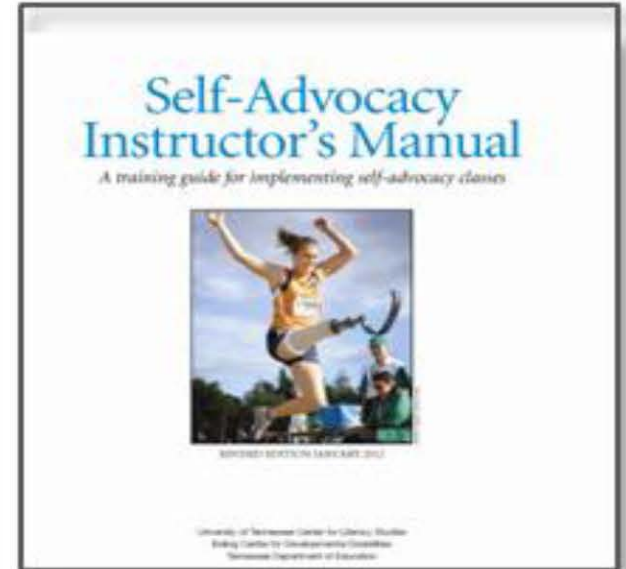
- **Self-Advocates** to aspire toward competitive work
- **Employers** to recognize the contributions people with disabilities can make in the workplace
- **Educators** to prepare young people with disabilities with strong skills and opportunities
- **Families** to communicate high expectations from an early age

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GO

National Resources

- *National Technical Assistance Center on Transition*
<http://nstattac.org>
- *Center on Secondary Education for Students with Autism*
<http://csesa.fpg.unc.edu>
- *Think Work*
<http://thinkwork.org>
- *National Alliance for Secondary Education and Transition*
<http://www.nasetalliance.org>
- *National Collaborative on Workforce and Disability/Youth*
<http://www.ncwd-youth.info>
- *Transition Coalition*
<http://transitioncoalition.org>



TM

Post-Test

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Department of
Education

Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

Excellence | Optimism | Judgment | Courage | Teamwork

