

Restructuring the Delivery of Transition Services: Focusing on the Course of Study

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ICTW Symposium-Illinois Center for Transition and Work

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What's your why?

Interview

Kairos

Leadership

Non-negotiables

TODAY'S AGENDA

1. Delivery of transition services
2. Case study walkthrough
3. Course of study
4. Steps to review/revise
5. Resources



SUMMARY OF LITERATURE

ICTW: Research on work-based learning

- ❑ Employment for students with extensive support needs
 - ❑ Employer practices and attitudes
 - ❑ Community conversations
 - ❑ Self-determination
 - ❑ Transition assessments

SUMMARY OF LITERATURE

NTAC: Predictors of post-school success

- ❑ Identifies over 20 systems-level predictors of post-school success
 - ❑ Among these are inclusion in the general education curriculum
 - ❑ Providing courses in career education and vocational education
 - ❑ Opportunities for paid employment and other work experience
 - ❑ Instruction in self-determination and independent living

Restructuring the Delivery of Transition Services



Case Study: Evanston Township High School



Evanston Township High School (ETHS) District 202 is a four-year comprehensive high school occupying a 65-acre campus in Evanston, Illinois, a suburb of Chicago along the Lake Michigan shore.

Ranked among the top 2-3% of high schools

43 Languages spoken at ETHS

Case Study: Evanston Township High School



Enrollment: 3,621

33% Low Income

11% IEP

94% Graduation Rate

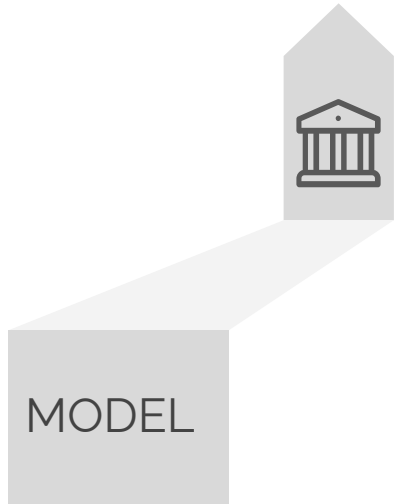
Case Study: Evanston Township High School



District Priorities:

- ❑ Equity
 - ❑ Literacy
 - ❑ Social Emotional Learning
 - ❑ Post-Secondary Planning
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Restructuring Transition Services at ETHS



TRADITIONAL	PERSON-CENTERED
<ul style="list-style-type: none"><input type="checkbox"/> First-Then<input type="checkbox"/> Pull-Out Related Services<input type="checkbox"/> Job Sites Stay the Same<input type="checkbox"/> Traditional Course of Study<input type="checkbox"/> Teachers as Case Managers<input type="checkbox"/> Teacher-Led IEPs<input type="checkbox"/> Limited Co-Planning<input type="checkbox"/> Self-Contained Classes All Day	<ul style="list-style-type: none"><input type="checkbox"/> All-In: Shared Vision, Mission<input type="checkbox"/> Push-In Related Services<input type="checkbox"/> Diversified Job Sites<input type="checkbox"/> Redesigned Course of Study<input type="checkbox"/> Strength-based teaching<input type="checkbox"/> Case Manager<input type="checkbox"/> Student-Led IEPs<input type="checkbox"/> A Lot of Co-Planning, Teaming<input type="checkbox"/> Focus on Inclusion

*Vision: One team, one program with shared beliefs, values and practices
Shared resources across the program (9th grade through exit/age-out)*

TRADITIONAL

Employment
Education/Training
Independent Living



PERSON-CENTERED

Employment

Education/
Training

Independent Living



COURSE OF STUDY

- ❑ Courses of study should be aligned with post-secondary goals
- ❑ Multi-year plan, outlining courses from the current year up to the anticipated graduation date, using official course titles from the school's course catalogue
- ❑ Courses should lead to completion of high school graduation requirements
- ❑ Electives should not be listed as "elective." Specific courses like "auto mechanics 1" should be listed.
- ❑ Should be regularly adjusted based on the student's evolving goals and skills, and should consider any minimum course/credit requirements for post-school

COURSE OF STUDY

- ❑ Illinois State Course Catalog (ISCC)
 - ❑ Illinois Instructional Mandates
 - ❑ Illinois State Graduation Requirements
 - ❑ District Graduation Requirements
 - ❑ IEP team determination
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COURSE OF STUDY-ETHS

Course planning needs:

- ❑ Increased opportunities for students to participate in career exploration in the general education setting
- ❑ Increased opportunities for students to access general education electives
- ❑ Increased opportunities for students to participate in courses that support recreation/leisure activities in a general education environment

Advantages:

- ❑ Better long-term outcomes/more success for students in post secondary life
 - ❑ More opportunities for students in special education to learn from non-disabled peers and vice versa
 - ❑ Opportunities to yield positive interactions among and between special education and general education peer groups and fosters a culture of inclusion and community
 - ❑ Access to rigorous instruction in the general education setting improves student learning across the curriculum
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COURSE OF STUDY-ETHS

1. Reviewed the district's course guide to identify gaps in courses supporting life skills development for students with extensive needs
 2. Identified the need for new courses and updates to existing courses
 3. Collaborated with Assistant Superintendent of Curriculum & Instruction
 4. Outlined courses tailored to support vocational and independent living outcomes
 5. Made recommendations to the school board to add 1 new course, "Recreation and Leisure for Young Adults," and revise 7 existing courses
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COURSE OF STUDY-ETHS

"Recreation and Leisure for Young Adults"

- ❑ Current gap: Lack of direct instruction on recreation and leisure skills for students
 - ❑ Need for community-based instruction: Students require opportunities to learn and practice recreational and leisure skills in their home community
 - ❑ Course delivered in a year-long format to accommodate extensive learning needs
 - ❑ Emphasis on additional time, instruction, and access to community
 - ❑ Recognized the necessity for enhanced support in developing essential life skills for students enrolled in the program
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COURSE OF STUDY-ETHS

Revision of 7 existing courses: Exploration to outcome and 2 year cycle

1. Job Skills and Transition Planning Year 1/Year 2
 2. Job Experience and Transition Planning Year 1/Year 2
 3. Careers/Jobs Year 1/Year 2
 4. Vocational Training Program Year 1/Year 2
 5. Culinary Everyday Living Year 1/Year 2
 6. Consumer Education Year 1/Year 2
 7. Contemporary Adult Living Year 1/Year 2
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COURSE OF STUDY-ETHS

Each course required:

- ❑ Course requests (each district has its own process)
 - ❑ Board approval
 - ❑ Funding considerations
 - ❑ Curriculum development
 - ❑ Scheduling and communication considerations
 - ❑ Mindset shifts
 - ❑ Staff assignments
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COURSE OF STUDY-KEY TAKEAWAYS

- ❑ Changing the course of study is not enough, but it's a good start
 - ❑ We have a responsibility to anchor our work in research based practices
 - ❑ School district leaders have a responsibility to focus on improving school to work outcomes for students with extensive support needs
 - ❑ evaluate current courses offered
 - ❑ reflect on current practices
 - ❑ We need to support our general educators and special educators
 - ❑ partnerships with department chairs
 - ❑ curriculum support
 - ❑ The Illinois Center for Transition and Work (ICTW) is an essential partnership
 - ❑ Resources, PD, partnership and Targeted Technical Assistance (TTA)
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RESOURCES:

Illinois Center for Transition and Work, www.ictw.illinois.edu

Illinois Graduation Requirements, [grad_require.pdf \(isbe.net\)](#)

Illinois Instructional Mandates, <https://www.isbe.net/Documents/IL-Mandated-Units-of-Study.pdf>

Illinois State Course Catalog, <https://www.isbe.net/Documents/state-course-catalog.pdf>

"Introducing the IEP-Q Tutorial." *IEP*, iepq.education.illinois.edu/tour/toolbox

National Technical Assistance Center on Transition, <https://transitionta.org/>

QUESTIONS

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◀ Presentation template by [Slidesgo](#)

