TRANSITION FAIR TOOLKIT

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Overview of the Toolkit

The National Secondary Transition Technical Assistance Center (NSTTAC) developed this *Transition Fair Toolkit* to help state and local planning teams implement and evaluate a transition fair. A transition fair can take many forms, although the purpose remains consistent: to connect students and their families with resources to build successful lives after high school. Across the country, local education agencies are holding events to bring students and their families into contact with community, education, and employment service providers, as well as employers and institutes of higher education. These events may have various names, including parent night, career fair, college conference, or agency fest. Whatever the name, the development and production will be similar.

This toolkit is a practical guide for local educators and leaders who are thinking about, in the process of, or looking to improve a transition fair. It provides descriptions of essential components of a transition fair, along with detailed planning tools and resources for implementation.

Importance of a Transition Fair

Concern for poor student outcomes after graduation has led to the development of activities to increase postsecondary success. While students with disabilities are making progress toward improved outcomes, recent data from the *National Longitudinal Transition Study-2* (NLTS2) reports that they are not keeping up with their same age peers without disabilities (Wagner, Newman, Cameto, Garza, & Levine, 2005). In an effort to fill the gap for students with disabilities, transition fairs have become a component of the larger transition services continuum. During the past nine years, NSTTAC has observed and assisted many efforts to plan and implement transition fairs. We have collected information and resources and are now disseminating them through this toolkit. By sharing these ideas, strategies, and procedures, we hope to help others through the process, increasing opportunities for students to learn about supports and services available to them as they transition to adulthood.

The purpose of the Individuals with Disabilities Education Act (IDEA) 2004 is to ensure that all children with disabilities are provided education and

services in a way that will prepare them for further education, employment and independent living. In order for schools to maintain compliance with the secondary transition requirements of IDEA, high school students who receive special education services set postsecondary goals as part of a transition planning process. The Individualized Education Program (IEP) must contain annual goals that connect students with school and community services to improve the student's academic and functional achievement. These transition services are to be based on the student's strengths, preferences, and interests. Schools are using transition fairs to fulfill many of these requirements by coordinating activities between students, family members, educational institutions, employers, rehabilitation agencies, and providers of community activities. Quality transition programming should lead to higher graduation rates and lower dropout rates, as well as improved rates of postsecondary employment, independent living, and enrollment in education and training.

Research into transition practices has illustrated that postsecondary outcomes of students with disabilities improve when educators, families, students, and community members and organizations work together to implement a broad perspective of transition planning, more appropriately referred to as transition -focused education (Kohler & Field, 2002). Kohler and her colleagues identified effective practices that were organized into the five categories of the *Taxonomy for Transition Programming*: (a) student-focused planning, (b) student development, (c) interagency collaboration, (d) family involvement, and (e) program structure and attributes (Kohler, 1996). These five categories are considered to be best practices in the field of transition of youth with disabilities, and are the foundation of NSTTAC's work in identifying evidence-based practices, some of which are found in the *Transition Fair Toolkit*.

NSTTAC conducted a systematic literature review to identify in-school predictors of post-school success in the areas of employment, education, and independent living for secondary students with disabilities (Test, Mazzotti, Mustian, Fowler, Kortering, & Kohler, 2009). As a result of this literature review, NSTTAC has identified evidence-based predictors of post-school employment, education, and independent living success from the correlational research. They include career awareness, community experiences, interagency collaboration, occupational courses, paid employment and/or work experience, parental involvement, self-advocacy/self-determination, self-care/independent living skills, social skills, student support, vocational education, and work study. These predictors are critical components of a

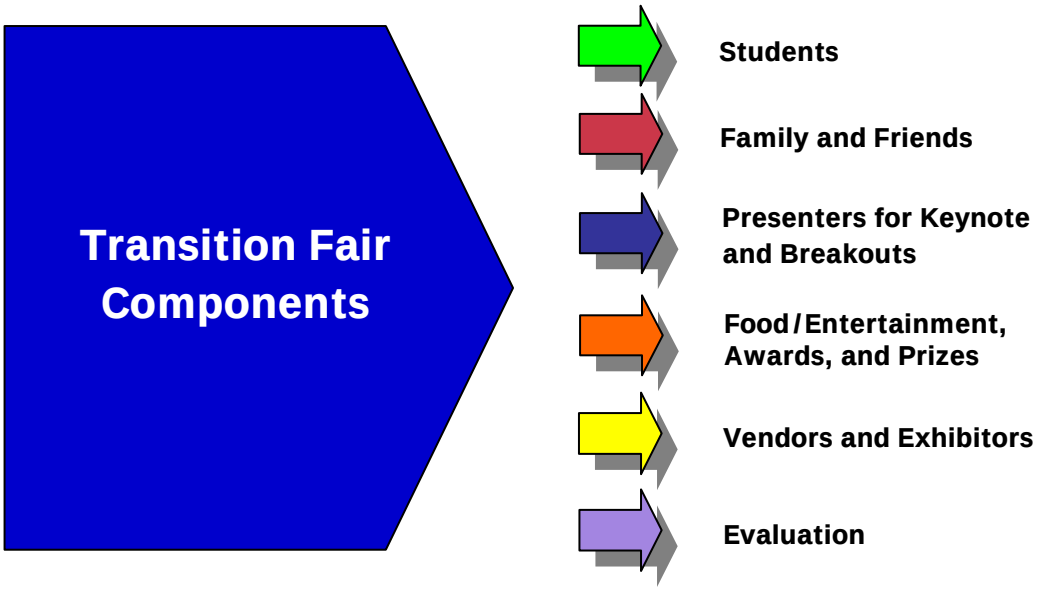
quality transition program and can also provide a framework for the content offered at a transition fair.

Key Elements of a Transition Fair

In this first section, we provide a description of a transition fair along with the purpose and importance. This section describes the contents of the toolkit in the areas of pre-fair planning, ongoing and final planning, implementation, and wrap-up of details after the event. In subsequent sections, we provide detailed resources for planning specific transition fair components, including examples of transition fair content and materials. Our suggestions are based on the implementation of dozens of transition fairs within various settings. While no two transition fairs will look exactly alike, the information, resources and materials included in this toolkit are considered by NSTTAC to reflect best practice. Many of the tools in this toolkit include suggested times for implementation, but we also include an implementation timeline example in the appendix. These materials are presented in a notebook format to enable you to copy resources as you need them and to add materials as they become available – materials from NSTTAC, other states, and your own experiences!

Key Components of Transition Fair

The model below illustrates key components of a transition fair.



Planning Your Transition Fair

Generally, a transition fair will last several hours. The purpose of the fair is to meet the needs of its intended audience, delivering content and resources that are most likely to impact student outcomes. After the fair, planners will use survey results to determine if the intended outcomes were achieved. Planning for a transition fair ideally begins a year prior to the event. We have broken down the planning and implementation of a transition fair along a timeline of planning: pre-planning (6 to12 months ahead), ongoing planning (1 to 5 months ahead), final planning (four weeks to one day ahead), day of event, and after the event.

Pre-planning—Six to Twelve months before the event

Early in the planning stages, it is important to build a foundation to support further planning. The pre-planning process includes the initial decisions and groundwork. There are four focus areas to be addressed at the pre-planning stage, answering who, what, where, and when for the upcoming transition fair.

Roles and Responsibilities

Transition fairs have been successfully carried out by one individual as well as by an entire team. Regardless of how many people are involved in the planning of the event, it is important to designate responsibility. Some districts hold annual fairs that are planned by the students themselves, developing skills and meeting IEP goals as part of the process. Students have planned, phoned, emailed, and auditioned entertainment for the fair, in addition to directing activities on the day of the fair.

Developing committees early on in the process, splitting the work among individuals, can help to eliminate the long list of to-do's. A transition fair team may meet once a month or once a week; this can be decided by your team. Designating various roles and responsibilities is crucial to task completion, and the Pre-planning section holds tools to ease the process.

Resources and Funding

The cost to carry out a transition fair will certainly vary from location to location. Creating and maintaining a budget is part of the initial process. Schools have used funds from a variety of sources to create a continuum of services and amenities. Circumstances will undoubtedly drive the budget, but a successful transition fair can be held with whatever funds are available. Teams have used creative fund-raising approaches either before or at their transition fairs, (e.g., selling tickets to wear a hat or slippers to school on a particular day, or even the traditional bake sale), coming up with enough resources to deliver a meaningful experience.

Door prizes and other donations can be a vital part of the fun on the day of the fair. Door prizes might include meals at local restaurants, or a stay at a local hotel. After an initial phone contact, you can send a letter to request a door prize, and then a confirmation letter when the prize is arranged. A committee member should pick up all of the donations and later send a note of thanks.

A hospitality room for presenters and exhibitors may be supplied using donations or through the budget. When requesting donations for prizes, hospitality, freebies, or food and beverages, request specific items (e.g., 50 cookies, 100 bags for students to carry items they pick up at exhibits), or several small items for door prizes. Students might enjoy being a part of the fair by calling potential donors for initial contact or to follow-up on details.

Logistics

Determining the "when and where" of the transition fair can possibly have the biggest impact on your attendance and outcomes. Selecting the venue for your event might be as simple as reserving space within the school building. When this is not the best option, you may need to look into larger space at a local college or technical center. Whatever the location, details will need to be worked out, including facility contracts, the use of other building materials (e.g., tables, chairs), and time allotment.

Once the location has been determined, or while it is being determined, it is essential to decide on the best day and time for your fair. This decision should

be driven by the location availability, the intended audience, and the arrangement of a time that will work the best for as many of the stakeholders as possible. Other details in this section can include possible food and refreshments that will be available to participants. If there will be refreshments at your event, will there be a ticket required, will it be open to everyone all the time, or will there be any cost expected of the audience?

This part of the planning process should determine the level of involvement among stakeholders including the families, students, agencies, employers, local businesses, and community partners. The planning team should decide whether the fair will focus only on students with IEPs or on all students with and without IEPs, and whether parents will be invited, too. Will you use a keynote address, other presenters, breakout sessions, or a combination of all three as your medium for content delivery? Will the transition fair include exhibitors such as vendors, service providers, and local businesses? Section 2 will contain all of the information, resources, and examples within the pre-planning area.

Theme, Content, and Activities

The idea of having a theme for the transition fair may or may not be something you have thought about. While it is not necessary to build the components of your transition fair around a theme, increasingly we notice themes being used. The theme of the fair can be the focus for advertising the fair and decorating the location. Selecting a theme can help to shape content, including what the presenters or breakout sessions will present, what activities or entertainment might be highlighted, and what exhibitors will be chosen. Many activities at a transition fair could be linked to either annual or postsecondary goals identified in a student's IEP. Section 2 of this toolkit provides several examples of themes used for transition fairs.

Below is a list of potential transition interest areas that could help to define the content of the day's activities. The opportunities could be delivered at the transition fair through presenters, breakout sessions, exhibitors, or materials.

- Identifying and reaching long-term career goals
- Assistance with college applications and test preparation

- College students with disabilities talk to students who are considering postsecondary institutions
- Special services for students with disabilities at colleges and universities
- Training and education for families and youth regarding living and financial options
- Training for employers on issues related to hiring employees with disabilities
- Coordination with other families and youth looking for adult living options
- Financial issues including social security, financial aid, and scholarships
- Budgeting simulation, in which each youth plays an individual with various budget needs and challenges

Activities at the fair could include an obstacle course to practice daily living skills or an information scavenger hunt to encourage students to ask questions of the exhibitors. A computer kiosk might be set up, for employment research, a short assessment, or to visit a website designed for youth in transition. Youth could sign up for state IDs, register with agencies, take a driver's exam on paper or online, create a personalized reusable shopping list, and register or request information from education and training organizations. Maximize fair opportunities by linking activities to annual and postsecondary goals in student IEPs.

Students may find mock or real employment interviews to be valuable, but interview activities take extra time at the event as well as extra planning. The fair planning committee must put in more time to recruit employers or interviewers, to choose a suitable location, and to prepare students for the interviews. If a mock interview activity is part of the fair, plan carefully and far ahead of time to provide the highest quality opportunity to participants.

Evaluation of Planning Process

As a final step in the planning process, it is important for committee members to complete an evaluation of the planning process. Some planners use a debriefing session, with one person recording comments and recommendations. Using a written survey is an easy way to collect information in a short time. Collect all of this information in a list of changes to make for the next fair.

Ongoing Planning—One to Five Months Before the Event

Beyond the pre-planning phase, planning must continue. This ongoing planning stage will take the majority of the planning time. Now that the initial details have been decided upon, it is time to get down to the real preparation. Taking all of the basic decisions on who, what, where, and when, it is now time to finalize, prepare, and promote. These details can be broken into four segments; finalizing logistics and content, securing exhibitors, advertising, and evaluation.

Finalizing Logistics and Content Delivery

Once you have decided on a location and date, you will need to secure your venue. Reserving your space could be as easy as making a phone call or it could require a contract agreement. This reservation should entail all the details regarding the location including the set-up, clean up, specific parameters of use, time frames, cost, etc. During this time, it would be useful to map out the lay-out of the fair to make sure you have enough space for everything you wish to provide. If you are having breakout sessions or presenters, you need to account for them in your floor plan.

The content delivery will be a key to a successful transition fair. An agenda should be constructed outlining the schedule for the fair allowing enough time for participants to navigate. Placement of the exhibitors, food and refreshment area, breakout sessions, and presentations should be strategic and meaningful. Section 3 provides examples of agenda and schedule materials.

Securing Exhibitors

Exhibitors bring a wide variety of information and resources to the transition fair. Do some brainstorming to create a list of all possible exhibitors in your area, keeping in mind your theme, content, and space limitations. Include local businesses, community recreation locations, colleges or other educational institutions, employers, vendors of products and services (such as transportation, equipment, software), rehabilitation agencies, other government entities, and health care providers.

Making initial contact with possible exhibitors helps to gauge the interest in participation. This contact can be made with a letter, email, or in person. Follow up on the initial contact with additional information in a timely manner to secure involvement. This will also be the time to answer any of their questions and concerns. Provide a list of expectations of exhibitors, including time involved, venue, materials, and evaluation. Once you have a commitment from the exhibitors, the committee should keep in contact with them periodically until the date of the fair. Create name tags and table signs for each vendor and provide them with all of the fair materials including a detailed floor plan of the venue and where their booth will be located. Encourage exhibitors to bring freebies to give away to youth, and provide bags in which students can carry their treasures. Section 3 will provide examples of exhibitor materials.

Speakers and Presenters

Even a transition fair that lasts just one evening should include at least one focal speaker, either for a keynote presentation or for breakout sessions. Once you have determined a theme or areas of content for the fair, brainstorm as a committee to develop a list of potential presenters. Prioritize the list of names so that you can call the ones you would most like to have as presenters first. Call to offer the opportunity to potential speakers, and follow up with a letter of confirmation. About a month before the event, ask what audio-visual equipment is needed, and offer to produce handouts for the presentation.

You may have a keynote presenter in mind who can speak on a topic related to the content of the fair. Your own former students may be good candidates to present or co-present at a transition fair, and a parent speaker can add yet another perspective.

Advertising

A transition fair will not be a success without participants. The most challenging aspect of any school event is often motivating the target audience to attend. As educators we have access to students, but to a lesser degree parents and families. Planners of the fair will need to address how to encourage your audience to come. Use multiple forms of media to advertise

the event. From posters in the hallways to ads in the local newspaper, spread the word of the event broadly. Most advertising methods will be free or inexpensive: flyers, posters, email blasts, Facebook posts, "tweets", school district marquees and websites, or invitations sent home with students. It might be harder to work mailings or newspaper ads into the budget, but media outlets such as radio, television, and newspapers often have free community calendars in their publications. Regardless of the way you advertise, be sure to get as much information to the stakeholders as possible. If food, entertainment, raffles, or door prizes are part of the plans, announce those activities to grab people's attention. Will the fair be held during the school day? Will all students be invited, or only those who have IEPs? Can teachers earn Continuing Education Units for their participation? What other incentives have been created to encourage attendance?

Students will be some of the best salesmen. Students will pass along information to their families, but typically for a price. Offering students extra credit or a small token of appreciation for attending can often get their attention and transmit the information to parents. Some districts give students time in class to contact parents and others to invite them to the fair.

Teachers and other district staff may be encouraged to attend a fair outside of school hours by offering a hospitality room, prizes for the largest number of students attending, or a prize drawing just for teachers who attend. Similar prizes or incentives could encourage parents and other interested stakeholders to attend the fair. Section 3 highlights some advertising materials and resources used by various educational agencies.

Final Planning—Four Weeks to One Day Before the Event

While you continue to keep track of details, it is now time to invite the community and to inform teachers and students of the highlights of the planning. Help students to understand what behavior is expected from them, and what they can expect from all of the participants who have gathered for the big event.

Inviting the Community

In the last few weeks before the event, notify teachers and administrators of the final details. Invite parents and teachers, administrators, business leaders, and others to the fair. Confirm registrations, especially if a lunch count is needed, or if special meal arrangements must be made. Give plenty of information to teachers, who are vital to the success of the event, and double check that all signs, nametags, prize slips, flyers, information sheets, and evaluations are being produced.

Expectations of Students

Students should be informed of exactly what is expected of them at the event, as well as how the day's activities will be of benefit to them. Students may need to practice some skills, especially if the fair is fulfilling an IEP goal in social or employability skills. It may also be necessary for you to prepare and orient presenters, vendors, and exhibitors to the needs and behavior of students who are severely multiply impaired or have intellectual disabilities.

Day of Event—Implementation and Onsite Evaluation

Evaluation of all the aspects of the transition fair is an important step, and is often forgotten. A transition fair can be a costly event. The school board or other funders will want to know that the fair has achieved its intended outcomes, and is worth the expense. Evaluation results can be the evidence of those outcomes. Is your intended outcome merely parent attendance, or is it to increase student knowledge of community resources, or something else?

At NSTTAC, we view evaluation as a tool for improving our work. We want to assist you in evaluating your transition fair to determine what worked, what didn't work, and what needs changing or replicating. Whether this is your first fair or your tenth, you will want to collect data on the logistics and success. There are many ways to evaluate various aspects of a transition fair. Sample tools in this toolkit draw from levels 1,2,5,and 6 of NSTTAC's Six Critical Levels of Evaluation. More explanation of our levels of evaluation are found in the *Evaluation Toolkit, Second Edition* found at our website: nsttac.org. Evaluations created for the students, parents, exhibitors, and planning committee members can be crafted to your individual event,

including key questions to gather responses in specific areas of interest to the planning committee.

Participants may be asked to take a pre-test and post-test to measure knowledge acquired, or asked to fill out a survey as they exit to find out if the fair was useful and relevant. You will want to know what students and families thought of the exhibitors, venue, food, speakers, breakout sessions and materials. It may be easiest to obtain student evaluations because you will have access to them after the fair. You will want to ask the exhibitors whether they want to return in the future, and about their experiences, perspectives, and concerns, about this year's fair. Finally, you will want to hear from all of the people who made the event happen. Ask every planning team member to provide feedback on the planning and implementation of the fair. Section 5 provides examples of evaluation instruments, enabling your team to create specific evaluations for your individual needs.

Section 5 also includes examples of schedules for participants, signs, a floor plan, and other day-of-event documents.

Evaluation of Participant Learning Outcomes

Planning participant learning activities at the fair and evaluation of those activities after the fair allows teachers to tie the opportunities provided by the fair to their students' annual IEP goals. IDEA (2004) requires the development of annual goals that are measured within the school year, as well as postsecondary goals which are not measured by school staff as they happen after a student has left high school, but which help to keep students moving toward satisfying adult lives.

Tying Transition Fairs to IEPs

Transition fairs are not only a great event for stakeholders; they can also feed directly into a student's IEP. At every IEP during the school year and at the beginning of the school year, create and distribute information about the transition fair. Encourage teachers to link student goals to transition fair activities.

Many activities at a transition fair can be linked to annual goals, providing opportunities for students to practice new skills. A transition fair can also address postsecondary goals, bringing services directly to students, meeting IDEA requirements at the same time. Transition components of IDEA legislation are designed to better prepare students with disabilities to access the supports and services necessary to reach their desired outcomes, assisting them to become as independent as possible. Specifically, the transition services requirements of IDEA are intended for educators to:

- Assist students and families in setting goals for life after high school
- Provide the most relevant high school experiences for the student's desired outcomes
- Connect students and families to supports and services inside and outside of the high school setting.

Samples of IEP statements are listed below. Statements such as these could be used to design annual goals for students that also support successful transition, or a link from a student's postsecondary goal to the activities and services that will enable the student to reach those goals.

- Identify specific rehabilitation services to which student can apply
- Explain the difference between entitlement and eligibility for services
- Identify community programs offering job placement or training
- Analyze the demands and expectations of the postsecondary education setting, accessibility, academic rigor, social life and activities, various living situations
- Identify potential service, employment, transportation, or healthcare providers
- Develop student's awareness of different jobs
- Discuss health care issues that may impact employment
- Analyze local labor market to identify job openings and local labor needs
- Explore work experiences: explorations, job shadowing, mentoring, and internships
- Analyze adult living options in the local area (e.g., group homes, supported living homes, roommates)
- Analyze locality for leisure recreation options in the community
- Analyze community for transportation options

Section 6 of the toolkit provides samples of annual IEP goals and related services. Evaluations are included to measure IEP goal measurement.

After the Event—Dissemination, Recognition, and Sustainability

Once the fair is over, and the hard work of planning and conducting a fair has paid off, there is still some work to do, including data collection and analysis, reporting to funders and other stakeholders, thanking the many who donated items, presented or exhibited at the fair, and looking back to help plan the next fair. The biggest suggestion for all of the post-fair tasks would be to do them as soon as the event is over. The longer the lapse of time, the less likely it is that these things will be competed.

Data Analysis

You have created evaluations and in some cases have already collected completed ones. Depending on your specific evaluation and your access to participants, you may be collecting some of the evaluations after the fair. In either case, once evaluation data is collected, it must be compiled, analyzed and disseminated. Make your analysis as simple or complex as needed to disseminate a report to funders and other interested parties. The results of your evaluations will also inform your planning for the next fair. Section 7 will provide examples of evaluation analysis and summary reports. Additional resources for evaluation can be found in NSTTAC'S evaluation toolkit or on the website www.nsttac.org.

Set a date to present the results of the fair to the school board and other major funders to present a summary of actual expenses, community resources used, the number of students served, and how they were served. Describe the student IEP goals that were addressed at the fair and ask funders to support the next fair. Keep a copy of every evaluation summary, for comparison after the next fair. Data from this year's fair will mean even more when used to compare to future and previous fair results.

Recognition of Presenters, Donors, and Exhibitors

Recognizing each individual, group, or organization for their effort and support is a necessary step in your sustainability of the fair in the future. Use simple words of appreciation, delivered by email, postal mail, in the local news, or over the phone. Committee members or students can create letters of thanks, make phone calls, or a card of thanks may be printed in a career tech program print shop. A flyer thanking all the contributors of door prizes, food and other donations may be included in the information packet distributed at the fair, and reprinted in local newspapers, school websites, and parent newsletters. Section 7 provides examples of letters to thank donors and other acknowledgements.

Sustainability—Planning for the Next Fair

One of your last thoughts to wrap up the transition fair is to keep the momentum going for the next year. Most individuals or groups who hold transition fairs intend to hold subsequent events. In order to make a smooth transition from year to year, it is important to keep all the notes, data, materials, examples of evaluations, and contact information of presenters and exhibitors. Discuss and record any suggestions of changes for the next fair. Anything you can replicate the next year will save you time and effort.

Some fair committees meet near the end of the school year to plan essential details for the next fair, such as the date and location, and to conduct early brainstorming for the content of the next fair. Each step in the process described in this toolkit is intended to help teams build a foundation to sustain a successful transition fair.

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Section 2

Pre-planning Six to Twelve Months Before the Event

Title:	Transition Fair Brainstorming Meeting Agenda
Context for use:	The transition fair core team uses this form to brainstorm ideas for the transition fair. This form would be useful to teams planning fairs for the first time.
Protocol for use:	Use at meeting, disseminate results to interested stakeholders. Take comments, revise, and re-circulate the generated ideas.

Transition Fair Brainstorming Meeting

1. Focus?
    a. Jobs
    b. Agencies/Supports
    c. Post Secondary Education
    d. Others
2. Target Audience?
3. Place?
4. Date?
5. Hours?
6. Possible Exhibits?
7. Speaker?
8. Next Meeting?

Used by permission of Eaton Intermediate School District

Title: Core Team Pre-Planning Agenda

Context for use: This is an example of early pre-planning to be completed by the Core Team just after the transition fair to plan for next year's fair. A complete year of transition fair planning agendas follows this document. Early agendas determine roles and responsibilities and look back at previous fairs. Later in the year, agendas are used to keep track of the many details of the fair's logistics to be discussed at planning meetings.

Protocol for use: The planning committee chair sends this agenda prior to the core team's meeting after the transition fair has been held.

Core Team Pre-Planning Agenda

May 18, 2013

I. Welcome and Introductions

II. What we have done in the past?

III. What do we need to consider for the future?
- A. Budget
- B. Outcomes – must be able to collect data
- C. Who should attend? Grades? Disabilities?
- D. Other possible changes
- E. Online Registration
- F. Transportation
- G. Marketing strategies

IV. What directions do we want to go in?
- A. Budgeting simulation activity, such as the *Reality Store*
- B. One day conference
- C. Other options

V. Committee Members

VI. Keynote Speaker
- A. One Family's Story
- B. VR client

VII. Funding ideas?
- A. Restaurant Night

VIII. Transition Grant through the State – I need your ideas!

Used by permission of Eaton Intermediate School District

Title:	Planning Sub-Committees Sign Up Sheet
Context for use:	A sub-committee sign up sheet is used several months before the fair to designate members of the planning committee to the various roles and responsibilities.
Protocol for use:	Circulate at planning meeting. Send a completed copy to all planning committee members.

Planning Sub-Committees
Sign Up Sheet

Facility (food, accessibility, signs, cleanup)

1.
2.

Exhibits (contacts - initial and follow-up letter, set-up, packets)

1.
2.

Speakers (contacts- initial and follow-up letter, packets)

1.
2.
3.

Registration Forms (Design) and Evaluation (Compile and Report)

1.

Registration (maintaining information)

1.

Door Prizes

1.

Facilitators

1.

Publicity

1.

Purchasing Folders, Name tags, goodies, etc. for Parents

1.

Organizing the putting of packets together for parents, facilitators, and speakers

1.

Used by permission of Eaton Intermediate School District

Title: Early Planning Ideas

Context for use: The Core Team of the Transition Fair Planning Committee may generate a list to begin the annual planning for the fair. This example reflects the early planning in a district that has held a fair for several years.

Protocol for use: Generate a similar list 5 to 6 months before the fair. Circulate among stakeholders to add to the list.

Early Planning Ideas

Notes and Possible Ideas

- Held on March 5th – Full day conference
- Held at Eaton ISD – Rooms available: 4 training rooms and the gym
- PAC involvement
- Pre-register - Prioritize choices
- Child care needs? Possible nurse available?
- Door prizes?
- PAC mailing on district stationery
- Have directors visible
- Everyone would get a notebook (three ringed) with dividers with all of the materials for all sessions
- At each session we would ask presenters to have a list of "Terms We Use"
- Have good evaluation forms
- Keynote speaker?
- Possible topics
  - Accommodations
  - Capital Area Center for Independent Living
  - Related Services
  - Vocational options – possible round table
  - Financial aid
  - Home health care
  - Respite
  - Transition
  - Michigan Rehabilitation Services
  - Specialized driver's training
  - Career preparation center
  - Social Security programs (SSI)
  - Housing options
  - Volunteer and recreational activities available
  - Office of Disability Services – college supports
  - EISD – continuing education options
  - Parent panel – transition stages
  - Teacher panel – discussing transition
- Exhibits – materials available

Used by permission of Eaton Intermediate School District

Possible Schedules:

Option I – Keynote Speaker with three session with 1 ½ hours for each session

8:00 – 8:30	Registration
8:30 – 9:45	Welcome and Keynote
10: 00 – 11:30	Session I
11:30 – 12:15	Lunch
12:30 – 2:00	Session II
2:10 – 3:40	Session III
3:45 – 4:00	Wrap Up and Depart

Options II – No Keynote Speaker but five sessions with one hour for each session

8:00 – 8:30	Register
8:30 – 8:45	Welcome
9:00 – 10:00	Session I
10:10 – 11:10	Session II
11:15 – 12:00	Lunch
12:00 – 1:00	Session III
1:10 – 2:10	Session IV
2:20 – 3:20	Session V
3:00 – 4:00	Wrap Up and Depart

Option III – No Keynote but 4 sessions with 1½ hours for each session

8:30 – 9:00	Registration
9:00 – 9:30	Welcome What is Transition? Why are we here?
9:30 – 10:45	Session I
10:50 – 12:00	Session II
12:00 – 12:45	Lunch
12:45 – 2:00	Session III
2:05 – 3:15	Session IV
3:15 – 4:00	Wrap-Up Parent Network

Planning group is leading towards Option III as the format

Next Planning Meeting

All meeting will be held on Thursday at the ISD at 7:00 on

December 2

January 6

February 3

February 17

Used by permission of Eaton Intermediate School District

Title:	Rural Transition Fair Planning Agenda
Context for use:	This agenda is the early planning document for a transition fair in a rural area.
Protocol for use:	Send to members of core team or full planning committee before meeting for early planning.

Rural Transition Fair Planning Agenda
Meeting Agenda for a 2 hour Employment Focused Transition Fair

1. Determine grade levels of students with disabilities who would be involved in the transition fair

2. Determine the students who would be involved in the fair that did not receive special education services

3. Design response items for student questionnaire to find out what types of employers students desire to talk with at the fair

4. Determine social service agencies that should be invited to participate in the fair

5. Determine how to market the fair to potential employers to ensure their participation and determine which employers should not be invited

6. Discuss how fair will be incorporated in students' IEPs and transition plan

Factors this team considered in decision making:

Should students without disabilities have time with employers before general education students arrive? (Yes, so they won't have to compete for time with employers)

Should we limit the number of agencies to strengthen the employment focus, and so that employers know that this is for all youth, not just those with disabilities?

Should parents be invited? (Yes, for students with disabilities, no for students without disabilities)

Should we invite "mom and pop" businesses? (No, since they do not have living wage jobs or benefits)

Based on: Baugher, R., Nichols, J. (n.d.). Conducting a rural school district transition fair: Successes and challenges for students with disabilities. *Education, 29(2).*

Title: Transition Fair Planning Summary

Context for use: This summary may be used to structure planning for a transition fair, based on one district's example.

Protocol for use: Planning committee leader reviews this summary before committee meets the first time. Use selected components to plan fair.

Transition Fair Planning Summary

1. This transition fair is held each year in the student union of the Tulsa Community College, South East Campus.

2. There is a committee made up of the Director of the Disability Resources for Tulsa Community College, the TCC PR representative (Media Relations), the transition coordinator for Broken Arrow Public Schools and the transition coordinator for Jenks Public Schools.

3. The transition coordinators are responsible for securing the community agency vendors for this fair. The TCC directors and coordinators are responsible for securing the representatives from the area colleges, universities and career tech schools for this fair. The event typically has 35-40 vendors with booths along the halls of the Student Union of the Tulsa Community College campus.

4. The TCC director contacts the area newspapers, and other area media outlets to arrange for public service announcements of this event. This has also included the Tulsa area morning television talk shows to conduct interviews by committee members concerning details of the transition fair.

5. Various Tulsa area food stores and restaurants are contacted and provide donated food items for the hospitality room for the vendors the night of the transition fair event.

6. The South Tulsa Area Public Schools are contacted with the information of the upcoming Transition Fair and flyers are distributed through the special education classrooms of those area school districts. Some of the public schools also send out automated phone announcements to those families with students served on IEPs beginning in 6^{th} grade through 12^{th} grade.

7. The evening begins with opportunities for parents and their students to walk through the various booths representing community agencies and colleges for roughly 20 minutes prior to going into large meeting rooms to hear presentations.

8. Parents whose students will need the assistance of community agencies go into a large meeting room to hear more detailed information about guardianship, SSI benefits, etc. Parents of those students who will most likely attend college or a career tech school meet into a separate large meeting room to hear specific information on the services available to college students with disabilities and what the differences are between high school (under the IDEA laws) and college (under the ADA laws).

Used by permission of South Tulsa Area Public Schools

Title:	Fair Planning Power Point
Context for use:	This presentation describes the roles and responsibilities of the core team and other planning committee members as one district plans its transition fair.
Protocol for use:	Use a similar process in planning a transition fair. Core team members may head committees or designate others to lead the various committees.

OUR Educational Cooperative Transition Fair Background

- Effort to fulfill requirements under the IDEA, moving away from 'agency fest' model
- Focus – students and families
  - Post Secondary Training
  - Post Secondary Education
  - Employment
  - Independent Living
  - Community
  - Health and Family
  - Resource and Support Agencies

1

Purpose

- Fulfill transition requirements under the IDEA
  - Part of transition planning
  - Coordinated activity focused on post-school life
    - Education
    - Employment
    - Family
    - Community
  - Instructional Tool directly linked to the IEP
    - Documentation-Instructional goals and activities
    - Brochure and Evaluation Form
  - Student Participation
  - Parent Participation
  - Evaluations and Feedback

2

Development of Task Force

- Committee for development and production of Transition Fair
- Members
  - Teachers
  - Transition Consultant
  - Special Education Supervisors
- Chairperson, Recorder, Committee Chairs
- Transition Meetings/Workdays
- Keeping it all going!!!!!!!!

3

Where the Task Begins

- Select Leaders
  - Chairperson
  - Recorder
- Theme/Date/Location
  - Facility contract: date, time, details, fee
- Expand Transition Fair Ideas
  - What works? What needs improvement?
  - Vendor Evaluation Forms
  - Student Evaluation Forms
- Vendors – training, education, employment, community, health & family, resources & supports, Independent Living
- Assign Task/Committee Chairs
- Action Plan
- Set dates for additional meetings

4

Action Plan/Committee Responsibilities

- Vendors
  - Invitation Letter
  - Follow-up phone call, also ask for door prize donations
  - Registration/Needs
- Food and Door Prizes
  - Donations
  - Snack coupon for students, lunch for everyone
- Break-Out Sessions
  - Draft & Voter Registration
  - Banking
  - Interview Skills/Resume
  - Personal Appearance
- Flyers/Brochures
  - Theme Oriented
  - Student Brochure
  - Thank you posters
  - Vendor Signs

5

Action Plan/Committee Responsibilities

- Advertising
  - Newspapers, radio
  - Region-wide
- Correspondence and Recognition
  - Letter to school administration
  - Professional development
  - Letters or flyers of thanks to publications or local newspapers
- Responsibilities
  - Teachers prepare students
  - Student script, brochures
  - Vendor Script
- Registration
  - Entrance Procedures
  - Parent and Student sign-in
- T-Shirts
  - Identify Task Force Members
- Student Volunteers
  - Assist Vendors
  - Snack Table
  - Identifiable T-shirt

6



7

Where Do We Go From Here?

- Further develop task force to include community members, vendors, school administration
- Goals for the Task Force and Transition Fair
  - Keep Focus – goals to meet needs of students and families and fulfill requirement under the IDEA
    - Make sure transition fair activities are listed in the IEP
    - Make sure teachers are using this as a teaching tool
    - Make sure teachers are documenting student participation
      - Brochure and Evaluation Form
  - How do we grow it….move the event from good to GREAT!!!

8

Title:	Presentation on Eaton County Student Transition Conference
Context for use:	This summary was used at a transition professionals' conference to explain one district's process of planning a transition fair.
Protocol for use:	Core team members review this document to become familiar with one district's planning process.

Presentation on Eaton County Student Transition Conference

I. Purpose of Conference
   A. Professional Experience addressing ALL areas of transition
   B. Student oriented – topics that interested the students

II. Planning Committee
   A. 21 members strong
   B. Teachers, administrator, parents, students, and community members

III. Who participated
   A. All Eaton County special education students 9th grade and older (5 districts plus center-base program) – hope for approximately 600 students this year
   B. Outside districts: Clinton County 30 students and Olivet 15 students
   C. Approximately 40 speakers (33 breakout sessions) and 35 to 40 exhibits
   D. All Eaton County special education secondary and post secondary staff (professional and paraprofessional)

IV. Budget
   A. $10,000 dollars and we use every cent!

V. Sub Committees
   A. Facility
   B. Exhibits
   C. Speakers
   D. Door Prizes
   E. Packets
   F. Parents Strand
   G. Publicity
   H. Facilitators
   I. Lesson Plan

VI. Packet of Information
   A. Time is a Treasure Brochure
   B. Personal Fact Sheet and business card
   C. Teacher Packet

VII. Evaluation Outcomes
   A. Liked College atmosphere
   B. Liked keynote speaker
   C. Sessions – needed to prepare some speakers better
   D. Want more exhibits
   E. LOVED the food
   F. Liked the items given to students but NO candy
   G. Issues – school rivalries, behavior students, staff participation, younger students, lower functioning students
   H. Students didn't realize there were so many other students with disabilities in Eaton County
   I. Door Prizes

Used by permission of Eaton Intermediate School District

Title: Year-long Planning Committee Agendas

Context for use: A complete year of transition fair planning is represented in these agendas, including the last meeting to wrap-up details just before the fair date. Early agendas determine roles and responsibilities and look back at previous fairs. Later in the year, agendas are used to keep track of the many details of the fair's logistics to be discussed at planning meetings.

Protocol for use: Planning committee chair sends an agenda prior to each planning meeting.

Eaton County Student Transition Conference

Planning Committee Agenda

September 21, 2005

I. Coffee, Juice, Donuts, Bagels and Fruit

II. Introductions of Committee Members

III. What it our goal/theme for this year?

- A. Goal – Professional Conference for Special Education Students in Eaton County that covers ALL areas of Transition
- B. Possible Theme
  - ✓ Game of Life
  - ✓ The Reality of Life
  - ✓ Reality – L.I.F.E.
- C. Other Ideas

IV. Wednesday, March 8, 2006 – The date is set.

- A. Start Determining Who Will Attend – emphasis will be for 10th and 11th grade
- B. Maximum that Mott Auditorium can handle is 425!
- C. Self Contained Classroom (CI/EI) not attending?

V. Transportation – Huge Issue - $$$$!

- A. Talk to your directors – make arrangements NOW!

VI. Parent Strand?

VII. Work Committees

- A. Facility, Food, Signs
- B. Exhibits (Making Contacts, Sending Letters and Set-up)
  1.
  2.
  3.
  4.
- C. Speakers (Making Contacts)
  1.
  2.
  3.
  4.
- D. Door Prizes, Items for Students
  1.
  2.
  3.
  4.

Used with permission of Eaton Intermediate School District

E. Parents Strand
   1.
   2.
   3.

F. Publicity
   1.
   2.

G. Facilitators
   1.
   2.

H. Lesson Plan/Student Exceptions for Teachers
   1.
   2.

VIII. Budget

A. We're okay this year but not counting in Transportation

IX. Keynote

A. Any Ideas

X. Career Prep Progress Report Visitation – John Leahy will be contacting each school

XI. New Transition Stuff coming our way!

XII. Anything Else?

X. Future Meeting Dates:

Meeting Times 8:00 – 10:30 (Planning Sessions) –

October 19, 2005 – Room C

November 16, 2005 – Southridge

Report Out Meeting from 11:30 to 3:30

December 7, 2005 – Room C

Transition Meeting from 11:30 to 3:30

January 19, 2006 – Room A/B

Transition Meeting from 11:30 to 3:30

February 15, 2006 – Room C

Transition Meeting from 11:30 to 3:30

Meeting Time 8:00 – 3:00 (Work Session)

March 1, 2006 – Room C/D

Conference Dates

March 8, 2006

Main Topics for Next Meeting:

1. Determining Format/Schedule of the Conference
2. Determining Breakout Sessions and Speakers
3. Confirm Theme

Used with permission of Eaton Intermediate School District

Eaton County Student Transition Conference

Planning Committee Agenda

October 19, 2005

I. Coffee and Breakfast Snacks

II. Introductions of Committee Members

III. Theme for the conference: The Game of LIFE
   A. Vote on the brochure front you like best

IV. Have you discussed with your HS staff and the directors
   A. That everyone is not invited this year? (focus on and grade)
   B. That students will be registering on line? (through the ISD website)
   C. That the conference is only one day this year? (Wednesday, March)
   D. That we will not be offering a parent strand this year? (we will offer a full day workshop in April)

V. Transportation – Have you talked to your directors?

VI. Keynote
   A. Let's put them in order of preference so I can start making calls

VII. Brochure – needed changes?

VIII. Demonstration of Registration On-Line

IX. Pre-test On-Line as part of registration

X. Breakout sessions – let's get creative!
   A. We need to add at least three more breakouts to each session

XI. Work Committees
   A. Exhibits – 40+ exhibits would be wonderful!
   B. Lesson Plan/Student Expectations for Teachers

XII. Do we want to
   A. Do a t-shirt contest this year?
   B. Do the personal fact cards this year?

XIII. Anything Else?

X. Future Meeting Dates:

Meeting Times 8:00 – 10:30 (Planning Sessions) –

November 16, 2005 – Southridge

Report Out Meeting from 11:30 to 3:30

December 7, 2005 – Room C

Used with permission of Eaton Intermediate School District

Transition Meeting from 11:30 to 3:30

January 18, 2006 – Room A/B

Transition Meeting from 11:30 to 3:30

February 15, 2006 – Room C

Transition Meeting from 11:30 to 3:30

Meeting Time 8:00 – 3:00 (Work Session)

March 1, 2006 – Room C/D

Conference Date

March 8, 2006

Used with permission of Eaton Intermediate School District

2006 Eaton County Student Transition Conference

Planning Committee Agenda

November 16, 2005

I. Coffee, Juice, Donuts, Bagels and Fruit

II. Keynote Speaker – Morris Peterkin
   A. Cost
   B. Expenses
   C. Transportation

III. Olivet College Set Up and Meals
   A. We get to use the Gym
   B. Discussed meals and I think they will be better this year
   C. Updated facility

IV. T-Shirt Contest Flyers

V. Exhibitors – Let's give them some suggestions – Diane, Cortney, Tomi

VI. Door Prizes – Robin

VII. Timelines and Schedule

Items to be sent out	Date Sent	Return Date
Teacher Packet with Overview of Information	1/18/2006	
Registration Forms	1/18/2006	2/17/2006
Student Profile Forms	1/18/2006	ASAP
T-Shirt Contest Flyer	11/16/2006	2/1/2006
Letter to Administrators, Principals and Transportation Directors	1/18/2006	
Letters to Speakers		Need info back 4 weeks prior
Letters to Exhibitors		Need info back 4 weeks prior
Teacher Lesson Plan/Expectations		

VIII. What Teachers Need the Packet? Who will be going? What needs to be in the packet?

Used with permission of Eaton Intermediate School District

IX. Breakout Session Titles and Speakers

X. Registration Form – Will have to wait until December

XI. Update from Director's meeting – is transportation all set?

XII. Other:
A. Documenting Transition on the IEP
B. Transition Report Meeting

X. Future Meeting Dates:

Meeting Times 8:00 – 10:30 (Planning Sessions) –

December 7, 2005 – Room C

Transition Meeting from 11:30 to 3:30

January 18, 2006 – Room A/B

Transition Meeting from 11:30 to 3:30

February 15, 2006 – Room C

Transition Meeting from 11:30 to 3:30

Meeting Time 8:00 – 3:00 (Work Session)

March 1, 2006 – Room C/D

Conference Date

March 8, 2006

Used with permission of Eaton Intermediate School District

2006 Eaton County Student Transition Conference

Planning Committee Agenda

December 7, 2005

I. Coffee, Juice, Donuts, Bagels and Fruit

II. Keynote Speaker – Tim is all set - $1500.00

III. Registration Flyer – Let's look it over carefully – Typos? Grammar Errors? Changes? Add Pictures? It will be printed for our January meeting

IV. Breakout Session Speakers – I need suggestions!

V. T-Shirt Contest Flyers – Any entries?

VI. Exhibitors – How is it going? Notification Process?

VII. Online Registration Form – It's all ready to go! Any last minute suggestions?

VIII. Teacher List – Who's attending?

IX. Any Director's Meeting Updates?

X. Future Meeting Dates:

Meeting Times 8:00 – 10:30 (Planning Sessions) –
- January 11, 2006 – Room A
  - Transition Meeting from 11:30 to 3:30
- February 15, 2006 – Room C
  - Transition Meeting from 11:30 to 3:30

Meeting Time 8:00 – 3:00 (Work Session)
- March 1, 2006 – Room C/D

Conference Date
- March 8, 2006

Used with permission of Eaton Intermediate School District

2006 Eaton County Student Transition Conference

Planning Committee Agenda--January 11, 2006

I. Coffee, Juice, Donuts, Bagels and Fruit

II. Review Teacher Packet
   - A. Minor changes
   - B. Go over at a staff meeting

III. Registration Brochure
   - A. Note Deadline is two days after our next meeting but it would be good to have everyone registered by February 15th

IV. Online Registration Form – It's all ready to go!
   - A. Teacher Instructions

V. T-Shirt Design Contest
   - A. Any entries?

VI. Student Profiles – call if you need help

VII. Letters to Sp. Ed. Directors, HS Principals, EISD Board, Superintendents, Transportation Directors

VIII. Update on Exhibits

IX. Medical Coverage – Volunteer to set this up??

X. Speakers – I'll be working on this over the next several weeks
   - A. Does anyone have any names to add?

XI. Door Prizes

XII. Teacher List – Who's attending?

XIII. Any Director's Meeting Updates?

XIII. Future Meeting Dates:

Meeting Times 8:00 – 10:30 (Planning Sessions) –
February 15, 2006 – Room C
Transition Meeting from 11:30 to 3:30
Meeting Time 8:00 – 3:00 (Work Session)
March 1, 2006 – Room C/D

Conference Date
March 8, 2006

Used with permission of Eaton Intermediate School District

2006 Eaton County Student Transition Conference

Planning Committee Agenda

February 15, 2006

I. Coffee, Juice, Donuts, Bagels and Fruit

II. Registration
- A. 177 are registered as of 1:00 yesterday
- B. How many more are you expecting?
- C. Do we need to make some changes to the conference?

III. Update on Presenters and Exhibits
- A. I need to finalize everything by the end of this week
- B. Packet out to everyone by early next week

IV. T-Shirt
- A. Any entries? I only have one!
- B. Should we "nix" this

V. Student Profile
- A. Any problems?

VI. Teacher Packet
- A. Did everyone get them passed out?
- B. Any questions?

VII. Transportation
- A. Please check to make sure it is set up

VIII. Medical Coverage Update - Irma
- A. Letter needs to go out this week to re-confirm

IX. Lesson Plan
- A. How is it going?

X. Door Prizes
- A. Diane and I will be getting this in a couple weeks

XI. Transition Post Conference Survey
- A. Format?
- B. Bribes!

XII. Publicity Update

XIII. Future Meeting Dates:

Used with permission of Eaton Intermediate School District

Next Meeting is a working session!!!!!

Meeting Time 8:00 – 3:00

March 1, 2006 – Room C/D

Used with permission of Eaton Intermediate School District

Final Wrap-Up – Student Transition Conference
The Game of LIFE!
March 1, 2006
Agenda

1. Today's Schedule:
   - ✓ Eat
   - ✓ Work
   - ✓ Eat
   - ✓ Work
   - ✓ Go Home

2. Registration Update
   - 236 Students are registered!
   - Session Counts

3. Exhibits
   - 31 letters were sent out (but several are still iffy)

4. Speaker Situation
   - We are almost set – I could still use some help with two sessions.
   - We had to drop several sessions
   - 17 Letters were sent out to presenters

5. Food Count
   - I need to know adults (teachers and support staff) that are coming - please let us know so we can adjust the food count

6. Student Packet
   Need to add anything else?

7. Teacher/Aide Packets
   Need to add anything else?
   List of Student?
   I need a list of teachers and support staff that are attending for nametags

8. Answering the Student's Questions

9. Now for the fun stuff!!!!!! Let's get to WORK!

10. Post Conference Meeting Date

Used with permission of Eaton Intermediate School District

Title: Committee Planning Tool

Context for use: This list of committees and their duties describes the roles and responsibilities of committee members as one district plans their transition fair.

Protocol for use: Use a similar list early in the planning process. Core team members may head committees or designate others to lead the various committees.

Committee Planning Tool

After determining date, location, and number of students (schools to attend), set up committees as follows:

A. Agency Committee - responsibilities include deciding which agencies need to be present and to contact with invitation.

1. Make follow up call week before fair for reminder and ask what they will need - electricity, corner booth, etc.
2. Make laminated signs to hang either on table or overhead for easy access of location for students, parents, and others.
3. Have tables arranged either night before or before fair begins.
4. Have letter of thanks in envelopes to disperse to each agency before fair is over.
5. Have sign in sheet at each agency table to keep number of students that visited with each agency.

B. Beverage/Lunch Committee - responsibilities include getting a count for lunches/beverages and finding donations from community

1. If only snacks are to be provided, have in location of easy access so students can grab and go
2. If lunch will be provided have area, trash bins, and volunteers to help pass it out to students
3. Have volunteers ready to pick up the lunches if not being delivered
4. Have volunteers to eat with students to ensure correct behavior and clean up

C. Donations for student bags - responsibilities include getting donations that students will find useful for their bags

1. If more than one community is attending, get donations from all
2. Items that are common: pens, pencils, highlighters, snuggles, food coupons,
3. Be sure the bag is large enough so information they get from agencies will fit in them along with their freebies.
4. IF brining the students back as a whole group, placing a sticker on the bottom of the bag is a good way to have door prizes.

D. Breakout session committee - responsibilities include what topics the breakouts will be on and to find speakers

1. Contact appropriate speakers for the breakout topics
2. Ensure area for sessions
3. Have rotation set up for students to rotate from session
4. Have agency as either one or two breakout sessions
5. Have letter of thanks to give to speaker at last rotation
6. Ask what equipment speakers will need for their sessions

E. Keynote speaker committee - responsibilities include finding a keynote speaker to address students preferably in area of motivation and humor

1. Locate speaker
2. Offer mileage to speaker if travelling
3. Give speaker "theme" of fair for talk to be appropriate
4. Get brief bio for introduction purposes
5. Give letter of thanks at end of talk

F. Paperwork Committee - responsibilities are to have all notices and assignments for the teachers

1. As students and teachers arrive, give each teacher a rotation schedule that the students will follow for the day
2. Have each teacher assigned to a rotation - mix it up so that if several schools attend, students will be with students from other schools
3. Have agenda for day to give to each teacher, agency person, and student
4. Print agenda on colored paper and get volunteers to hand out to teachers and students as they arrive. Groups will be divided according to the color of the agenda they have. Rotation schedule will follow with colored groups.
5. Create survey for students to complete at end of fair about their likes/dislikes/interests/more information
6. Hand out survey either when group returns to auditorium at end or get completed survey BEFORE they get a lunch.

Title: Committee Evaluation of Transition Fair Planning Process

Context for use: The Transition Fair Planning Committee uses this form to reflect on and evaluate the planning process. The information gathered may be used to inform stakeholders about this year's fair and to assist in planning next year.

Protocol for use: Complete this form at a debriefing meeting or return it to head of planning committee.

Evaluation Level: This evaluation tool focuses on **NSTTAC Evaluation Planning**. This level assists in the strategic planning and evaluation planning processes.

COMMITTEE EVALUATION OF TRANSITION FAIR PLANNING PROCESS

I. Please use the scale provided to rate how well the committee carried out each task.

Task	Not performed	Needs improvement	Good	Excellent
1. Identified target audiences	0	1	2	3
2. Determined training needs and topics	0	1	2	3
3. Developed agendas and scheduled planning meetings	0	1	2	3
4. Made facility arrangements	0	1	2	3
5. Prepared and disseminated pre-fair information to various stakeholders	0	1	2	3
6. Identified and coordinated with administrative protocols	0	1	2	3
7. Identified people and material resources	0	1	2	3
8. Secured funding for expenses (e.g., subs, refreshments, copying)	0	1	2	3
9. Determined participant interests for content presentations	0	1	2	3
10. Recruited knowledgeable presenters	0	1	2	3
11. Recruited appropriate exhibitors (agency, employer, vendor)	0	1	2	3
12. Technology preparation	0	1	2	3
13. Developed handout materials	0	1	2	3
14. Developed emergency protocols	0	1	2	3
15. Responded to pre-fair questions	0	1	2	3
16. Responded to questions at the fair	0	1	2	3
17. Developed an evaluation	0	1	2	3
18. Analyzed and used results of evaluation	0	1	2	3

II. Based on your committee assessment, please identify the planning committee's strengths and limitations regarding transition fair activities and the supports you might need to provide future events.

Committee Strengths	Committee Limitations

Support Needs for Future Events

Title:	Evaluation Planning Tool and Example
Context for use:	This tool is used to plan evaluation for each goal, activity, and intended outcome. The matrix identifies the audience, participants, level of proof, indicators, and data sources. When used, this planning tool may increase the technical soundness of the plan.
Protocol for use:	Transition planning team members complete the matrix during the strategic planning phase.
Evaluation Level:	This evaluation tool focuses on **NSTTAC Evaluation Planning**. This level assists in the strategic planning and evaluation planning processes.

Evaluation Planning Tool

Evaluation Plan			
Goal to evaluate:			
Focus of Evaluation			**Evaluation level**
Activities or outputs to include: Intended outcomes:			☐ Level 1: Quality, usefulness, and relevance ☐ Level 2: Participant learning outcomes ☐ Level 3: Organizational policies, procedures, and support ☐ Level 4: Program implementation ☐ Level 5: In-school and post-school outcomes ☐ Level 6: Dissemination and use
Audience	**Participants**	**Stakes**	**Level of Proof**
		☐ High-stakes ☐ Medium-stakes ☐ Low-stakes	☐ Formative ☐ Summative ☐ Quantitative ☐ Qualitative ☐ Mixed ☐ Triangulated ☐ Internal ☐ External ☐ Both ☐ Other:
Indicators	**Data Sources**	**Data Collection**	**Data Analysis**
	☐ Documents ☐ Interview ☐ Checklist ☐ Focus group ☐ Observation ☐ Needs assessment ☐ Survey ☐ Pre-Post Test ☐ Case study ☐ School records ☐ Other:		
Timeframe:			
Dissemination Plan:			

Transition Fair Evaluation Planning Tool Example

Evaluation Plan

Goal to evaluate: Students will name two agencies that they can utilize for post-secondary services.

Focus of Evaluation

Activities or outputs to include:

- Local adult agencies will attend the Transition Fair
- Checklist activity sheet for student visits to agency booths

Intended outcomes:

- Short-term goal – Students will increase knowledge of adult agencies
- Long-term goal – Increase # of students accessing agencies post-school

Evaluation level

- ☑ Level 1: Quality, usefulness, and relevance
- ☑ Level 2: Participant learning outcomes
- ☐ Level 3: Organizational policies, procedures, and support
- ☐ Level 4: Program implementation
- ☑ Level 5: In-school and post-school outcomes
- ☐ Level 6: Dissemination and use

Audience	Participants	Stakes	Level of Proof
Students	Community agencies	☐ High-stakes ☑ Medium-stakes ☐ Low-stakes	☐ Formative ☑ Summative ☑ Quantitative ☐ Qualitative ☐ Mixed ☐ Triangulated ☑ Internal ☐ External ☐ Both ☐ Other:

Indicators	Data Sources	Data Collection	Data Analysis
# of student visits to agency booths # of surveys that list two or more agencies # of open agency cases	☐ Documents ☐ Interview ☑ Checklist ☐ Focus group ☐ Observation ☐ Needs assessment ☑ Survey ☐ Pre-Post Test ☐ Case study ☐ School records ☑ Other: Agency records	Collected at Transition Fair Post-fair surveys Future agency records	Quantitative means and counts

Timeframe: Evaluation collected at the fair, surveys a week after the fair, and agency records six months to two years after the fair

Dissemination Plan: We will disseminate the information to teachers, administrators, agencies, and the school board

Title: Proposed Budget and Actual Expenses

Context for use: The proposed budget and actual expenses are used to inform funders and stakeholders after the fair, and to plan funding for the next fair.

Protocol for use: A designated committee member collects all receipts and totals the categories. When the actual expenses are determined, the committee member disseminates the record to funders and stakeholders. The record of actual expenses is kept with the proposed budget to inform the planning of the next fair.

Evaluation Level: This evaluation tool primarily focuses on **NSTTAC Evaluation Level Six: Evaluation Use and Dissemination**. Level six evaluates (1) the dissemination of evaluation findings and (2) the extent to which findings are used to improve transition education and services.

Proposed Budget for 2012 Transition Conference

Olivet College	$3000.00
Speaker and travel	$1500.00
Hotel for speaker	$100.00
Ambulance service	$175.00
Replacement Electric Pencil Sharpeners	$40.00
Pencils	$180.00
Gifts and Supplies	$400.00
6 x Breakfast supplies for committee	$88.25
Sub Cost:	
Charlotte	$1077.73
Grand Ledge	$517.04
Maple Valley	$652.61
Eaton Rapids	$499.66
Charlotte	$93.23
Total	**$8323.52**

Folders and labels were all purchased the year before.

Adapted from Eaton Intermediate School District

Actual Expenses for 2012 Transition Conference

Olivet College	$2,760.98
Speaker and travel	$1,545.60
Hotel for speaker	$94.34
Ambulance service	$175.00
Replacement Electric Pencil Sharpeners	$41.38
Pencils	$180.00
Gifts and Supplies	$425.44
6 x Breakfast supplies for committee	$88.25
Sub Cost:	
Charlotte	$1,077.73
Grand Ledge	$517.04
Maple Valley	$652.61
Eaton Rapids	$499.66
Charlotte	$93.23
Total	**$8,151.26**

Folders and labels were all purchased the year before.

Adapted from Eaton Intermediate School District

Title: Checklist for Identifying and Evaluating Transition Fair Program Areas

Context for use: This checklist is used to evaluate taxonomy plans, identify and review progress toward goals, and to establish evaluations of program goals, activities, outputs, and outcomes. The information gathered may be used to improve planning.

Protocol for use: Planning committee members complete the checklist during the early planning for the transition fair.

Evaluation Level: This evaluation tool focuses on **NSTTAC Evaluation Planning**. This level assists in the strategic planning and evaluation planning processes.

CHECKLIST FOR IDENTIFYING AND EVALUATING
TRANSITION FAIR GOALS, ACTIVITIES, OUTPUTS, AND OUTCOMES

FOCUS AREA	CONSIDERATIONS AND CRITERIA
Goals	‣ Be specific. ‣ Identify what you are trying to accomplish. ‣ Think in terms of outcomes rather than process or products. ‣ Is the goal achievable within the specified timeframe? ‣ Is the goal measurable? ‣ Is the goal within the scope of your control? ‣ Is the goal action-oriented? ‣ Is the goal realistic?
Activities	‣ Is the activity action-oriented? ‣ Will the activity move you toward your goal? ‣ Is the activity theoretically-based? ‣ Is the activity do-able with available resources?
Outputs	‣ Think in terms of "product" – something that will be produced. ‣ Is the "product" producible with the available resources? ‣ Will the outputs move you toward your goal?
Expected Outcomes	‣ Think in terms of impact—what do you expect to happen as a result of your transition fair activities and outputs? ‣ Is the expected outcome an important aspect of your goal(s)? ‣ Is the expected outcome specific? ‣ Is the expected outcome meaningful? ‣ Is the expected outcome measurable?
Outcome Questions	‣ What do you want to know? ‣ What's the BIG question? ‣ Who needs to know what? ▪ Administration? ▪ School board? ▪ District/State? ▪ Outside funders? ▪ Agencies? ▪ Community members? ▪ Parents? ▪ Students?
Outcome Indicators	‣ What information do you need to answer the question(s)? ‣ Is the indicator specific? ‣ Is the indicator measurable? ‣ Is the indicator meaningful? ‣ Is the indicator short or long-term (need both)? ‣ Is the indicator possible with available resources?

Outcome Data Collection	‣ Are information sources identified? ▪ Available from existing sources? ▪ New sources must be developed? ‣ What methods will you use to collect information? ▪ Can sampling methods be used? ▪ Must information be collected about all students? ‣ Who will collect the information? ‣ Do arrangements need to be made for data collection? ‣ Do data collection instruments need to be developed?
Outcome Data Analysis and Reporting	‣ How will data be analyzed? ▪ Will you compare groups? ▪ Will you determine change from one period to another? ‣ Who will analyze the data? ‣ Who will the information be reported to? ‣ How will the information be reported?

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W. K. Kellogg Foundation. (October 2000). *Logic Model Development Guide*. Battle Creek, MI: Author (www.wkkf.org).

Wholey, J. S., Hatry, H. P., Newcomer, K. E. (2008). *Handbook of Practical Program Evaluation (4th ed.)*. San Francisco: Jossey-Bass.

Title: Needs Assessment for Transition Fair

Context for use: This survey is used to inform planning of the fair. Parents, students, and other potential participants complete the survey. The planning committee uses a needs assessment to determine content needs and theme for the next fair.

Protocol for use: Students, parents, teachers, and others complete this tool. Planning committee members tally the interest in each topic and plan from the list of interests.

Evaluation Levels: This evaluation tool primarily focuses on **NSTTAC Evaluation Level One: Quality, Usefulness, and Relevance**. This level evaluates participant reactions to professional development, technical assistance, training, or coaching.

This evaluation tool focuses on **NSTTAC Evaluation Planning**. This level assists in the strategic planning and evaluation planning processes.

Needs Assessment for Transition Fair

Use the scale provided to rate your knowledge of each item.

ITEM	KNOWLEDGE RATING SCALE			
	No Knowledge	Limited Knowledge	Moderate Knowledge	Extensive Knowledge
IDEA transition requirements	1	2	3	4
Career Pathways options in Michigan	1	2	3	4
Help with planning for the future	1	2	3	4
Active student involvement in IEP development	1	2	3	4
Developing students' self-determination	1	2	3	4
Postsecondary educational services available	1	2	3	4
Effective occupational skill training strategies	1	2	3	4
Work-based education opportunities	1	2	3	4
School rules for student work experiences	1	2	3	4
Community service providers in my location	1	2	3	4
Agency eligibility requirements and referral procedures	1	2	3	4
Mental and physical health care transitions	1	2	3	4
Ways that parents can be involved in transition	1	2	3	4
Parent roles in transition planning	1	2	3	4
Using transition-related assessments	1	2	3	4
Strategies for evaluating transition outcomes	1	2	3	4

What additional topics or training would be useful to you?

Adapted from: Kohler, P. D., Field, S., Izzo, M., & Johnson, J. R. (1999). *Transition from School to Life: A Workshop Series for Educators and Transition Service Providers*. Reston, VA: Council for Exceptional Children.

Title: Planning Tool for Determining Content

Context for use: This tool is used to determine content for the transition fair, and for planning to invite presenters and exhibitors to the fair. This tool may be used to summarize survey results.

Protocol for use: Planning committee members tally the interest in each topic for each audience, using this tool as a summary of the committee's opinions or survey results.

Determining Content Needs of Target Audiences

For each item, check (✓) the target audience(s) for whom you think there is a need for content development. If appropriate, in the space provided with each item, note specific topics you think might be important for specific audiences. To help determine the needs of various transition stakeholders, you may want to conduct a brief survey to identify their knowledge of specific transition education and service practices. Then compile the information from the survey in this table.

ITEM	TARGET AUDIENCES				
	Teachers	Administrators	Education Service Providers	Community Service Providers	Parents
IDEA transition requirements					
Career Pathways options					
Student-centered planning approaches					
Strategies for facilitating active student involvement in their IEP development					
Approaches to developing students' self-determination					

ITEM	Teachers	Administrators	Education Service Providers	Community Service Providers	Parents
Postsecondary educational services available for students with disabilities					
Effective occupational skill training strategies					
Methods for providing work-based education					
School rules for student work experiences					
Transition-related community service providers in my location					
Agency eligibility requirements and referral procedures					

ITEM	Teachers	Administrators	Education Service Providers	Community Service Providers	Parents
Strategies for developing community-level transition teams					
Parent involvement strategies					
Parent roles in transition planning					
Family-friendly policies					
Strategies for conducting and using transition-related assessments					
Strategies for evaluating transition outcomes					

Title: Student Planning Interest Survey

Context for use: This survey is completed by students and other potential participants for planning of content for the transition fair.

Protocol for use: Teachers, parents, students complete this tool. Planning committee members tally the interest in each topic and plan from the list of interests.

Student Planning Interest Survey

Your Name: _____

Your School: _____Grade_____

You will be attending a conference at Olivet College the first week of March. At this conference you will have the opportunity to attend three sessions of your choice. Please read through the list below and rank your top 6 choices (1 through 6, with one being most interesting).

Rank here		
	Michigan Jobs Commission Rehabilitation Services and Michigan Career and Technical Institute	These are adult services that can provide assistance in obtaining and maintaining employment along with technical training
	How Do I Get A Job and Keep It	This session will cover interviewing techniques, resume writing, and completing applications
	Rights and Responsibilities	Learn what your rights and responsibilities are
	Housing Options	Learn about what housing options are available in our area, how to rent an apartment, and get what you want
	Money – What To Do!	Learning about budgeting, banking, taxes, credit reports, and credit cards
	Children?	Do you want children some day? This session will talk about services for young children, child development, and parenting.
	Staying on the Right Side of the Law!	You guessed it. How do you stay out of trouble and what happens if you do end up there.
	Success in College	This will give you the information you need to be successful in college.
	Getting What You Want And Need	This session will give you tools to help you advocate for yourself.
	Apprenticeships (Jobs and Training)	How does school relate to getting a job? Come find out.
	Learning Differences	We all learn differently. Come learn about different learning styles and accommodations to assist with learning
	Getting Around Town	Transportation is a big concern. You will learn about public transportation and getting a drivers license
	MSU Extension Service	This a service that can assist in many areas such as: nutrition, cooking, gardening
	Community Mental Health	Another adult agency that can assist with counseling, respite, living arrangements, and case management
	Peckham Vocational Industries	What services do they provide? Jobs seeking skills, job training, and much more.
	Center for Independent Living	Do you know where they are located and how they can help you live an independent life? Come and hear how!

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	Insurance	What types of insurance do you need? We will cover auto, life, renter, homeowners, and much more.
	Buying Your First Car	Learn how to purchase a vehicle – not a lemon!
	Post Secondary Options	What options do you have if you choose to defer your diploma?
	Staying Healthy	What do you need to know and do to stay healthy and have a productive life. Staying healthy until you're 100!
	Dealing With Your Emotions	Depression, grief, anxiety, loneliness, and change are all difficult emotions. Here are some ways to help deal with them.
	Social Security	Do you receive SSI or SSDI? Could you? This session will help you understand the social security system.
	Need Financial Assistance?	FIA, WIC, Welfare – what is it and who is it for.
	Vocational Education at Lansing Community College through Eaton Intermediate School District	What classes do they offer and how do you get involved?
	Employment Programs	Employment Service Center, JTPA, MESA and other employment agencies. How can they help you?
	What Do Employers Expect from their Employees?	Once you get your job, what can you expect.
	Legal Aid	Free help if you get taken advantage of. How can you access this service?
	Relationships and Marriage	How to have long lasting productive relationships?
	Leisure and Recreational Activities	What to do with your free time? This session will give you ideas of what to do and where to go.
	Career Opportunities	What are the hot jobs of the future? You'll find the answers in this session.
	School To Work and COOP	How do you get involved in these programs while you're still in high school?
	Have some other areas you would like information on? Please list them: _____ _____ _____ _____	

Thank you for taking the time to complete this survey. You will be hearing from us again real soon.
Sincerely,
Conference Planning Committee

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Title: Word and Phrase List for Developing Transition Fair Themes

Context for use: At early stage of planning, transition fair planning committee identifies the theme around which the fair will be focused or organized. Committee members, students or other stakeholders may use this list as a survey instrument to narrow down possible theme words.

Protocol for use: Planning committee may use this tool to create annual theme for Transition Fair.

Word and Phrase List for Developing Themes

Access
Achieving
Action
Advocacy
Ahead
Architect
Assistive
Beginnings
Bridges
Build
Career
Changes
Choices
Collaborate
Community
Connection
Create
Decisions
Design
Develop
Direct
Disabilities
Dreams
Drive
Driver's seat
Emerge
Family
Fly
Forward
Fresh Start
Future
Getting Ahead
Getting Paid
Goals
Going your way
Grow
Guide
Head Start
Help
Home
Hopes
Independence
Individuals
Information
Innovation
Journey
Keys
Learning
Life Skills
Links
Living
Making Changes
Mapping
Metamorphosis
Moving Ahead
Navigate
Needs
Network
Network
New
Next Step
Options
Partnership
Partnership
Paths
Pilot
Plans
Positive
Possibilities
Possible
Progress
Promise
Reality
Recipe
Resources
Responsibilities
Resume
Rights
Rise
Safe Landing
Satisfaction
Self -Determination
Self-Advocate
Services
Soar
Solutions
Strategy
Strengths
Success
Summit
Support
Team
Technology
Together
Tomorrow
Transition
Trip
United
Values
Vision
Voyage
Working

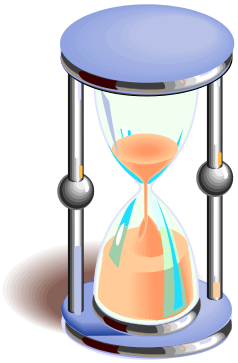
Today's Plan- Tomorrow's Success
Moving On
Choices for Growth
Growing in Place
Adulthood – the trip of a lifetime
I dunno, what do you wanna do?
Your Plans, Your Journey
Links to Life and Beyond
Mission: Transition
Time is a Treasure
Build Tomorrow Today
Apps for Your Future
Embracing Transition
Putting You in Touch with Your Future
The Game of Life
Where Will You Be in 2013?

Title: Sample Theme Logos for Transition Fair

Context for use: These examples show what one district used as a logo for three different fairs.

Protocol for use: Printed on folders labels, brochures, ads in newspapers, and handouts to students and parents.

Time is a Treasure



2002 Eaton County
Student Transition Conference

2006 Eaton ISD
Student Transition Conference

The Game of

LIFE

Eaton County
Student Transition Conference



Where will YOU be in 2003?

2004 Eaton County
Student Transition Conference

Section 3

Ongoing Planning One to Five Months Before the Event

Title: Presenter Confirmation Letter

Context for use: This letter confirms the presenter's time slot at the fair and provides other necessary details. The letter provides contact information for presenter to request audio-visual equipment or other arrangements. The presenter is encouraged to send any handouts to a designated committee member, so that the cost of printing is not incurred by the presenter.

Protocol for use: Make initial contact 4 to 5 months before the fair. Send this letter to presenter 4 to 5 weeks before the fair. Follow up with a phone call or email contact 1 to 2 weeks before the fair.

Presenter Confirmation and
Request for Handouts

Thank you for your willingness to share your knowledge at our Parent-to Parent Networking Day on Saturday, April 22, 2006, at Eaton Intermediate School District in Charlotte, Michigan. Parents that are attending have a child that receives special education services. These services cover a wide range of disabilities from attention deficit disorder to severe cognitive and physical impairments

You have been scheduled to present on «Session_Title» from «Session_Time». If there is a conflict, please contact me immediately at 517-xxx-xxxx . Please arrive at least 15 minutes before your session is to begin.

We have enclosed a map to Eaton Intermediate School District and a registration flyer for your information so that you are aware of the other topics that are being offered. You are welcome to participate in all of the day's events starting with coffee and donuts, which will be available from 9:00 to 9:25 a.m.

A facilitator will be assigned to your session(s). This person can introduce you if you would like. They will also assist you with monitoring the amount of time left in your session.

There are a few things that we need from you prior to the networking day. They are:

Any audio/visual needs (overhead, PowerPoint projector, chart paper, etc.)

We are offering lunch and would love to have you join us from noon to 12:45 but I do need a lunch count. So, please call if you plan to attend lunch .

We are hoping to have 200 parents attend and would like to give <u>all</u> participants a notebook with materials from each session (whether they attend the session or not). If you can provide us with 200 copies of your materials (brochures, PowerPoint notes, handouts, etc.) that would be great but we can also copy your information. We will be assembling the notebook on April 18th, so if you could send or e-mail us your handouts by April 12th it would be greatly appreciated.

Please call, mail or email us by Wednesday, April 12,2006 with all of the above information.

If you have any questions please contact: _____

Sincerely,

Adopted from Eaton Intermediate School District

Title: Exhibitor Contact Letter

Context for use: This letter is mailed to all potential exhibitors, including agencies, employers, vendors, local businesses, and community service providers. Include a flyer for the fair and an exhibitor registration form with the contact letter.

Protocol for use: Distribute widely, 2 to 3 months before the fair.

Exhibitor Contact Letter

Agencies, Employers, Vendors, Local Businesses, and Community Service Providers:

This letter is to inform you of the upcoming Spring 2009 Transition Fair. The third annual event sponsored by the OUR Educational Cooperative and North Arkansas College will be held on Friday, May 8, 2009, at North Arkansas College Gymnasium from 9:00 a.m. - 12:30 p.m. The goal of the Transition Fair is to provide students with disabilities and their parents with information on educational and job related services and programs that are available to assist them in planning for the future.

You are cordially invited to participate in this year's event. We look forward to the information, knowledge and opportunities that you can make available to our students. Enclosed you will find a copy of the transition fair flyer and participant registration form, which must be returned by May 1, 2009. To show our appreciation for your willingness to participate, lunch will be provided to all agencies, employers, vendors, local businesspeople, and service providers.

In an effort to make the transition fair even a greater event for our students, we are requesting each vendor to provide an item for a door prize. Many vendors have done this in the past and the kids love it! These prizes will be drawn for and given away to the students throughout the day.

On the day of the event, you may arrive to begin set up by 8:00 a.m. The students and parents will begin arriving by 9:00 a.m.

If you have any questions, please feel free to contact <<Name>> .

<<Name and Contact Information>>

Sincerely,

Used by permission of OUR Educational Cooperative

Title: Exhibitor Registration Information

Context for use: Send to exhibitors, including vendors, employers, service providers, agencies, community partners, and post-secondary education providers. Potential exhibitors complete this form to reserve a booth at the fair. This form includes space to provide information that will appear in an agency directory that will be distributed at the fair.

Protocol for use: Send to potential exhibitors by mail or email, 4-6 months before the fair. Follow up on returned forms with confirmation letter or phone call.

Exhibitor Registration Information

When you return this form, include a piece of letterhead or a business card, so that we may include your logo in our resource guide or other advertising.

(Please PRINT or TYPE)
College/University/Agency/Exhibitor/Business Name:

_____

Contact Name:

_____

Address:

_____

(City, State, Zip)

_____

Telephone Number:

_____

Email Address:

_____

Number of Six Foot Tables:

_____

Additional Equipment Needs:

_____

_____

Description of your organization and services provided.

_____

_____

If you have any questions or other needs, please feel free to contact:

_____

Used by permission of South Tulsa Regional Transition Institute

Title: Donation Record

Context for use: Planning committee members use this form to record donations of door prizes and in-kind donations, such as food or services for the fair.

Protocol for use: Record each donation on a form or in a computer database to ensure that each business name and logo will be included in any acknowledgments that are made. The list may be used when sending letters of thanks and for contacts for the next fair.

Donation Record

Description of Donation (food, beverage, door prize, other item)	Donor name or contact person	Address of business or donor	Date Letter of Thanks Sent

Title: Door Prize and Food and Beverage Donation Request

Context for use: These are sample letters sent to possible donors 4 to 5 months before the fair to request donations.

Protocol for use: After generating a list of possible donors and their contact information, designated committee member sends letter 4 to 5 months before the fair, with a follow-up phone call. Committee member records donations and sends letter of thanks after the fair.

Door Prize Donation Request

Date

The Transition Team is hosting a Transition Fair at <<Name>> High School on Thursday, April 8 from 5:00-8:00. At least forty agencies that provide necessary services, education, and job opportunities for students with disabilities will be attending. The Owasso Area Transition Fair has become a leader in the area of providing opportunities and information to many families in the Owasso, Collinsville, Sperry, and Skiatook communities.

We would like to request a donation of a door prize to be given away at the Owasso Area Transition Fair. Local businesses that have donated door prizes in previous years include *Patricia's Pets, John's Hardware, and IBM.* Door prizes will be drawn and distributed to parents and students, who are in attendance throughout the evening. Your organization's name will be announced at the fair, and acknowledged in a flyer distributed to all attendees.

Thank you for your participation.

Used by permission of Owasso Area Transition Team

January 9, 2013

The Owasso Area Transition Team is hosting a Transition Fair at Owasso High School on Thursday, April 8 from 5:00-8:00. At least forty agencies that provide necessary services, education, and job opportunities for students with disabilities will be attending. The Owasso Area Transition Fair has become a leader in the area of providing opportunity and information to many families in the Owasso, Collinsville, Sperry, and Skiatook communities.

We are requesting food and beverage donations that will help us continue to provide the wonderful hospitality that many people have come to enjoy in our community. Many of the agencies will be traveling a considerable distance or arriving at the end of their workday to donate their time. We are hoping to provide food and beverages for these agencies and participants. We appreciate your donation of _____•

Your assistance is greatly appreciated.

Name
Title
School
Phone

Used by permission of Owasso Area Transition Team

Food and Beverage Donation Request Template

January 9, 2013 TYPE ON LETTERHEAD FROM YOUR DISTRICT

The <<Name>> Area Transition Team is hosting a Transition Fair at <<Name>> High School on Thursday, April 8"' from 5:00-8:00. At least forty agencies that provide necessary services, education, and job opportunities for students with disabilities will be attending. The <<Name>> Area Transition Fair has become a leader in the area of providing opportunity and information to many families in the <<Name>>, <<Name>>, <<Name>>, and <<Name>> communities.

We are requesting food and beverage donations that will help us continue to provide the wonderful hospitality that many people have come to enjoy in our community. Many of the agencies will be traveling a considerable distance or arriving at the end of their workday to donate their time. We are hoping to provide food and beverages for these agencies and participants. We appreciate your donation of _____•

Your assistance is greatly appreciated. If you are able to make a donation, your name will be listed on a flyer which will be given to all attendees. Thank you for considering this request.

<<Name>>
Secondary Special Education Coordinator
<<Name>> Public Schools
000-000-0000

<<Email address>>

(Items to suggest for donation: food, beverages, paper products, bags from local businesses for students to collect exhibitor materials. Suggest a specific amount, such as 50 cookies, 5 gallons of tea and cups, 50 bags, 400 napkins and paper plates.)

Used by permission of Owasso Public Schools

Title:	Emergency Services Confirmation Letter
Context for use:	Emergency services are a consideration for every transition fair. If an initial contact has been make, this letter will serve to confirm and communicate details about the event.
Protocol for use:	Send confirmation letter about one month before the event.

Emergency Services Confirmation Letter

February 23, 2013

John xxxx
Director of Emergency Services
Hayes Green Beach Hospital
321 E. Harris Street
Charlotte, MI

Dear John,

I spoke with you yesterday in regards to our need for medical emergency services for our Student Transition Conference for Eaton County students with special needs. The conference will be held on the Olivet College campus. Your services, which included an ambulance and two paramedics, will be needed on Wednesday, March 8, 2006. The hours are from 8:30 a.m. to 1:30 p.m. This is a county-wide conference; we are expecting about 250 students.

We will provide a continental breakfast and lunch for your staff. You estimated that the cost would be approximately $175.

If you need to reach me, my number is xxx-xxxx ext. xxx . Thank you so much for providing this support.

Sincerely,

Transition Coordinator

Used with permission of Eaton Intermediate School District

Title:	Initial Contact Information Script
Context for use:	This script is used to contact agencies, employers, vendors, local businesses, and others that can provide resources for the fair.
Protocol for use:	Planning committee members call these contacts several months before the fair. Full contact information and any comments or needs are noted on a form or in a database.

Initial Contact Information Script

1. <<Name>> ISD is holding a _____ Transition Fair on:
    - October 18, 2012
    - At <<Name>> ISD – <<Address>>
    - 5:00 p.m. to 8:00 p.m.
    - Set up available from 12:00 p.m. to 7:30 p.m.
2. Why is this happening:
    - To create awareness for families and students who receive special education services in <<Name>> County
    - Looking for community agencies/employers/businesses that can provide resources
3. Who:
    - Students with a wide range of disabilities age 13 to adults and their families
4. Your needs:
    - Information letter will be sent in mid-September
    - Information form for exhibit/facility needs (tables, chairs, outlets, etc)
5. How you can help us:
    - Information materials
    - Freebies/giveaways
    - Person to man the booth
    - Available from 5 to 8
6. If can't attend?
    - We'd love your materials
7. We need your contact information:
    - Contact Name/Title
    - Email
    - Mailing Address
    - Phone Number
8. Comments:
    - _____ If need to call back later
9. Special Features:
    - Light food available
    - Computer Pocket Resume station
    - Student guides/hosts
    - 50 to 100 vendors
    - 150 to 200 participants

Used by permission of Eaton Intermediate School District

Title: Resource Contact Information Form

Context for use: This list is used to record information about agencies, employers, vendors, local businesses, and others that can provide resources for the fair.

Protocol for use: After calling potential resource providers several months before the fair, designated planning committee member records contacts and follow up dates. Keep this list with planning documents for the next fair.

Resource Contact Information Form

Contact Name/Title	Describe Resources to be Provided	Address and Phone	Email/Other Info	Date of Contact	Date	Date

Adapted from Eaton Intermediate School District

Title: Regional Transition Fair Schedule of Events

Context for use: This schedule is distributed widely a week before the fair, and may be used as a schedule for the night of the fair. Teachers distribute this form to students who are target for participation.

Protocol for use: Distribute one week before the fair.

YOUR STUDENT AFTER HIGH SCHOOL
REGIONAL TRANSITION FAIR

Location, Date, Time

Come join us for a brief program that will provide information about opportunities available for students with disabilities after high school within the community and those planning to attend college. Meet with representatives from the city technology center, various colleges and community agencies to discuss the academic and vocational support services offered to students with disabilities after graduation. Learn about the differences in the delivery of support services in higher education, and receive information on what procedures to follow as your student transitions into the next phase of the educational process. The program begins at 0:00 PM at the Southeast Campus in the Student Union.

WE HOPE TO SEE YOU THERE!

Schedule of Events

6:00 TO 6:45 PM - CHAT ROOM (COLLEGE/UNIVERSITY INFORMATION)

<<Name>>, Student Disability Services/ADA Compliance Specialist,
State University
Topic: College and University Expectations

<<Name>>, Transition Coordinator, <<School District Name>>
Topic: Transition Planning

6:00 TO 6:45 PM – AUDITORUM (COMMUNITY RESOURCE INFORMATION)

<<Name>>, Transition Specialist, <<School District Name>>
Topic: Independence

<<Name>>, Program Manager, The Bridges Foundation
Topic: Vocational Training Programs' Waiting Lists

<<Name>>, Area Work Incentive Coordinator, Social Security Administration
Topic: Understanding the Process for SSI Benefits

6:45 TO 8:00 PM - STUDENT UNION

Visit with representatives from the Technology Center, Colleges, Universities and Community Agencies.

Verification of Attendance forms for Continuing Education Units (CEU) will be available upon request at the registration tables.

Used by permission of South Tulsa Regional Transition Institute

Title: Three-fold Brochure with Presentation Schedule

Context for use: This brochure advertises a transition fair, including the date, time, location and schedule of presenters. It is sent home twice with students before the fair and included in information packets for the fair. The schedule includes a short description of each presenter. This brochure may be distributed widely to businesses and agencies before the fair

Protocol for use: Distribute to students through special education teachers one month before fair and again one week before the fair. Distribute to business and agencies before the fair. A similar presentation schedule may be used at the fair.

OATT

Owasso Area Transition Team

The Owasso Area Transition Team is a cooperative partnership between the Department of Rehabilitative Services, Owasso Schools, Collinsville Schools, Skiatook Schools and Sperry Schools. Our primary goal is to identify and implement ways to meet the transition needs of students.

DRS

Department of Rehabilitative Services

Owasso Schools

Collinsville Schools

Skiatook Schools

Sperry Schools

Transition Services are crucial in supporting students as they move towards life after high school. Transition plans assist students with setting and meeting post-secondary goals in three key areas: college or vocational education and training, independent living, and career choices and employment.

Date:

Thursday, March 3, 2011

Time:

5:00 – 8:00 pm

Location:

Owasso High School
12901 E. 86th St. N.
Owasso, OK

This event is sponsored by the Owasso Area Transition Team. There is no cost to students and their families to attend.

For more information and transition resources visit us online:

www.owasso.k12.ok/transition

Transition Fair

The Transition Fair will provide students and families with a great opportunity to learn about the programs and resources available as they prepare to move from high school to life after high school.

Owasso Area Transition Fair

The Owasso Area Transition Team would like to invite you to join us for this event. There will be representatives from various agencies on site to answer your questions and share information about:

- **Post Secondary Educational Opportunities**
- **Services available to college-bound students**
- **Vocational Rehabilitation and Employment Services**
- **Social and Recreational Programs**
- **Independent Living Options**

For more information please contact your child's teacher or:

Rhonda Heller
(918) 272–8349
Rhonda.Heller@owasso.k12.ok.us

Susan Teague
(918) 688-4991
Susan.Teague@owasso.k12.ok.us

Be sure to register for one of our **Door Prizes**!

Bridges Foundation
Bridges Foundation enhances the quality of life for adults with developmental disabilities through job placement and vocational training.

Department of Rehabilitative Services
The goal of vocational rehabilitation services is to provide counseling, guidance and job placement services for individuals with disabilities.

Developmental Disabilities Services Division
DDSD provides a variety of services, including family assistance and support waivers to individuals who have disabilities.

DREAM Institute
The DREAM Institute is a non-profit agency that establishes college scholarships for students with disabilities.

Goodwill Industries
The Work Adjustment Training Program provides students with basic life skills and paid work experiences during high school.

Oklahoma School for the Blind
OSB serves as a statewide resource and provides a variety of services for students who are blind or visually impaired.

Owasso Public Schools
A counselor will present information about the credit and testing requirements for high school graduation.

Social Security Administration
SSI provides monthly benefits to individuals based on physical or mental impairments that prevent or limit their ability to work.

Tulsa Community College
A representative from the Student Resource Center will discuss the academic accommodations available to students with disabilities.

Tulsa Technology Center
TTC offers a variety of full-time, part-time, and training programs designed to prepare students for careers in business and industry.

Tulsa Achieves
Tulsa Achieves eliminates the financial burden of higher education by paying the tuition and fees for up to 63 college credit hours.

Presentation Schedule

5:30	**Department of Rehabilitative Services**	**Oklahoma School for the Blind**	
6:00	**Developmental Disabilities Services Division**	**T.C.C. disAbled Student Services Office**	**Owasso Schools Graduation Requirements**
6:30	**Goodwill Industries**	**DREAM Institute**	**Tulsa Technology Center**
7:00	**Social Security Administration**	**T.C.C. Tulsa Achieves**	**Bridges Foundation**

In addition to the featured presenters, you will have the opportunity to visit with representatives from over 40 community agencies and learn more about the services they provide.

Community Services Council
Make Promises Happen
Northeastern State University
Oklahoma State University
Owasso Community Resources
Pelivan of Owasso
Rogers County Adult Daycare
Rogers State University
TARC
Therapy Works
Volunteers of America
And many more !!

Title: Invitation to Superintendent, Directors, and Principals

Context for use: This invitation explains the activities of the fair and invites the administrator to lunch. The administrator's reply to the lunch invitation will add to the lunch count, needed far ahead of the fair.

Protocol for use: Send this letter 8 weeks before the fair to the superintendent, special director, and principals of each participating district.

Invitation to Superintendent, Directors and Principals

January 17, 2013

Dear «First_Name» «Last_Name»,

We would like to invite you to our fifth bi-annual Student Transition Conference – The Game of LIFE! Please see the attached conference brochure for details.

This year the conference will focus on providing information to sophomores and juniors. We will have approximately 400 special education students participating with 35 exhibits, and 45 presenters.

We think that you will enjoy observing your students in action while they gather information to prepare for success after high school. Please mark your calendars for Wednesday, March 8, 2013.

If you are available to stay with us for lunch, please give us a call. For more information or questions, we can be reached at 000-0000 or 000-000 ext. 0000.

We hope that you can join us.

Sincerely,

<<Name>>
Transition Coordinator
<<Name>> School District

Used by permission of Eaton Intermediate School District

Title: Two Day Fair Announcement Flyer

Context for use: This fair occurs over two days, with content of the first day on a school day, with content designed for students, and the second on a Saturday, with content designed for multiple stakeholders from many perspectives. The flyer should be distributed widely to all potential participants 6-8 weeks before the fair, and again 2 to 3 weeks before the fair.

Protocol for use: Distribute widely to schools and community far enough ahead of time to take registrations that are required for the student fair day.





Save the Date!

3rd Annual Moving Forward Together
Secondary Transition Community Forum
Transition Fair for DC Youth with Disabilities

Friday **September 23, 10AM – 3PM** **Youth Transition Fair**	**Saturday** **September 24, 9AM – 1PM** **Transition Fair**
DC School – DCPS, charter, non-public are invited to bring their students. • Keynote Speakers • Exhibits • Interactive demonstrations and activities **Advanced Registration is required.**	DC Youth, parents, educators, community providers are invited. • Workshops – Adaptive technology; IEP transition goals, Employment, Transition to college, Government benefits, and more • Local resources and Success Stories • Interactive Youth Program • Networking & community building

Where: Martin Luther King, Jr. Memorial Library
901 G Street, NW. Washington DC
Sponsors and exhibitors are still needed
For Information: http:/www.xxyourtextxxx.org
Contact: Your Contact, Organization
xxyourcontactxx@xxtheiremailxx.org
(XXX) XXX-phone

Title: Half-day Fair Announcement Flyers

Context for use: These 2 flyers are examples of how one district has advertised its transition fair. The same designs are used on all brochures, posters, banners, t-shirts, and news items. The flyer includes a web address for more information.

Protocol for use: Design flyer to be used in many formats.

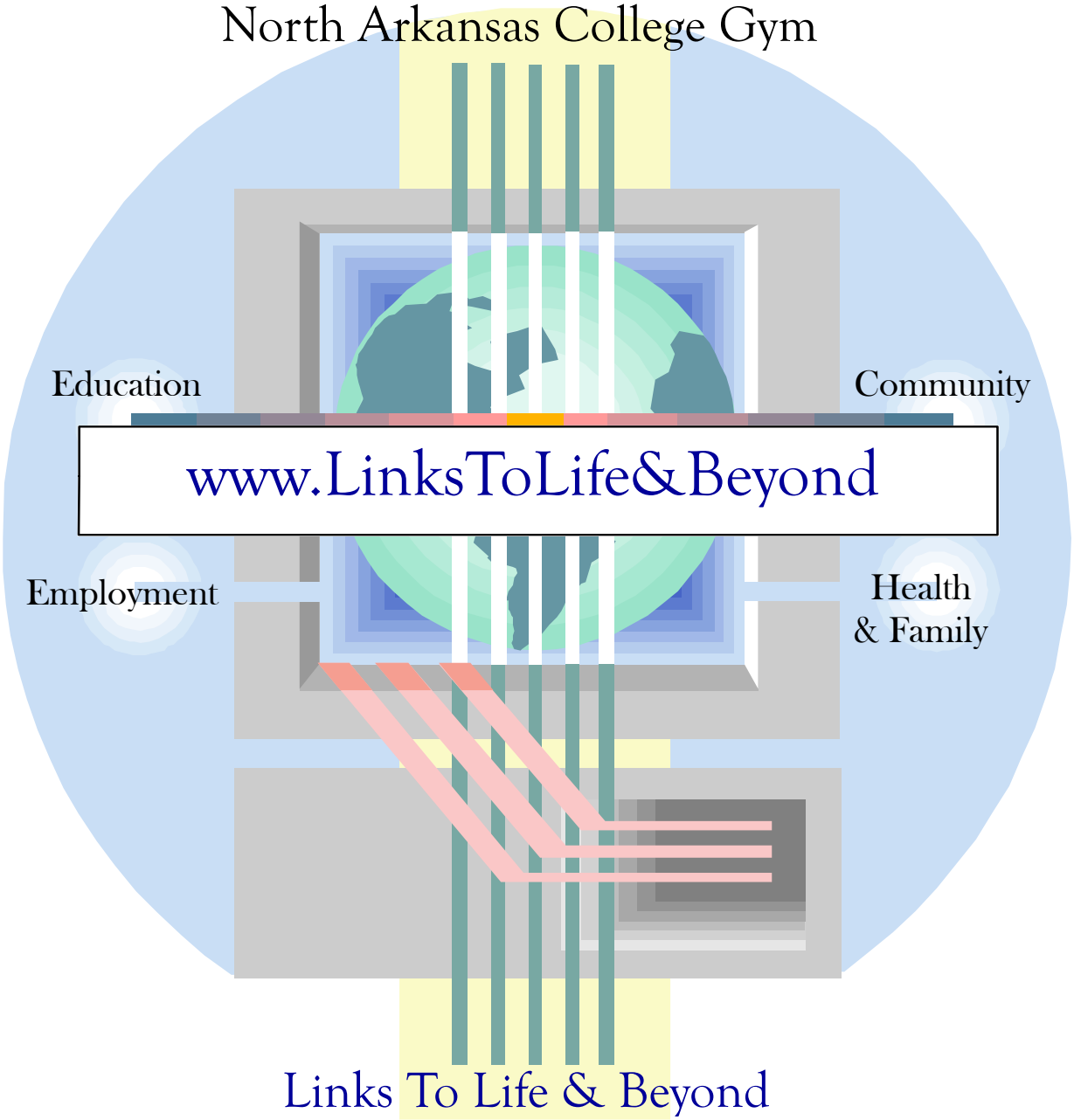
Special Education

Transition Fair

Attention: All High School Students & Parents/Guardians

April 29, 2010, 9:00 am - 12:30 pm

North Arkansas College Gym



Links To Life & Beyond

The Transition Fair provides opportunities for parents and students to speak with agencies and businesses to help in planning for the future.

Sponsored by the OUR Educational Cooperative and North Arkansas College

Transition Fair



Attention:
All High School
Students &
Parents/Guardians
March 31, 2011
9:00 am - 12:00 pm
North Arkansas
College Gym

Apps 4 Your Future

The Transition Fair provides opportunities for parents and students to speak with schools, agencies, and businesses to help in planning for future education, careers, and independence.

Sponsored by the OUR Educational Cooperative Transition Task Force

Title:	District Newsletter Article
Context for use:	This article is appropriate to use in a school district newsletter, and for dissemination to other transition professionals through organization newsletters.
Protocol for use:	Release for publication about 2 months before the fair.

District Newsletter Article
E is for Energy

E is for Energy. E is for Effort. How much energy and effort do you think it takes to create, organize, and host a successful transition fair? Area II has taken on the challenge by combining the efforts of special education supervisors, secondary special education teachers, area transition consultant, administrative staff, and community members to create a worth while event.

Transition services are a requirement under the IDEA for students sixteen years of age and older. Transition Planning was mandated in the IDEA of 1990 and strengthened with the reauthorizations of IDEA. Transition is an ongoing, outcome-oriented process that allows communities, families, schools, and agency personnel to assist students in preparation for the demands of life that follow high school. The OUR Cooperative in collaboration with local school districts established an annual transition fair in an effort to meet student needs.

Preparation for the large event began in early October by assembling the team of professionals. Area transition consultant, Paul Johnston, educated those in attendance on the purpose of transitioning students, complete with community resources and contact information. The team chose to create the OUR Transition Task Force which will host the second annual transition fair for students in a five county region. The task force's vision is to develop a community wide transition system to prepare secondary students for a productive adult life.

In subsequent meetings, the theme for the fair was chosen, "Unlocking the Door to Your Future: One Key at a Time". A chair person was elected and committees were formed for the following areas: advertisement, schedules, donations, refreshments, transportation, and vendors. The team secured the North Arkansas College gymnasium for a minimal fee, more than doubling the space from last year. The time was also increased to a full day so that school districts could be staggered for optimal time with vendors.

Transition sub committees meet on a monthly basis to report on assignments and continue work. Plans are being fine tuned and future assignments given. Contacts are being made, letters written, and school representatives phoned. Several great ideas have been generated. The vendor committee is contacting the Society of Human Resource Management to provide mock interviews and interview information. Local banks are being invited to provide information on checking and savings accounts. North Arkansas College has been asked to present educational opportunities, as well as assist students in completing college entry and financial aid forms. The refreshment committee is working on ideas for morning and afternoon snacks, while the donation committee is discussing student and vendor/volunteer lunches. The schedule

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committee is facing the largest challenge attempting to work around school district distance, size, and schedules.

The second annual transition fair is scheduled for May 1, 2008, at the North Arkansas College gymnasium. The event will open at 9:00 a.m. and close at 4:00 p.m. The planning committees have taken the experiences from last year to make adjustments to produce an even greater fair in 2008. We are planning for more students, more parents, more food, more vendors, and more door prizes. If even one door is unlocked to a single students' future, then the energy and effort has all been worth while.

Submitted by Area II

Used by permission of OUR Educational Cooperative

Title: Pre-Fair Press Release

Context for use: Designated planning committee member sends a press release 6 to 8 weeks before the fair to highlight the fair's activities and to request donations from business, agencies, and local organizations. The press release may serve to inform funders of the opportunity to assist the planners of the fair. A similar document could be sent a week or 2 before the fair.

Protocol for use: Designated planning committee member sends press release to media outlets 6-8 weeks before the fair.

Pre-Fair Example Press Release

2012 Transition Fair – The Biggest & Best Yet!

Five Counties Involved -- Harrison, Arkansas – The Ozark Unlimited Resources Cooperative (OUR) and North Arkansas College will host the 2012 Transition Fair for high school students with special needs and their parents at North Arkansas College.

Two years ago, a group of dedicated special education teachers, special education supervisors, OUR staff, and a state transition consultant met at the OUR Coop to decide how to develop a forum to help meet the transition needs of the students in a five county area. Out of this meeting, the OUR Task Force was created and an idea was developed and executed to have an annual transition fair. This fair was to put students and their parents in touch with several different agencies that could help them with transition from high school to adult life. The Transition Fair has become an annual event.

The theme of this year's transition fair is "Mapping Your Future". Approximately 200 high school students are expected to participate from five counties in Arkansas including Baxter, Boone, Marion, Newton, and Searcy. Students and parents will have the opportunity to meet with representatives of 20 different agencies and organizations to discuss the services available to them in transition to life after high school.

Not only do agencies and organizations participate in and support the fair, but we invite area banks, businesses, and restaurants to help by donating food and door prizes. The OUR Transition Task Force depends on the cooperation of the schools, agencies, organizations, banks, businesses, and restaurants to make the Transition Fair happen each year. Want to help? Contact <<Name>> at <<Email>>, or call 555-555-5555.

###

Adapted from OUR Cooperative Transition Task Force

Title:	Local and School Media Article
Context for use:	This article focuses on youth and what they will gain if they attend the transition conference. It is appropriate for any publication that reaches parents and youth.
Protocol for use:	Place in school newsletters, as well as parent information letters, on websites, in local newspapers, and on community bulletin boards. Post in highly visible locations in the school buildings.

Local and School Media Article

Your Future – It's Red Hot!

Eaton Intermediate School District along with all five local districts are preparing a conference for all students receiving special education services who are 9th grade and older. This first time event will be held at Olivet College on March 4th and 5th. Eaton Rapids, Charlotte and Meadowview students will be attending March 4th while Grand Ledge, Maplevalley and Potterville will attend March 5th. This conference will focus on information that will assist students in their transition to the adult world.

The conference starts at 8:30 a.m. with a continental breakfast and is completed at 1:30pm with a presentation from our special education directors on the importance of student participation at their IEPC. During the conference students will attend three sessions of their choice, hear a keynote speaker, talk with employers, see what leisure and recreational activities are available in our county, eat lunch on campus and focus on their future. Some of the session topics are:

How to Get a Job and Keep It
Money – What to Do!
Housing Options
Getting What You Want and Need
What do Employers expect from their Employees?
Leisure and Recreational Activities
Staying Healthy
Staying on the Right Side of the Law
Insurance
Buying Your First Car
Success in College
Dealing with Your Emotions
…and many more topics that are exciting!!

Along with these sessions, approximately 20 exhibits will be set up in the halls of Mott Academic Building at Olivet College. The focus of these exhibits will be leisure and recreational activities and employment/training options. Students will have an opportunity to talk to employers and others in the community to discover what is available in their county.

The future holds many new challenges for our students and it is our hope that this conference will provide them the information they may need for a successful transition into the next phase of their lives.

If you would like more information on the events please call: <<Contact Information>>

Adapted from Eaton Intermediate School District

Title: Flyer for Teacher Incentive Prize Giveaway

Context for use: The teacher incentive Prize Giveaway is established by the planning committee to increase participation of special education teachers and their students.

Protocol for use: Flyer is sent to all special education teachers of target participants. Send 6 to 8 weeks before the fair.

Near the end of the fair, student attendance is tallied. The 4 teachers with the greatest number of students at the fair receive the 4 prizes. The 5th prize is a drawing from the names of all teachers who attend the fair. This flyer also mentions another incentive, a hospitality room for school personnel and vendors.

TRANSITION FAIR PRIZE GIVEAWAY

(For all Owasso Special Ed Teachers)

Four authorizations to purchase materials or supplies from a catalog, Wal-Mart or Apple Tree will be awarded. Prizes will be based on which teachers have the greatest percentage of current students attending the Transition Fair.



PRIZE DRAWING - $50

All teachers who attend the Transition Fair will be entered and have a chance to win this prize.

THERE WILL BE A HOSPITALITY ROOM AVAILABLE WITH FOOD AND DRINKS FOR ALL SCHOOL PERSONNEL AND VENDORS

Title: T-Shirt Design Contest Flyer

Context for use: This contest generates interest in the fair, while encouraging students to use their talents. The winning T-shirt design may be printed on shirts for attendees to the fair. Planning committee establishes prizes for winner and runners-up, sets dates and distributes flyer to students through their teachers.

Protocol for use: Distribute to high school special education students 8 to 12 weeks before fair, with entries to be submitted 4 weeks before fair.

The Game of LIFE!

Student Transition Conference

<<Date>>

****

T-shirt Design Contest

Contest Rules:

1. Design must be on an 8 ½ ” X 11” piece of white paper.
2. Design needs to represent future goals and/or transition into activities after high school.
3. Design needs to be appropriate to print on t-shirts.
4. Designer must be 9th grade or older and receiving special education services.
5. Entry needs to be in by <<Date>> to:

   <<Name>> at <<School District>>

   <<Address>>

6. Name of designer and school must be on the entry.

- The winning designer will receive a:

  $30.00 Mall Certificate!

- Two runners-up will receive:

  $10.00 Mall Certificates!

If you have any questions please call (000) 000-0000 and ask for <<Name>>

Adapted from Eaton Intermediate School District

Title: Save the Date Mailing to Parents

Context for use: This letter encourages parents to consider attending the transition fair, promising more information to come. This letter is used by a PAC, parent advisory committee, and includes contact information for interested parents to reach a PAC member to ask questions.

Protocol for use: Designated committee member sends this letter 8 to 10 weeks before the fair date.

Save the Date Mailing to Parents

Dear Parents:

How would you like the opportunity to participate in perhaps the most comprehensive fast track parents' conference being offered this year on special education in the state of Michigan? Better yet, how would you like to enjoy a nice continental breakfast and sit down lunch without even having the expense of leaving a tip? You have probably heard the 'One Stop Shopping' motto from a very familiar retail store in our area. Well, that is an appropriate statement to describe this one day parent's conference which is being offered to parents of Special Education children of all ages.

You may be just starting out in the world of Special Education and may be struggling with all the acronyms being thrown out during an "IEP" (i.e. co-taught, looped room, categorical), or are wondering what ever happen to those old special education 'categories'. Or perhaps your child is about to transition from a local special education program to college or independent living or thinks he or she has now met Mr. or Mrs. Right. Regardless of where you as a parent are at in the spectrum, this conference will provide you with up to date resources and information on a wide range of relevant topics. You will have the flexibility of attending just the specific sessions on topics that interest you the most and also be provided with comprehensive resource material from the many other sessions presented.

Besides hearing directly from some of our region's premier educators, service specialists and attorneys, there will be opportunities for parent-to-parent networking and to meet your local school district's Parent Advisory Committee (PAC) representative(s). Please make plans to attend this special conference for parents on Saturday April 22nd. More specific conference information will be provided soon, however, you may reserve your spot today by calling the School District PAC Hotline at (517) 555-5555 [Lansing exchange (517) 555-5555] and dialing Ext. 3000. Online registration will be available in the near future by visiting the EISD web site.

Chairperson,

Eaton ISD Parent Advisory Committee

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Section 4

Final Planning Four Weeks to One Day Before the Event

Title:	Special Education Director Final Letter
Context for use:	This letter is the last letter sent to special education directors, confirming the count of students registered from the director's district, and the number of students eligible. This information is sent to the special education director of each participating school district.
Protocol for use:	Send 2 weeks before the Transition Fair.

Special Education Director Final Letter

Date: February 18, 2012

To: Sandy Nelson, Director of Special Education

From: Maria Peak – Work Study Coordinator

Re: Eaton County Student Transition Conference

The final arrangements are being made and we only have two weeks before the big event at Olivet College.

Attached is the Registration Flyer and packet that was sent to your teachers. We have received many registration forms but many are still out. My records show that you have 34 students eligible to participate and we have received 31 registration forms to date. If you would like to know which students are missing, please call us for that information.

If you have any question about the attached information please call me at 555--5500 ext. 110.

Used by permission of Eaton Intermediate School District

Title: Teacher List of Student Expectations

Context for use: Students should be informed of behavioral and other expectations before the transition fair. A list sent to teachers may prompt discussion of many aspects of the fair before the day of the fair. The list and discussion may improve student outcomes from the fair.

Protocol for use: Send to teachers 1-2 weeks before the fair. Teachers may want to make copies of the student expectations list to post or to hand out to students.

Teacher List of Student Expectations

Each district needs to decide how they will handle students who are not attending the fair. (For example, in Potterville they will either attend the conference or stay at home with an unexcused absence.)

Each building or teacher may want to pull all the students together who are attending the conference to talk to them all at once about their expected behaviors. You could have either a lunch time pizza party for them or during 1st hour donuts and juice.

At this meeting or in a hand out for all students you will want to cover what the expectations are for attending this conference.

First and most important, the students need to understand transition and its importance. Here is a brief overview of transition.

> Transition is "the process and preparing of students for the time when they leave school."
>
> Through the transition process we prepare students in the following areas (transition domains). The five transition domains are as follows:
>
> > Employment
> > Post-School Adult Living
> > Community Participation
> > Post Secondary Educational Training
> > Self Determination

You may want to take some time to explain the domains and show them where this information is completed on their IEPs. Then show them how all of these areas are covered in the upcoming conference. We feel if they truly understand the importance of transition, they will be far more interested in gathering the information available to them at Olivet College.

When talking to your students please explain the following expectations to them:

TRANSITION FAIR STUDENT EXPECTATIONS

1. Explain to students that this is being run like a professional conference. Explain the events of the day. (If you have questions please talk to the committee member from your district).

2. Students are expected to dress appropriately. (Follow individual school dress codes at a minimum).

3. Students are to be respectful at all times, to adults, volunteers, speaker and fellow students.

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4. Students are not allowed to smoke at any time on the way to, during or on the way home from the fair.

5. Students are expected to be in their correct sessions.

6. Students are expected to attend each session.

7. Students are expected to use the transportation approved by their school. Individual students may not drive their cars.

8. Students are not allowed to leave the Mott Academic Center except to go to lunch at the Kirk Center.

9. Students do not need to bring money with them. Continental breakfast and lunch will be provided.

10. Students are not allowed to bring any walkmans, CD players, video games, etc.

11. Students are to be respectful in there actions with boyfriends or girlfriends.

12. Students must have their nametags on in order to eat either breakfast or lunch.

13. There will be at least one teacher/adult in each session to assist with monitoring individual students.

Used with permission of Eaton Intermediate School District

Title: Caseload Information Sheet

Context for use: Teachers complete this form several weeks before the fair, to provide information to planners that may be helpful on the day of the fair. Information may be used to provide accommodations, tailor content sessions, and address medical and other concerns, such as allergies.

Protocol for use: Send to teachers a few weeks before the fair. Teachers should return the form at least a week before the fair.

Caseload Information Sheet

Teacher Name: _____

School: _____

Number of Students on Caseload: _____

Student medical concerns that we need to be aware of:

1. _____

2. _____

3. _____

Will anyone need accommodations for lunch? Allergies?

1. _____

2. _____

3. _____

Any special accommodations that we need to be aware of:

1. _____

2. _____

Return to <<Name>> by <<Date>>

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Title: Presenter Audio-Visual Needs Form

Context for use: This form is used to record the specific audio-visual needs of a presenter or keynote speaker.

Protocol for use: Mail or email to presenters, both for keynote and break-out sessions, one month before fair.

Presenter's Audio/Visual Needs

Presenter: _____

Audio/Visual items needed:

_____ TV/VCR

_____ Slide Projector

_____ Overhead Projector

_____ Flip Chart

_____ LCD Projector

_____ Laptop Computer

_____ Other: _____

Will you be joining us for lunch? Yes_____ No_____

Please return information by April 12, 2013 to:

Title: Invitation to Parents

Context for use: This letter is designed to be sent home to parents, inviting them to the fair and providing necessary details.

Protocol for use: Mail to parents 3 to 4 weeks before the fair. Students may follow-up with a phone call, encouraging parents to attend.

Invitation to Parents

March 7, 2011

Dear Parents/Guardians,

The Ozark Mountain School District in conjunction with area schools from the OUR Educational Cooperative is sponsoring the fifth annual Transition Fair on the morning of March 31, 2011, at the North Arkansas College Gymnasium in Harrison.

Approximately 35 – 40 different agencies and representatives will be present from 9:00 a.m. to 12:00 p.m. The purpose of the Transition Fair is to provide an opportunity for our students and their families to interact with a cross-section of service providers, educational/vocational institutions, employers and community and family supports, to gain information that will be helpful in student transition upon graduation from high school.

It is a one-stop setting where participants can choose among various representatives to learn more about programs and service options that can be beneficial either at present time or in the future to assist with the many transitions following the completion of high school.

The OUR Transition Task Force and myself heartily extend to each of you a special invitation to join us at this year's Transition event.

Your attendance and participation is encouraged and welcomed!

Sincerely,

Mrs. Dorothy Saylor
Ozark Mountain School District
Special Education Teacher

Used by permission of OUR Educational Cooperative

Title: Parent Registration Confirmation Letter

Context for use: This letter is sent to parents who registered by mail, email, or over the phone. Use this letter to provide essential details for parents before the fair.

Protocol for use: Mailed by designated committee member to parents 10 days before the transition fair.

Parent Registration Confirmation Letter

February 24, 2004

Dear Parents:

Thank you for registering for the <<Name>> Student Transition Conference – **Build Tomorrow Today** at Olivet College on Wednesday, March 3, 2012.

The conference will start in the McKay Gymnasium on Cottage Street and move to the Mott Academic Center across the street. Olivet College will be on spring break at this time, so there should be plenty of parking on the streets adjacent to the Mott building. Parking is also available behind McKay Gymnasium.

Upon arrival, please proceed to the parent table, located just outside the McKay Gymnasium. The conference begins at 8:30a.m.with juice and donuts and an opportunity to view almost 35 exhibits. The keynote speech will begin at 9:30 a.m. in Mott Auditorium. Following the speech, parents will attend their breakout sessions. Lunch is provided at the Kirk Center cafeteria, a short distance from the Mott building. <<name>> and <<name>> have agreed to help facilitate a luncheon discussion on Transition and Setting Goals. We hope that during this time you will be able to network with other parents and gain valuable information on Transition.

Enclosed are directions to Olivet College from Charlotte. If you need further assistance please feel free to call me at <<Phone Number>>.

I look forward to seeing you on March 3rd.

Sincerely,

Transition Coordinator

Used by permission of Eaton Intermediate School District

Title: Registration Brochure for Parent Networking Day

Context for use: This brochure is sent to parents to advertise the fair and to give parents an opportunity to select breakout sessions.

Protocol for use: Send to parents 3-4 weeks before the fair. Provide registration information, asking for return of the form 2 weeks before the fair. Assign breakout sessions to parents based on returned registrations.

Registration Deadline: Feb. 18, 2005

Register early. Each breakout session is limited to the first 25 who sign up.

Parents/Guardians Attending:_____

_____

Address: _____

_____

Phone Number:_____

_____

Your Student's Full Name:_____

_____**Grade:** _____

School District: _____

Please circle your first and second choice for Sessions 1, 2, 3, and 4. *(Remember, both the sessions on Social Security and on Office of Disability Services/Financial Aid for College are double sessions.)* Interest level in each topic will help determine which sessions are scheduled.

Session 1 *(circle letter below)*

1st Choice:	1A and 2A	1B and 2B	1C	1D
2nd Choice:	1A and 2A	1B and 2B	1C	1D

Session 2 *(circle letter below)*

1st Choice:	2C	2D
2nd Choice:	2C	2D

Session 3 *(circle letter below)*

1st Choice:	3A	3B	3C	3D
2nd Choice:	3A	3B	3C	3D

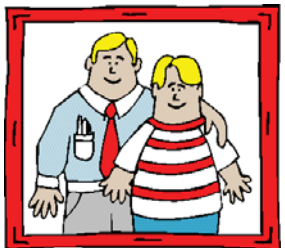
Session 4 *(circle letter below)*

1st Choice:	4A	4B	4C	4D
2nd Choice:	4A	4B	4C	4D

Two ways to register!

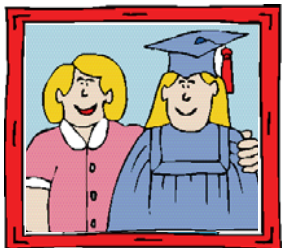
- Fill out the form and mail it to: Maria Peak, Transition Services, Eaton ISD, 1790 E. Packard Hwy., Charlotte, 48813 or . . .
- Call the Parent Advisory Committee Hotline at 517/484-2929 or 517/543-5500, ext. 3000.

For more information, please call Carol Ferris, 517/627-6160.



2005 Parent-to-Parent Networking Day

Sponsored by the
Eaton Intermediate School District
Parent Advisory Committee for Special Education



Easing the transition from school to the adult world for our children with special needs

Saturday, March 5, 2004

8:30 a.m. to 4 p.m.
Eaton Intermediate School District
1790 E. Packard Hwy., Charlotte

Making That Important Transition . . .

Making the transition from school to the adult world is challenging for all children, but for student's with special needs and the families who love them, the challenges can sometimes seem overwhelming.

Transition planning can help by providing students and families with a choice of programs and services that address issues of employment, community participation, adult living and post-secondary education. Transition works best when the student, family, school and service agencies work together.

Our goal in planning this conference is to offer you, as parents, a day of guidance and information as you help your children research options and make long-term plans. The topics we've chosen all focus on the challenges and opportunities ahead for our students after high school.

Though no one will have time to take advantage of every session, we will try to provide handouts from each presenter for all who want them. We also hope that you will take time at lunch and after the final session for some valuable networking with other parents. We look forward to seeing you there.

Doug Atkinson, Chairman
Eaton ISD Parent Advisory Committee

The Parent Advisory Committee is a group of parents from each district working with local special education directors to insure the best possible education for children with special needs. The PAC normally meets the 1st Wednesday of the month at Eaton Intermediate or local school districts. You are welcome to come join us. Call your PAC representative for more information.

- Charlotte - Rita Godin, 517/543-3755
- Eaton Rapids - Tami Baty, 517/663-1207
- Grand Ledge - Doug Atkinson, 517/886-5243
- Maple Valley - Neva McMillon, 517/852-1706
- Meadowview - Julie Garrison, 517/649-2388
- Potterville - Stacy Smith, 517/645-4183
- Potterville - Karen Woods, 517/402-9242

A free workshop, designed by parents for parents. Help your child prepare for life after high school. Come for the whole day or part of the day. Lunch is provided.

Conference Schedule

Saturday, March 5, 2005

Eaton Intermediate School District
1790 E. Packard Hwy., Charlotte

8:30-8:55 a.m.	Registration Donuts, Coffee, Juice
9:00-9:25 a.m.	Welcome/ An Overview of Eaton County's Transition Services Program
9:30-10:45 a.m.	SESSION 1
10:50-Noon	SESSION 2
Noon-12:45 p.m.	LUNCH
12:50-2:00 p.m.	SESSION 3
2:05-3:15 p.m.	SESSION 4
3:20-4:00 p.m.	Wrap-up with time to talk with other parents

Choose from the session topics listed inside this brochure. **Register by Feb. 18th.**

Two ways to register!

- ✓ Fill out the form on the back and mail it to: Maria Peak,Transition Services, Eaton ISD, 1790 E. Packard Hwy., Charlotte, 48813

or . . .

- ✓ Call the Parent Advisory Committee Hotline at 517/484-2929 or 517/543-5500, ext. 3000.

REGISTRATION DEADLINE IS FEBRUARY 18! Join us and learn how to help your student make an easier transition to life after high school. Choose one topic from each of the four sessions below. Handouts from most sessions will be available to everyone who attends the conference. Lunch provided. Register early. Each breakout session is limited to 25 people.

SESSION 1 - 9:30-10:45 a.m.

Social Security - Learn more about financial options through Social Security for children and young adults. Understand the different programs available, who qualifies, and how to access them. Lots to cover on this topic, so it's a (**Double Session** - 1A and 2A)

Office of Disability Services and Financial Aid – Have you ever wondered if accommodations are available for your child while attending college? Well, they are! Learn how to prepare your child for a successful college experience. Financial aid options will also be discussed in this (**Double Session** - 1B and 2B)

Adult issues of the learning disabled - What? They have grown up? You never thought that time would come, but now that it is here there are some unique challenges that this stage of life offers those with learning disabilities, Attention Deficit Disorder or emotional impairments. (Session 1C)

And two roundtable sessions for those who like things short and sweet . . .

Agency Roundtable* - Representatives from various agencies such as: advocacy groups, driver's education programs, respite, and social services will be scheduled. (Session 1D)

SESSION 2 - 10:50-noon

Counseling - Overwhelmed, Stressed or Depressed? Personal Relationships and/or anger management issues can sometimes overwhelm, stress, or depress anyone. Find out when to seek help from a counselor to manage anger and those trying relationships. (Session 2C)

Recreation Roundtable* - Representatives from various recreational programs will be scheduled to describe opportunities and supports for adults with disabilities. (Session 2D)

**A Roundtable Session means there are several small tables within the session room. At each table an individual representing a particular organization is available to provide basic information about their service. The session is broken into 15-minute segments with "the gong" ringing at the end of the 15 minutes so people can move to another table and learn about another service. This allows people to learn from/ask questions of approximately four different services during the one session.*

SESSION 3 - 12:50-2 p.m.

Supported Vocational Opportunities – Eaton Intermediate School District offers pre-vocational programs for students with significant disabilities who are not yet community job ready. Hear about the School Transition to Work Program through Peckham, the Community Work Assessment Program, and Meadowview's new Creative Pulp program. (Session 3A)

Supported Employment Program through Michigan Rehabilitation Services - This collaborative program assists students with significant disabilities in finding community employment, obtaining a job coach, communicating with potential employers, and finding specialized jobs at their skill level. (Session 3B)

Post Secondary Transition Program (PSTP) – This educational option supports students over 18 who need additional assistance in reaching their goals in employment, community involvement, post secondary education/training, and independent adult living. Hear from the teachers and students on the benefits of this program. (Session 3C)

Career Preparation Center and the Future Job Market – Career Preparation Center is available to all juniors and seniors throughout Eaton Intermediate. It offers a variety of technical training opportunities and provides students with an extra step as they prepare for life after high school. (Session 3D)

SESSION 4 - 2:05-3:15 p.m.

Guardianship and Financial Planning - When trying to decide if and how much legal protection will be needed in your family situation, it is helpful to understand the different types of guardianship and financial planning options. Legal experts experienced in this area will provide you with an initial background. (Session 4A)

Michigan Rehabilitation Services and Michigan Career and Technical Institute - Receive general information on MRS and hear about their technical school (MCTI). Learn about the services MRS can provide and how they can assist with barriers to employment. (Session 4B)

Housing - Various housing service organizations will present a panel to describe different levels of housing options.The session begins with a description of Section 8 vouchers and of subsidized housing. After explaining these differences, organizations represented will describe specific services their group provides to meet the different needs of individuals. Housing ranging from group homes to independent living within Eaton County and the greater Lansing area will be explored. (Session 4C)

Sexuality - Coming of "age"/puberty and what happens when young adults with special needs think they've met Mr./Miss "Right." What you need to know to be ready for the next step! (Session 4D)

Title:	Student Instructions
Context for use:	This list informs students of details related to the fair, including snack planning, door prize arrangements, and expectations for dress and conduct at the fair.
Protocol for use:	Send to teachers for discussion with students prior to the fair.

Student Instructions for Transition Fair

- Upon entry, students will be given a transition brochure and food ticket. Students must attend two of the three Breakout Sessions and obtain a stamp on their brochure. Students must also obtain initials from at least 5 of the vendor booths visited to receive credit as directed by teacher. The brochure must be returned to your teacher at the close of the Transition Fair before exiting the gym.
- Students will also be given a **Student Survey** which must be returned in order to be eligible to win the big door prizes.
- There will be one trip per student to the refreshment table and student will need to present food ticket to receive goodies.
- The OUR Transition Fair is a professional event. Its purpose is to address transition needs for life after high school. You will be meeting with people who can either assist you personally or professionally in your life so you are expected to dress and conduct yourself with good manners, as you are representing not only yourself but your school as well.

Adapted from OUR Educational Cooperative

Title: Teacher Instructions

Context for use: This list informs teachers of details related to the fair, including door prize arrangements, use of checklist brochures for IEP records, and name tags.

Protocol for use: Distribute this list to teachers one week before the fair. This notice can be used to remind teachers of incentives and rewards for attendance.

Teacher Instructions

- Please bring a printed list of your attending students (typed, double-spaced). Please print your name at the top of the page.
- Please bring a second printed list , cut apart with the *initial of your school* beside each student name to be used for drawing door prizes.
- NAME TAGS are your responsibility. Please have them ON YOUR STUDENTS when they enter the building.
- Each teacher needs to collect the Transition Brochures from the students before leaving the gym.
- Each student must attend at least two of three breakout sessions receiving a stamp for each session attended. Students will also collect initials from at least 5 visited vendors.
- The brochures should be entered into the IEP Binder as transition documentation of direct contact with service providers.

Reminder: Teachers will be entered into special prize drawings, and will enjoy a hospitality room with vendors, exhibitors and presenters.

Thank you!!! The Transition Fair Task Force

Adapted from OUR Educational Cooperative

Section 5

Day of Event Implementation and Onsite Evaluation

Title: Speaker List and Schedule

Context for use: This schedule includes a keynote and three overlapping breakout sessions, as well as a large group wrap-up at the end of the event. This schedule may be given to fair attendees, or may be used only by planners and facilitators on the day of fair.

Protocol for use: Include this schedule in transition fair brochures or on flyers to be posted at the fair. A similar schedule could be used in news announcements or on websites.

Speaker List and Schedule

Keynote Speakers	Breakout Session I	Breakout Session II	Breakout Session III	Wrap-Up Speakers
Decoding the Alphabet Soup Julie Winklestern Jennifer Surato Maria Peak	Housing Denise Dunn Mary Clissold	Just Getting Though the Day Pamela Langford	Birds and Bees for All Ages Ann Heler	PAC Information Rita Godin Ron Brittan
	Educational Options Karen Woods	Social Security Terry Dennis		
	Office of Disability Services Pam Davis	Youth Mental Health Issues – A Growing Concern Robin Laurain	Time/Stress Management Sylvia Hirschegger	
	Post Secondary Transition Program – Deb Jones, Erica Anderson, Students	Vocational Training and Employment John Leahy Cortney McLeod Maria Peak		
	Building Your Team Tom Ferris	Financial Aid Emily Baynes	Friendship Success Doug Derdowski Erica Anderson	

Used by permission of Eaton Intermediate School District

Title: Parent Strand Schedule

Context for use: This schedule lists the times, places, and presenters of keynotes and breakout sessions for a parent strand at a transition fair.

Protocol for use: Place in parent information packets. This schedule may also be placed on websites and in other advertising. Post around fair location on the day of the fair.

Parent Strand Schedule

Build Tomorrow Today!

8:30 a.m. Arrival/Registration
Continental Breakfast
View Exhibits and Displays at McKay Gymnasium

9:30 a.m. Keynote Speaker: Richard Paul
Mott Auditorium

Strand I will be in Room 201A
Strand II will be in Room 201

Times	Strand I	Strand II
10:30 – 11:00	Eaton Intermediate School District's Career Preparation Center Overview	Social Security, Life Planning and Guardianship
11:05 – 11:35	Lansing Community College - Office of Disability Services and Financial Aid	
11:40 – 12:10	Michigan Career and Technical Institute Overview	Michigan Rehabilitation Services – Supported Services
12:15 – 12:45	Michigan Rehabilitation Services – Adult/General Services	Supported Housing Options
12:50 – 1:40	Transition and Setting Goals over Lunch at the Kirk Center	

1:40 p.m. Depart

Need assistance? Go to the Nerve Center on second floor in the Mott Academic Center

Used by permission of Eaton Intermediate School District

Title:	Transition Conference Schedule of Events
Context for use:	This schedule is suitable for the day of the fair.
Protocol for use:	Place schedule in each participant's packet of information. Keep plenty of extras available.

Transition Conference
Schedule of Events

8:30 a.m.	Arrival/Registration Continental Breakfast View Exhibits
9:00 a.m.	Keynote Speaker – Tim Cusack in Mott Auditorium
10:00 a.m.	Break View Exhibits
10:15 a.m.	Session I begins
10:45 a.m.	Break View Exhibits
11:00 a.m.	Session II begins
11:30 a.m.	Lunch for 9th and 10th graders in Kirk Center
11:45 a.m.	Session III begins for 11th and 12th grade
12:15 p.m.	Lunch for 11th and 12th graders in Kirk Center
12:15 p.m.	Session III begins for 9th and 10th grade
1:00 p.m.	Raffle/Door Prizes
1:30 p.m.	Depart

Need assistance: Go to the Nerve Center on second floor

Used by permission of Eaton Intermediate School District

Title:	Facilitator Instructions Example
Context for use:	Facilitator instructions are used to identify rooms, speakers, facilitators, and any other needed information to organize breakout sessions at a transition fair.
Protocol for use:	Place in information packets for facilitators.

Facilitator Instructions

Facilitator Duties:

1. Introduce the speaker – verify that the below information is correct before introductions
2. Remind participants to use the cards in the front of their notebook to write any questions they may have
3. Manage Time – try to keep the last 10 minutes or so for questions generated by the cards and remind the speaker when they have 5 minutes left

Session I (9:30 – 10:45)	
Training Room C Issues of Adult Learning Disabilities Presenter: Organization: PAR Rehab Services in Lansing Title: Facilitator: AV Needs: Unknown	Training Room E **Social Security** Presenter: Organization: Michigan Rehabilitation Services Facilitator: Carol Ferris AV Needs: PowerPoint Projector
Training Room D (Open)	Training Room F **Office of Disability Services and Financial Aid** Presenter: Organization: Lansing Community College Title: Counselor with Office of Disability Services Presenter Organization: Lansing Community College Title: Financial Aid Department Facilitator: AV Needs: PowerPoint Projector

Used by permission of Eaton Intermediate School District

Session II (10:50 – 12:00)	
Training Room C (Open)	Training Room E (Second half of Session I)
Training Room D **Counseling** Presenter: Organization; Association for Children's Mental Health Facilitator: AV Needs: PowerPoint Projector	Training Room F (Second half of Session I)

Used by permission of Eaton Intermediate School District

Session III (12:50 – 2:00)	
Training Room C **Career Preparation Center and Future Job Market** Presenter: Organization: Eaton Intermediate School District Title: Placement Specialist Presenter: Organization: Eaton Intermediate School District Title: Facilitator: AV Needs: Television with VRC/DVD	Training Room E **Supported Vocational Opportunities** Presenter: Organization: Eaton Intermediate School District Title: Presenter: Organization: Peckham, Inc. Title: Case Manager for the School Transition to Work Program Presenter: Diane Kirkham Organization: Peckham, Inc. Title: Supported Employment Placement Specialist Facilitator: AV Needs: PowerPoint Projector
Training Room D (Open)	Training Room F **Post Secondary Transition Program** Presenters: Organization: Meadowview School through Eaton Intermediate School District Title: Presenters: Title: Post Secondary Transition Program Students Facilitator: AV Needs: None

Used by permission of Eaton Intermediate School District

Session IV (2:05 – 3:15)	
Training Room C **Sexuality** Presenter: Organization: Meadowview School through Eaton Intermediate School District Title: Facilitator: AV Needs: Television with VCR	Training Room E **Guardianship and Financial Planning** Presenter: Organization: Private Practice in Grand Rapids Title: Attorney Facilitator: AV Needs: Unknown
Training Room D **Housing** Presenter: Organization: Community Mental Health Title: Presenter: Organization: Housing Services for Eaton County Title: Facilitator: AV Needs: PowerPoint Projector	Training Room F **Michigan Rehabilitation Services and Michigan Career and Technical Institute** Presenter: Organization: Michigan Rehabilitation Services Title: Eaton County Vocational Counselor Facilitator: AV Needs: Television with VCR

Used by permission of Eaton Intermediate School District

Title: Parent-to-Parent Networking Day Welcome

Context for use: This example of the notes used by one district's planning committee to welcome parents includes important details shared with parent attendees.

Protocol for use: "Welcomer" develops this tool, printing a copy for other planning committee members.

Parent-to-Parent Networking Day Welcome

Thank Everyone for Coming
Introduce Self
Result of Parent Strand

Introduce Parent Committee and other supporters

A little about the day!

- Enjoyable day and relax (stress pen)
- Feel comfortable and ask questions
    - Note Cards
- Learn a lot - ABC Soup is not allowed

Notebook

- Schedule
    - Rooms (and bathrooms)
- Materials (Extra Materials)

Housekeeping

- Evaluations (please complete even if you leave early)

Just a few comments regarding Transition

- It's why we are all here
- Exciting Journey
- Can be stressful
- The better prepared you and your child are the stress level lessens
    - Parent Tips
    - Transition Services
    - Age of Majority

IEP and Transition

- Post School Outcomes
- Starting at 14 – Course of Study
- At 16 – Coordinated Set of Activities and Agency connections

Again, Thank you for coming

Enjoy the day

Ask for assistance if needed

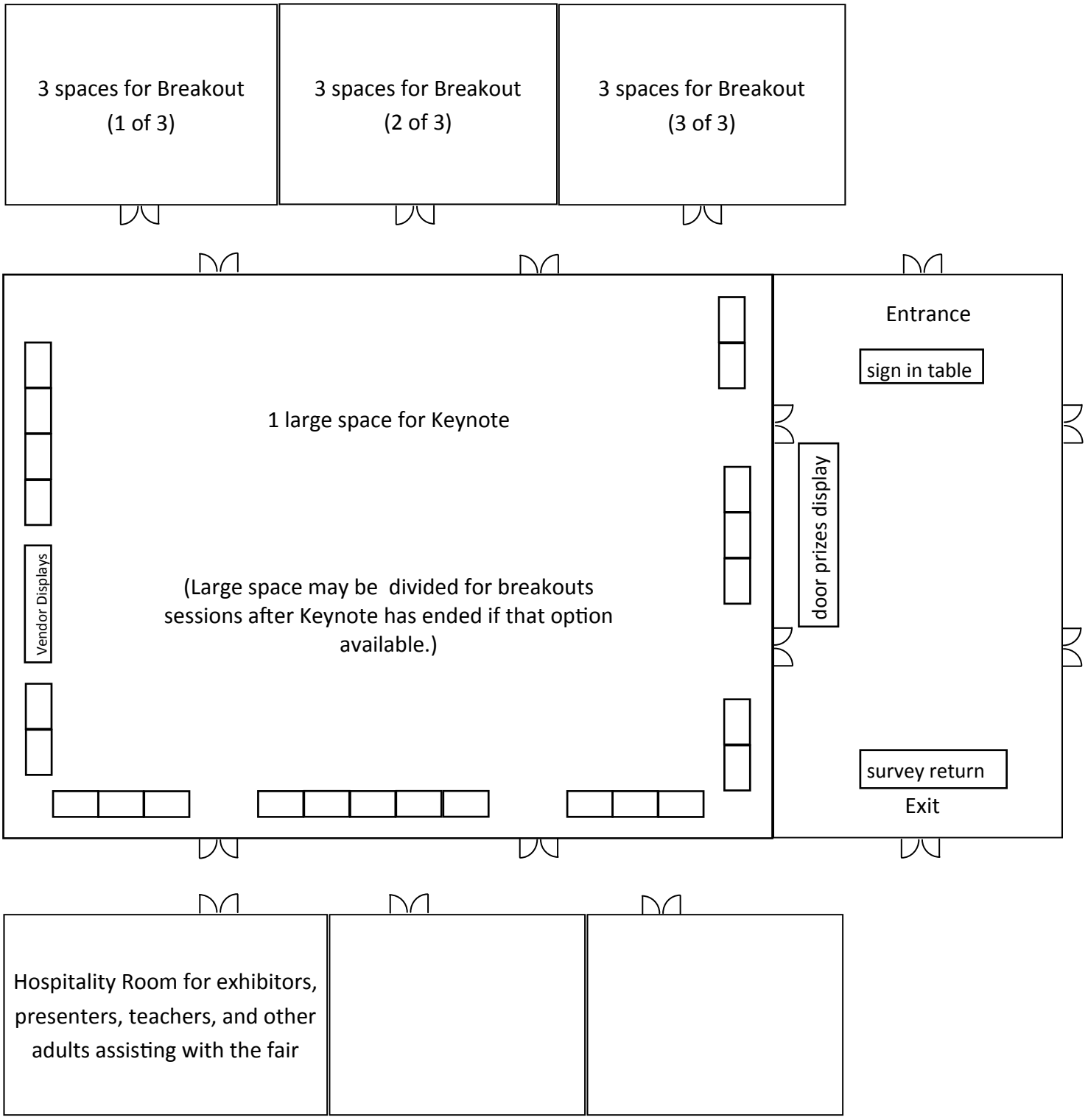
Used by Permission of Eaton Intermediate School District

Title: Transition Fair Floor Plan Example

Context for use: This example of a floor plan includes several important components: table space for exhibitors, a place to have a large group keynote presentation, which may also be divided for smaller group breakout sessions, and a designated table for signing in, picking up information, and asking questions.

Protocol for use: Create a tentative floor plan several months before the fair. Revise as needed.

Transition Fair Floor Plan Example



Title: Training Room Sign Example

Context for use: A sign similar to this example should be posted on or near the door of the breakout rooms. The sign shows the name of the room, and the activities that will occur in the room at various times.

Protocol for use: Produce signs 7 to 10 days before the fair. Designated committee member attaches signs on or near the doors. Sign may be pinned to board on easel next to the door.

Training Room E

- 9:30-12:00 noon – Social Security
- 12:50-2:00 p.m. – Supported Vocational Opportunities
- 2:05-3:15 p.m. – Guardianship and Financial Planning

Used by permission of Eaton Intermediate School District

Title:	Name Tags Template for Students, Parents, Teachers, Exhibitors and Presenters
Information:	MS Publisher template (prints on Avery label #8464)
Context for use:	Nametags similar to this template could be linked to a database of student, parent, teacher, exhibitor, and presenter databases. The digital version on the CD included with this toolkit provides 1 page for each type of nametag.
Protocol for use:	Distribute nametags in conference packets, or at sign-in table. The fifth page of nametags is for student nametags, including spaces for the student's three pre-selected breakout sessions.



<Exhibitor Name>

<Affiliation>

Exhibitor



<Student Name>

<School>

Student



<Teacher Name>

<School>

Teacher



<Student Name>

<School>

Student

<Session 1> <Session 2>
<Session 3>



<Parent Name>

<School>

Parent



<Presenter Name>

<Affiliation>

Presenter

Title: Attendance Sheet for Transition Fair Participants

Context for use: This tool provides a place for all attendees to sign in. Some fair planners have observed that it is better to have many copies of the same form for all participants, rather than direct parents to one sign in form, teachers to another, etc.

Protocol for use: Participants sign in on these forms, attached to clipboards at entry to the fair.

Name	Student	Parent	Teacher	Exhibitor or Presenter	School 1	School 2	School 3	School 4	Agency, Employer, Vendor, Community Partner, College
John Michaels				X					Edru Roller Rink Manager
Mikayla St. Johns	X				X				
Sarah Smith									Human Resources, Dart Container Corporation

Title: Food, Beverage, and Door Prize Acknowledgement Flyer

Context for use: List donors of food, beverages, and door prizes. If donors have provided logos, use the business logos on the flyer. Some districts create a resource guide which includes much more information about every donor, exhibitor, and presenter who participated in the fair.

Protocol for use: Post at fair in visible location or include in information packets. A similar flyer could be used to acknowledge donors in school newsletters, on district websites, or in the local newspaper.

Acknowledgements

The Transition Team would like to thank the following business for providing refreshments and door prizes for our event. We appreciate their generosity!

* Candlewood Suites
* Cherry Berry
* Cici's Pizza
* Jolley Extreme Fitness
* Tan and Total Fitness for Her
* Lowe's Home Improvement
* McAlister's Deli
* Panera Bread
* Sam's Club
* Silver Needle
* Surcee Home Décor and Gifts
* Trails End Barbecue
* Walgreens
* Wal-Mart Supercenter

Title: Day of Fair Committee Jobs

Context for use: Designated committee member completes this form to ensure that vital jobs are assigned. The suggested tasks may be carried out by students, graduates, teachers, parents, community volunteers or others.

Protocol for use: Complete this form in the week before the fair.

Day of Fair Committee Jobs

Help register exhibitors

- Hand out packets
- Give punches
- Give 5 WOW cards for each day

_____ _____

Hand out paper before Keynote for Richard Paul Speaks in the Auditorium

_____ _____

_____ _____

Collect Punch Cards after students leave MacKay Gym

_____ _____

Take Water and clean ups to rooms after each session

First Floor: _____

Second Floor: _____

Third Floor: _____

Used by permission of Eaton Intermediate School District

Title: Exhibitor Survey

Context for use: This tool is used by participants to evaluate the Transition Fair. Data gathered by this tool can be used to evaluate how well the event met its objectives, to identify continued areas of need, and to report progress to other stakeholders.

Protocol for use: Place in exhibitor information packets. Exhibitors return surveys to designated location on exit.

Exhibitor Survey

Thank you for attending this year's event. Please complete the following survey questions and provide us with any input or comments that would assist the Transition Task Force with improving this event for the future.

My experience	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. The event was organized in a professional manner.	1	2	3	4	5
2. The time allotted for the event was appropriate.	1	2	3	4	5
3. I was able to provide information to students and parents/guardians.	1	2	3	4	5
4. The information provided to student and parents/guardians was well-received.	1	2	3	4	5
5. I felt participants were genuinely interested in my business/agency.	1	2	3	4	5
6. I am interested in participating next year.	1	2	3	4	5
7. I am interested in making stronger connections with the school.	1	2	3	4	5

Suggestions for improvements for the next fair:

_____

_____

Title: Student Evaluation Tool for Employment-Focused Transition Fair

Context for use: Students complete the survey to evaluate the Transition Fair. Data gathered by this tool can be used to evaluate how well the event met its objectives, to identify continued areas of need, and to report progress to stakeholders.

Protocol for use: Distribute to students in information packets or at close of fair. Students complete this survey and return to designated location.

Student Evaluation Tool for Employment-Focused Transition Fair

Thank you for attending the employment-focused transition fair. We would like to know about your experience so we can make it better next time. Please circle yes or no to the following questions.

My experience		
1. Someone personally invited me to the transition fair.	Yes	No
2. I saw a flyer, ad, or received mail about the transition fair.	Yes	No
3. I had enough time to plan to attend the transition fair.	Yes	No
4. The event was well organized.	Yes	No
5. The information interested me.	Yes	No
6. There was enough time for me to get the information I need.	Yes	No
7. People answered my questions.	Yes	No
8. There was information on jobs that interest me.	Yes	No
9. The transition fair made me think about my future plans.	Yes	No
10. The transition fair helped me make goals for my future plans.	Yes	No
11. I plan to attend the transition fair again next year.	Yes	No
12. I would recommend the transition fair to a friend.	Yes	No

13. Please describe what you **liked** best about the transition fair:

_____

_____

14. Please describe what you **did not like** about the transition fair:

_____

_____

15. What topics would you like to have in the future:

_____

_____

16. Gender:
    - ☐ Male
    - ☐ Female

17. Grade:
    - ☐ 9th
    - ☐ 10th
    - ☐ 11th
    - ☐ 12th

Adapted in part from Baugher, R., & Nichols, J. (2008). Conducting a rural school district transition fair: Successes and challenges for students with disabilities. *Education, 129*(2), 216-223.

Title: Student Transition Fair Survey

Context for use: Fair participants complete this tool to evaluate the Transition Fair. Data gathered by this tool may be used to evaluate how well the event met its objectives, to identify continued areas of need, and to report progress to other stakeholders.

Protocol for use: Given to participants at conference. Form is returned to designated location at end of fair.

Student Transition Fair Survey

Please answer the following questions. Your answers will help us improve future transition fairs.

1. What is your disability?

2. If you need help finding a job, what agency could help you?

3. What is an accommodation you might ask for on a job?

4. What is one new thing you learned today?

5. How could we improve the transition fair for next year?

Adapted from Eaton Intermediate School District

Title: Student Transition Fair Survey and Prize Drawing

Context for use: Fair participants complete this tool to evaluate the Transition Fair. Data gathered by this tool may be used to evaluate how well the event met its objectives, to identify continued areas of need, and to report progress to other stakeholders.

Protocol for use: Given to participants at conference. Top portion returned to designated location. Bottom portion is returned separately to be entered in the Grand Prize Drawing.

Evaluation Level: Level 1, Quality, Usefulness and Relevance

Student Transition Fair Survey and Prize Drawing

Thank you for attending the Transition Fair. Please complete the following survey to assist us to improve the next transition fair. Once completed, return the top portion of the survey to the Transition Fair Survey box and the bottom portion to Grand Prize Drawing box. Each attendee who completes the Transition Fair Survey sheet is eligible to win the Grand Prize drawing.

1. How did you hear about the Transition Fair?
   - ☐ Brochure sent home
   - ☐ School announcement
   - ☐ Newspaper
   - ☐ Other _____
2. Did you know what to expect when you decided to attend?
   - ☐ Yes
   - ☐ No
3. What surprised you about the transition fair?

4. What are the three areas of transition listed on the IEP?
   - ☐
   - ☐
   - ☐
5. What topic or presentation was the most helpful to you?

☐ Bridges Foundation	☐ Goodwill Industries	☐ Social Security
☐ DDSD	☐ DRS	☐ Tulsa Achieves
☐ DREAM Institute	☐ EOI Testing/HS Credits	☐ Tulsa Technology Center
☐ Tulsa Community College	☐ Other:	

6. What did you learn from attending the transition fair?

7. How could we improve the transition fair for next year?

Complete and detach the bottom portion and return it with your completed survey to be entered in our Grand Prize drawing. You need not be present to win.

Name: _____ Phone Number: _____

Email Address: _____

Adapted from Owasso Public Schools

Title: Teacher Transition Fair Survey

Context for use: Teachers complete this survey to suggest improvements to the Transition Fair. Data gathered by this tool may be used to evaluate how well the event met its objectives, to identify continued areas of need, and to report progress to other stakeholders.

Protocol for use: This tool may be given in an information packet at registration or handed out at the end of the conference. Teachers turn in the completed surveys to a designated location.

Evaluation Level: This evaluation tool primarily focuses on NSTTAC Evaluation **Level One: Quality, Usefulness, and Relevance**. This level evaluates participant reactions to professional development, technical assistance, training, or coaching.

Teacher Transition Fair Survey

Thank you for attending the Transition Fair. Please answer the following questions. Your answers will help us improve future transition fairs.

1. What was your opinion of the facility?

2. How was the food for breakfast and lunch?

3. Were the folders of information, name tags, bags, personalized cards, pencils, etc. useful?

4. How did your students respond to the keynote speaker?

5. What sessions did your students enjoy? Why?

6. What information was the most relevant to students? Why?

7. What exhibits did the students find useful?

8. How could we improve the transition fair for next year?

Signature/School District (optional): _____

Adapted from Eaton Intermediate School District

Title: Teacher Evaluation of Mock Interview Day

Context for use: Teachers use this form to evaluate aspects of the mock interview day and indicate whether they would like to participate again in the future. The information gathered may be used to improve future mock interview activities.

Protocol for use: Include form in information packet at beginning of fair, or give one to each teacher. The teachers return forms to designated location. Follow up with the teacher, if necessary.

Evaluation Level: This evaluation tool primarily focuses on NSTTAC Evaluation **Level One: Quality, Usefulness, and Relevance**. This level evaluates participant reactions to professional development, technical assistance, training, or coaching.

Teacher Evaluation of Mock Interview Day

Thank you for participating in mock interviews at our employment-focused transition fair. We would like to know about your experience so we can make improvements. Please indicate your agreement to the following questions.

My experience	Strongly Disagree	Disagree	Agree	Strongly Agree
1. We were invited to participate in the mock interviews with enough time to fully prepare the students.	1	2	3	4
2. My students dressed appropriately for the interviews.	1	2	3	4
3. My students came to the interviews with a resume.	1	2	3	4
4. My students felt good about their answers to interview questions.	1	2	3	4
5. My students asked the employer a question.	1	2	3	4
6. The mock interviews were beneficial to my students.	1	2	3	4
7. I am interested in participating again.	1	2	3	4
8. I would recommend this to a colleague.	1	2	3	4

9. In your opinion, what were the most positive aspects of the mock interview activity?

_____

_____

10. In your opinion, what improvement could be made for next year?

_____

_____

11. In your opinion, what else could the school do to improve student post high school success?

_____

_____

12. School:
    - ☐ Victory High School
    - ☐ American High School
    - ☐ Futures Academy
    - ☐ Western Charter School

13. What grade do you teach?
    (check all that apply)
    - ☐ 9th
    - ☐ 10th
    - ☐ 11th
    - ☐ 12th

Parts of this survey were adapted from Baugher, R., & Nichols, J. (2008). Conducting a rural school district transition fair: Successes and challenges for students with disabilities Education, 129(2), 216-223.

Title: Employer Evaluation of Mock Interview Day

Context for use: Employers use this form to evaluate aspects of the mock interview day, and indicate whether they would like to participate again in the future. The information gathered may be used to improve future mock interview activities and further connections with local employers.

Protocol for use: Include form in information packet at beginning of fair, or give one to each employer. Employer returns form to designated location. Follow up with phone call, if necessary.

Evaluation Level: This evaluation tool primarily focuses on NSTTAC Evaluation **Level One: Quality, Usefulness, and Relevance**. This level evaluates participant reactions to professional development, technical assistance, training, or coaching.

Employer Evaluation of Mock Interview Day

Thank you for volunteering to conduct mock interviews at our employment-focused transition fair. We could not do this without your support. We would like to know about your experience so we can make improvements. Please indicate your agreement to the following questions.

My experience	Strongly Disagree	Disagree	Agree	Strongly Agree
1. I was invited to participate in the transition fair with enough advance notice to fully prepare.	1	2	3	4
2. My contacts with the school have been handled in a professional manner.	1	2	3	4
3. The mock interviews were well organized.	1	2	3	4
4. The mock interviews were beneficial to students.	1	2	3	4
5. The mock interviews were beneficial to employers.	1	2	3	4
6. This type of activity should be offered again.	1	2	3	4
7. I am interested in participating again.	1	2	3	4
8. I am interested in making stronger connections with the school.	1	2	3	4

9. In your opinion, what were the most positive aspects of the mock interview activity?

_____

_____

10. In your opinion, what needs to improve for next year?

_____

_____

11. In your opinion, what else could the school do to improve student post high school success?

_____

_____

Parts of this survey were adapted from Baugher, R., & Nichols, J. (2008). Conducting a rural school district transition fair: Successes and challenges for students with disabilities Education, 129(2), 216-223.

Title: Student Evaluation of Mock Interview Day

Context for use: Students use this form to evaluate aspects of the mock interview day and indicate whether they would like to participate again in the future. The information gathered may be used to improve future mock interview activities.

Protocol for use: Include form in information packet at beginning of fair. Students return form to designated location.

Evaluation Level: This evaluation tool primarily focuses on NSTTAC Evaluation **Level One: Quality, Usefulness, and Relevance**. This level evaluates participant reactions to professional development, technical assistance, training, or coaching.

Student Evaluation of Mock Interview Day

Thank you for participating in mock interviews at our employment-focused transition fair. We would like to know about your experience so we can make improvements. Please indicate your agreement to the following questions.

My experience	Strongly Disagree	Disagree	Agree	Strongly Agree
1. I was invited to participate in the mock interviews with enough time to fully prepare.	1	2	3	4
2. I knew how to dress for the interviews.	1	2	3	4
3. I came to the interviews with a resume.	1	2	3	4
4. I felt good about my answers to interview questions.	1	2	3	4
5. I asked the employer a question.	1	2	3	4
6. The mock interviews were beneficial to me.	1	2	3	4
7. I am interested in participating again.	1	2	3	4
8. I would recommend this to a friend.	1	2	3	4

9. Please describe what you **liked** best about the mock interview activity:

_____

_____

10. Please describe what you **did not like** about the mock interview activity:

_____

_____

11. What could we have done to better prepare you for the interviews?

_____

_____

12. Gender:
    - ☐ Male
    - ☐ Female

13. Grade:
    - ☐ 9th
    - ☐ 10th
    - ☐ 11th
    - ☐ 12th

Parts of this survey were adapted from Baugher, R., & Nichols, J. (2008). Conducting a rural school district transition fair: Successes and challenges for students with disabilities Education, 129(2), 216-223.

Title: Parent-to-Parent Networking Day Evaluation

Context for use: Parents complete this tool to evaluate the Networking Day. Data gathered by this tool can be used to evaluate how well the event met its objectives, to identify continued areas of need, and to report progress to other stakeholders.

Protocol for use: Distribute at beginning of fair in information packets. Parents return form to designated location. Planning committee may also email this form to parents who do not turn one in at the fair.

Evaluation Level: This evaluation tool primarily focuses on NSTTAC Evaluation **Level One: Quality, Usefulness, and Relevance**. This level evaluates participant reactions to professional development, technical assistance, training, or coaching.

Parent-to-Parent Networking Day
Evaluation

Thank you for attending the parent-to-parent networking day. Please take a few minutes to provide us with some feedback which will help us to plan future parent workshops.

I. Usefulness: Please rate how **useful** the following items on a scale from 1 to 10 with 1 being not useful at all and a 10 being extremely useful.

****

1. Opening Session – Alphabet Soup – How was this useful information?

Not Useful At All!	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**Extremely Useful!**

****

2. **Name of Breakout Session 1** (10:50 – Noon):_____
   How was this useful information?

Not Useful At All!	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**Extremely Useful!**

****

3. **Name of Breakout Session 2** (12:50 – 2:00): _____
   How was this useful information?

Not Useful At All!	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**Extremely Useful!**

****

4. **Name of Breakout Session** 3 (2:05 – 3:15): _____
   How was this useful information?

Not Useful At All!	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**Extremely Useful!**

Adapted from Eaton Intermediate School District

II. Please answer the following questions:

5. Which information or speaker(s) did you find most helpful?

6. What topics would you like to see at next year's Networking Day?

7. What topics would you like to see throughout the year?

8. Would you like to be contacted?

9. Are you interested in becoming a part of the Parent Advisory Committee (PAC)?

10. Anything else you'd like to let us know?

Thank you for attending today's Networking Day. We hope you have learned something useful for your child's journey through school to life.

(Optional)

Name: _____ Phone: _____

Address: _____

Adapted from Eaton Intermediate School District

Title: Parent Sessions Evaluation

Context for use: This evaluation measures the quality, usefulness, and relevance of sessions in the parent strand of a transition fair. Data gathered by this tool can be used to evaluate how well the event met its objectives, to identify continued areas of need, and to report progress to other stakeholders. The form includes a place for parents to request information from transition service providers.

Protocol for use: Include in information packet or distribute at end of conference. Parents return form to designated location.

Evaluation Level: This evaluation tool primarily focuses on NSTTAC Evaluation **Level One: Quality, Usefulness, and Relevance**. This level evaluates participant reactions to professional development, technical assistance, training, or coaching.

School District
Transition Conference – Build Tomorrow Today!

Parent Sessions Evaluation

Thank you for attending the parent sessions at the EISD Transition Conference. Please take a few minutes to provide us with some feedback that will assist us with planning future parent workshops.

I. Please indicate how **useful** the information was by circling:

Session	Not at all Useful	Not Very Useful	Somewhat Useful	Very Useful	Didn't Attend
1. Exhibits	1	2	3	4	n/a
2. Keynote	1	2	3	4	n/a
3. Career Preparation Center	1	2	3	4	n/a
4. Lansing Community College	1	2	3	4	n/a
5. Social Security	1	2	3	4	n/a
6. Michigan Career and Technical Institute	1	2	3	4	n/a
7. MRS – Supported Services	1	2	3	4	n/a
8. MRS – General Services	1	2	3	4	n/a
9. Supported Housing Options	1	2	3	4	n/a
10. Transition and Setting Goals	1	2	3	4	n/a

II. Please answer the following questions:

11. Which information or speakers did you find most helpful?

12. What information would you like for future conferences?

13. How did you hear about the conference?

14. Do you want the Transition Office to contact you with more information? ❑Yes ❑No
15. If yes, what kind of information would you like us to provide?

Name: _____ Phone: _____

Address: _____

Thank you so very much for attending and we hope that we have answered some of your questions to help ease your mind as your child transitions to the next stage in their life.

Adapted from Eaton Intermediate School District

Title: Agency Evaluation of Employment-Focused Transition Fair

Context for use: Agency personnel and employers may use this survey to evaluate the employment-focused Transition Fair. The results may be used to inform planning the next fair.

Protocol for use: Hand out this survey as part of information packet at beginning of fair, or give one to each agency or employer represented. Collect before fair ends, or call each person who does not submit an evaluation.

Evaluation Level: This evaluation tool primarily focuses on NSTTAC Evaluation **Level One: Quality, Usefulness, and Relevance**. This level evaluates participant reactions to professional development, technical assistance, training, or coaching.

Agency Evaluation Tool for Employment-Focused Transition Fair

Thank you for exhibiting at the employment-focused transition fair. We could not do this without your support. We would like to know about your experience so we can make improvements. Please indicate your agreement to the following questions.

My experience	Strongly Disagree	Disagree	Agree	Strongly Agree
1. I was invited to participate in the transition fair with enough advance notice to fully prepare.	1	2	3	4
2. The person who contacted my agency/business was courteous and informative.	1	2	3	4
3. My contacts with the school have been handled in a professional manner.	1	2	3	4
4. The time allotted for the event was appropriate.	1	2	3	4
5. I felt participants were genuinely interested in my business/agency.	1	2	3	4
6. I plan to pursue further connections with participants.	1	2	3	4
7. Participation in this event yielded positive outcomes for my business/agency.	1	2	3	4
8. I am interested in participating next year.	1	2	3	4
9. I am interested in making stronger connections with the school.	1	2	3	4

10. In your opinion, what were the most positive aspects of the transition fair?

    _____

    _____

11. In your opinion, what needs to improve for next year?

    _____

    _____

12. In your opinion, what else could the school do to improve student post high school success?

    _____

    _____

Adapted in part from Baugher, R., & Nichols, J. (2008). Conducting a rural school district transition fair: Successes and challenges for students with disabilities. *Education, 129*(2), 216-223.

Section 6

Evaluation of Participant Learning Outcomes

Title: Transition-Related Activities and Services at Transition Fair Examples

Context for use: These examples illustrate that transition-related services and activities available at the transition fair can satisfy the IDEA 2004 requirements for the identification of services and activities related to transition goal areas, and requirements for annual transition-related annual goals.

Protocol for use: Develop annual goals, and transition-related activities and services at student's annual IEP. After transition fair, record student achievement of goals at fair, for future review of student progress.

Transition-Related Activities and Services at Transition Fair		
Post-Secondary Goal Area	Annual IEP Goal	Related Service or Activity
General	Student will name 2 agencies that he can utilize for post-secondary services.	Visit agency exhibitors at transition fair.
General	Student will identify (X) characteristics of disability.	Take learning styles inventory at computer kiosk at transition fair.
Employment, Education and Training	Student will investigate (X) post-secondary job training programs.	Gather information at transition fair on post-secondary job training programs. Set up 2 tours with job training program representatives at the fair.
Employment	Student will apply for a part-time job.	Complete applications at the fair or take applications home from 2 employers at the fair.
Employment	Student will complete a mock interview with a community employer.	Participate in mock interview preparation at school and mock interview at transition fair.
Independent Living Skills	Student will identify (X) transportation options.	Investigate Public Transit options. Apply for Para Transit Service, if applicable.
Independent Living Skills	Student will demonstrate the use of 3 cooking tools.	Participate in independent living skills obstacle course at transition fair.
Independent Living Skills	Student will identify 3 ways to pay for a purchase in a store.	Participate in banking breakout session at transition fair.
Community Participation	Student will identify (X) leisure/recreation activities of interest.	Visit local Coweta Parks and Rec exhibit at fair. Gather information at breakout session at transition fair.
Employment, Independent Living Skills, Education and Training	Student will complete a functional vocational evaluation (career preference, adaptive behavior, and self-determination inventories.	Complete inventories at transition fair computer station.

Title: Checklist Brochure

Context for use: This checklist gives attendees a place to record which sessions they attended, and which exhibitors they visited. This brochure is used to document the students activities at the fair, and matched to transition activities and services which were written into the student's IEP. Students are told ahead of time how many sessions they must attend and how many exhibitors they must visit to receive credit for attending the fair. Session facilitators stamp the brochure, and exhibitors initial their spaces to record the student's attendance.

Protocol for use: Students and other attendees use this form to record their attendance at the information sessions and the exhibits. Brochure is returned to designated location on exit from the fair, and later used to document activities and services linked to IEP annual or postsecondary goals.

Evaluation Level: This evaluation tool primarily focuses on NSTTAC Evaluation **Level Two: Participant Learning Outcomes**. This level evaluates to what degree participants learned what was intended.

Directions

Students:

On the inside of this brochure is a list of vendors. Please check the boxes of the ones you have visited.

Below, you will also find a place to check for sessions attended.

Thank you for your participation.

Sessions

- ☐ **Draft and Voter Registration**
  Sgt Hinkson
- ☐ **Interview & Resume**
  Workforce Ed
- ☐ **Checking & Savings Accounts**
  First Federal
- ☐ **Personal Appearance**
  Geri Wynn
- ☐ **Driving Rules & Regulations**
  Lt. Mike

Thanks!

To everyone who worked to make the 2010 Transition Fair a success!

Members of the
Valley Springs National Honor Society
for their assistance.

Food Vendors 2010

Community First Bank
First National Bank of Green Forest
Regions Bank
First Federal Bank
Bank of the Ozarks
Hudson's Supermarket
Edward's Grocery
UNFI - Duffy's Store
Pippin Wholesale

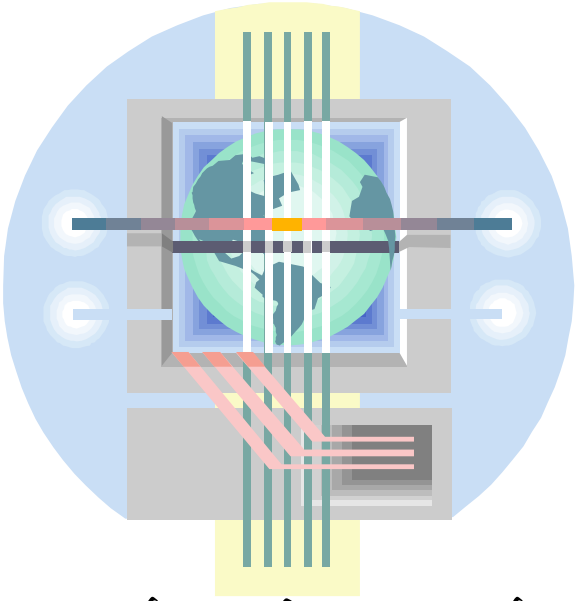
Special Education

Transition Fair

April 29, 2010

9:00 am-12:30 pm

North Arkansas College Gym



Links to Life & Beyond

Sponsored by the
OUR Educational Cooperative
and North Arkansas College

Vendors

- ☐ AR Career Training Institute
- ☐ AR Dept of Work Force Services
- ☐ AR People First
- ☐ Arkansas Department of Human Svc
- ☐ Arkansas Forestry Commission
- ☐ Arkansas Rehabilitation Services
- ☐ Arkansas Services for the Blind
- ☐ Arkansas State Highway & Transportation Department
- ☐ Arkansas Workforce Center
- ☐ Boone County Special Services
- ☐ BOST Inc.
- ☐ Buffalo National River/National Park Service
- ☐ Carroll County Health Unit
- ☐ City of Harrison - Fire Department
- ☐ City of Harrison - City Streets, Water, Bldgs & Grounds, Waste
- ☐ City of Harrison - Law Enforcement
- ☐ Claridge Products & Equipment Inc
- ☐ Department of Health
- ☐ EAST Facilitator
- ☐ Employ Ability Project
- ☐ Farm Bureau Insurance
- ☐ I CAN: Increase Capabilities Access Network
- ☐ Independent Case Management Inc
- ☐ Independent Living, Inc
- ☐ Newton County Special Sercies Corp, Inc
- ☐ Newton County Tobacco Education
- ☐ North AR School of Massage
- ☐ North Arkansas Regional Medical Center (EMS)
- ☐ North Arkansas College
- ☐ North Arkansas College Adult Educ
- ☐ Northark Technical Center
- ☐ Ozark Rape Crisis Center
- ☐ Penmac Personnel Services Inc
- ☐ Pippin Wholesale
- ☐ Project Arkanas Work Incentives
- ☐ Searcy County Health Unit - DHS
- ☐ Social Security Administration
- ☐ Title V Children with Special Health Care
- ☐ University of the Ozarks - Jones Learning Center
- ☐ US Army
- ☐ Vista Health Services
- ☐ Walmart
- ☐ Worth Tax & Bookkeeping
- ☐ Other:_____
- ☐ Other:_____

Title: Student Transition Fair Post-then-Pre Survey

Context for use: This post-then-pre-test provides an opportunity for coordinator to measure how much a student learned by attending the transition fair. This information may be used to inform future activities and provide data to stakeholders.

Protocol for use: The post-then-pre-test is given at the conclusion of the event. Students rate how much they knew before attending the event and how much they know now. Students complete the form and return to designated location.

Evaluation Level: This evaluation tool primarily focuses on NSTTAC Evaluation **Level Two: Participant Learning Outcomes**. This level evaluates to what degree participants learned what was intended.

Student Transition Fair Post-then-Pre Survey

Please circle the words that best represents your knowledge **before** and **after** the Transition Fair.

BEFORE	How much did you know about:	AFTER
Nothing A little A lot	Your disability?	Nothing A little A lot
Nothing A little A lot	Your accommodations?	Nothing A little A lot
Nothing A little A lot	How to open a case with rehabilitation services?	Nothing A little A lot
Nothing A little A lot	How to access transportation?	Nothing A little A lot
Nothing A little A lot	How to get a job?	Nothing A little A lot
Nothing A little A lot	Where to get help finding a job?	Nothing A little A lot
Nothing A little A lot	How to get into college?	Nothing A little A lot
Nothing A little A lot	Where to go to access disability services in college?	Nothing A little A lot
Nothing A little A lot	Where to get help with housing?	Nothing A little A lot

Student Transition Fair Post-then-Pre Survey

Please circle the words that best represents your knowledge **before** and **after** the Transition Fair.

BEFORE	How much did you know about:	AFTER
Nothing A little A lot	Your disability?	Nothing A little A lot
Nothing A little A lot	Your accommodations?	Nothing A little A lot
Nothing A little A lot	How to open a case with rehabilitation services?	Nothing A little A lot
Nothing A little A lot	How to access transportation?	Nothing A little A lot
Nothing A little A lot	How to get a job?	Nothing A little A lot
Nothing A little A lot	Where to get help finding a job?	Nothing A little A lot
Nothing A little A lot	How to get into college?	Nothing A little A lot
Nothing A little A lot	Where to go to access disability services in college?	Nothing A little A lot
Nothing A little A lot	Where to get help with housing?	Nothing A little A lot

Title: Student Transition Fair Pre-test and Post-test

Context for use: This pre-test and post-test measure student learning gained by attending the transition fair. This information may be used to improve future activities and provide data to stakeholders.

Protocol for use: Pre-test is administered during the weeks prior to the transition fair or as the students arrive. The identical post-test version may be given on-site just before leaving the fair or in the classroom. If administered in the classroom, the post-test should be given within a few days of attending the transition fair. Students need to identify themselves in order to match post-test with pre-test results.

Evaluation Level: This evaluation tool primarily focuses on NSTTAC Evaluation **Level Two: Participant Learning Outcomes**. This level evaluates to what degree participants learned what was intended.

Student Transition Fair
Pre-test

Please answer the following questions. Your answers will help us improve future transition fairs. Students that turn in both the pre-test and post-test will earn a prize.

1. First name: _____ Last name _____
2. School: _____
3. Teacher: _____
4. Age: _____
5. Grade: _____
6. What is your disability?
7. If you need help finding a job, what agency could help you?
8. What is an accommodation you might ask for on a job?
9. What is one new thing you learned today?
10. How could we improve the transition fair for next year?

Adapted from Eaton Intermediate School District

Student Transition Fair
Post-test

Please answer the following questions. Your answers will help us improve future transition fairs. Students that turn in both the pre-test and post-test will earn a prize.

1. First name: _____ Last name _____
2. School: _____
3. Teacher: _____
4. Age: _____
5. Grade: _____
6. What is your disability?
7. If you need help finding a job, what agency could help you?
8. What is an accommodation you might ask for on a job?
9. What is one new thing you learned today?
10. How could we improve the transition fair for next year?

Adapted from Eaton County Intermediate School District

Title:	Assessment of Student Involvement in Transition Planning
Context for use:	Form for educator to document information about the involvement of a student in his/her IEP meeting
Protocol for use:	This form should be completed at the conclusion of the IEP meeting.

Assessment of Student Involvement in Transition Planning

School: _____ **Date of IEP meeting:** _____

Meeting Characteristics

1. **Time meeting began:** _____
2. **Time meeting ended:** _____
3. **Total meeting time:** _____
4. **Present at meeting:** (check all that apply)

____	Student	____	School administrator
____	Parent(s) or Guardian(s)	____	District administrator
____	Spec Ed teacher--	____	Guidance counselor
	IEP responsibility	____	Vocational Rehabilitation counselor
____	Spec Ed teacher--	____	Developmental Disabilities Service Provider
	non IEP responsibility	____	Education-based related services provider
____	Spec Ed Voc Coordinator		_____
____	Vocational teacher	____	Other(s) (specify)
____	"General Ed" academic teacher		_____
			_____

5. **The meeting was directed or conducted by:** (check one)

____	Student	____	School administrator
____	Parent(s) or Guardian(s)	____	District administrator
____	Spec Ed teacher--	____	Guidance counselor
	IEP responsibility	____	Vocational Rehabilitation counselor
____	Spec Ed teacher--	____	Developmental Disabilities Service Provider
	non IEP responsibility	____	Education-based related services provider
____	Spec Ed Voc Coordinator		_____
____	Vocational teacher	____	Other(s) (specify)
____	"General Ed" academic teacher		_____
			_____

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Student Characteristics

6. **Student's initials:** _____

7. **Student's ID #:** _____

8. **Student's age:** _____

9. **Student's grade classification:**

   ____ 9 ____ 10 ____ 11 ____ 12 ____ post 12

10. **Student's disability classification:**

    ____ LD ____ BD or EI ____ Mild MR ____ Moderate MR ____ Severe MR

    ____ HI ____ VI ____ Autistic ____ Phys. Dis ____ Other health

    ____ TBI ____ Speech ____ Multiple ____Deaf-blindness

11. **Student's ability to communicate orally (or using sign language if student has a hearing impairment):**

    ____ Student communicates ***without assistance***

    ____ Student communicates ***with assistance*** (Explain nature of assistance--

    e.g., interpreter, talker, etc.) _____

    ____ Student does **not** communicate orally, through sign language, or with technology)

IEP Meeting and Planning Characteristics

12. **A vision statement regarding the student's post-school goals:**

    ____ Was completed in advance of the meeting by the student

    ____ Was completed in advance of the meeting by the parent(s) or guardian(s)

    ____ Was completed in advance of the meeting by a teacher

    ____ Was *not* completed in advance of the meeting

13. **The *student* identified post-school goals in:**

    ____ Each transition outcome area (e.g., postsecondary education or employment, residential, leisure)

    ____ A limited number of areas (e.g., 1 or 2)

    ____ No outcome areas

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Please use the following scale to answer Questions 14 - 21:

1 **Great extent**: Contributed information throughout the meeting, across topics

2 **Limited extent:** Contributed information occasionally during the meeting, or on just a few topics

3 **Not at all:** Contributed very little or no information

		Circle the appropriate number		
14.	**The student provided input related to the identification of annual goals**	**1**	**2**	**3**
15.	**The student provided input related to the identification of objectives for the annual goals**	**1**	**2**	**3**
16.	**The student provided information about his or her limitations or problem areas**	**1**	**2**	**3**
17.	**The student provided information about his or her interests**	**1**	**2**	**3**
18.	**The student provided information about his or her course preferences**	**1**	**2**	**3**
19.	**The student provided information about his or her past performance related to educational goals or objectives**	**1**	**2**	**3**
20.	**Overall, during the IEP meeting, the student participated in discussion**	**1**	**2**	**3**
21.	**In general, the person conducting the meeting solicited student input**	**1**	**2**	**3**

Notes:

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Please use the following scale to answer Questions 22 - 29:

1 **Great extent**: Contributed information throughout the meeting, across topics

2 **Limited extent:** Contributed information occasionally during the meeting, or on just a few topics

3 **Not at all:** Contributed very little or no information

		Circle the appropriate number		
22.	**The parent provided input related to the identification of annual goals**	**1**	**2**	**3**
23.	**The parent provided input related to the identification of objectives for the annual goals**	**1**	**2**	**3**
24.	**The parent provided information about the student's limitations or problem areas**	**1**	**2**	**3**
25.	**The parent provided information about the student's interests**	**1**	**2**	**3**
26.	**The parent provided information about his or her course preferences for the student**	**1**	**2**	**3**
27.	**The parent provided information about the student's past performance related to educational goals or objectives**	**1**	**2**	**3**
28.	**Overall, during the IEP meeting, the parent participated in discussion**	**1**	**2**	**3**
29.	**In general, the person conducting the meeting solicited parent input**	**1**	**2**	**3**

Notes:

_____

_____

_____

_____

_____

Observer: _____

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Title: Student Mock Interview Performance Interviewer Evaluation

Context for use: This tool can be used after mock or real employment interviews to record a student's performance. The tool can be used to record progress and inform planning.

Protocol for use: Interviewer or other observer completes this evaluation form after each interview to give feedback to student and others. Interviewer returns form to designated location.

Evaluation Level: This evaluation tool primarily focuses on NSTTAC Evaluation **Level Two: Participant Learning Outcomes**. This level evaluates to what degree participants learned what was intended.

Student Mock Interview Performance Interviewer Evaluation

Thank you for participating in our student mock interview activity. We wouldn't be able to do this without you! Please take a moment and give the students feedback to help them improve for future interviews.

Students Name: _____

Interviewer Name: _____ Date: _____

Appearance	Poor	Fair	Average	Good	Excellent
1. Dress (professional attire)	1	2	3	4	5
2. Hair (cut, clean, and combed)	1	2	3	4	5
3. Fingernails (clipped and clean)	1	2	3	4	5
4. Teeth (brushed with no bad breath)	1	2	3	4	5
5. Smell (wore deodorant, no smoke smell, no excessive perfume or cologne)	1	2	3	4	5

Greeting	Poor	Fair	Average	Good	Excellent
6. On-time	1	2	3	4	5
7. Firm handshake	1	2	3	4	5
8. Eye contact	1	2	3	4	5
9. Greeted interviewer by name	1	2	3	4	5
10. Introduced self	1	2	3	4	5
11. Smiled	1	2	3	4	5
12. Shared resume	1	2	3	4	5
13. Shared portfolio	1	2	3	4	5

Interview	Poor	Fair	Average	Good	Excellent
14. Let interviewer lead	1	2	3	4	5
15. Listened carefully	1	2	3	4	5
16. Spoke clearly	1	2	3	4	5
17. Avoided using um, ugh, yep, like	1	2	3	4	5

18. Appeared enthusiastic	1	2	3	4	5
19. Stayed calm	1	2	3	4	5
20. Answered all questions	1	2	3	4	5
21. Emphasized strengths and avoided weaknesses	1	2	3	4	5
22. Provided explanations	1	2	3	4	5
23. Provided examples	1	2	3	4	5
24. Asked appropriate questions about the company or job	1	2	3	4	5
25. Kept positive attitude	1	2	3	4	5

26. In your opinion, what could the student do to better prepare for the interview?

_____

_____

27. Would you hire this student? Why or why not?

_____

_____

Title: Student Mock Interview – Performance Self-Evaluation

Context for use: This tool can be used after mock or real employment interviews to record a student's performance. The tool can be used to record progress and inform planning.

Protocol for use: Student completes this self-evaluation evaluation form after interview to reflect on performance and to provide information to teacher and others. Student returns form to designated location.

Evaluation Level: This evaluation tool primarily focuses on NSTTAC Evaluation **Level Two: Participant Learning Outcomes**. This level evaluates to what degree participants learned what was intended.

Student Mock Interview Performance Self-Evaluation

Now that you've completed your interview, please rate how you did.

Students Name: _____

Interviewer Name: _____ Date: _____

Appearance	Poor	Fair	Average	Good	Excellent
1. Dress (professional attire)	1	2	3	4	5
2. Hair (cut, clean, and combed)	1	2	3	4	5
3. Fingernails (clipped and clean)	1	2	3	4	5
4. Teeth (brushed with no bad breath)	1	2	3	4	5
5. Smell (wore deodorant, no smoke smell, no excessive perfume or cologne)	1	2	3	4	5

Greeting	Poor	Fair	Average	Good	Excellent
6. On-time	1	2	3	4	5
7. Firm handshake	1	2	3	4	5
8. Eye contact	1	2	3	4	5
9. Greeted interviewer by name	1	2	3	4	5
10. Introduced self	1	2	3	4	5
11. Smiled	1	2	3	4	5

Interview	Poor	Fair	Average	Good	Excellent
12. Let interviewer lead	1	2	3	4	5
13. Listened carefully	1	2	3	4	5
14. Spoke clearly	1	2	3	4	5
15. Avoided using um, ugh, yep, like	1	2	3	4	5
16. Appeared enthusiastic	1	2	3	4	5
17. Stayed calm	1	2	3	4	5
18. Answered all questions	1	2	3	4	5

19. Emphasized strengths and avoided weaknesses	1	2	3	4	5
20. Provided explanations	1	2	3	4	5
21. Provided examples	1	2	3	4	5
22. Asked appropriate questions about the company or job	1	2	3	4	5
23. Kept positive attitude	1	2	3	4	5

24. Please describe what you **liked** best about the mock interview activity:

_____

_____

25. Please describe what you **did not like** about the mock interview activity:

_____

_____

26. What could we have done to better prepare you for the interviews?

_____

_____

27. Gender:
    - ☐ Male
    - ☐ Female

28. Grade:
    - ☐ 9th
    - ☐ 10th
    - ☐ 11th
    - ☐ 12th

Title: Student Mock Interview Preparation Checklist

Context for use: This tool can be used before mock or real employment interviews to record a student's preparation for the interview. The tool can be used to record progress and inform planning.

Protocol for use: Student completes this checklist to prepare for an interview. Student may use this tool to reflect on performance and to provide information to teacher and others. Student returns checklist to designated location.

Evaluation Level: This evaluation tool primarily focuses on NSTTAC Evaluation **Level Two: Participant Learning Outcomes**. This level evaluates to what degree participants learned what was intended.

Student Mock Interview Preparation Checklist

Congratulations! You've been invited to participate in mock interview day on January 18. Being chosen for an interview means someone is interested in your skills, knowledge and experience. They want to see if you are a good fit for their job. You need to sell yourself!

The interview is when you want to tell the employer about your strengths, skills, education, and work experience. Knowing yourself and being able to answer questions is what is going to get you the job. The best way to do this is to prepare and practice. The mock interview day is your chance to do this. The following checklist will help you do your best.

Check	Dress for Success Tasks
	Pick out appropriate clothing: men – dress shirt with collar, tie, dress pants, belt, black socks, dress shoes women – professional looking dress or dress shirt, knee length skirt or dress pants, belt, nylons or black socks, dress shoes
	Make sure clothing is clean and wrinkle free
	Fingernails are clipped and clean
	Hair is cut, clean, and combed
	Teeth are brushed
	Wearing deodorant
	The no's: No jeans No baggie pants No loud colors No loud nail polish No big jewelry No gauges or piercings that show No excessive makeup No perfume, aftershave, cologne No gum No profanity Avoid smelling like smoke

Check	Homework – Know Information about Them
	Learn about the company
	What do they do/make?
	If you know someone that works there, ask them questions (Does that person like working there, why or why not?)
	How long have they been in the area?
	What skills do you have that they want?

Check	Homework - Questions You May Be Asked
	Tell me about yourself
	What do you consider your major strengths?
	What do you consider your major weaknesses?
	What lead you to apply for this position?
	Why should I hire you?
	How do you handle pressure?
	How would you handle conflict with another employee?
	What skills do you have that would help with this job?
	What do you do for fun?

Check	Coming Prepared Tasks
	Know where you are going
	Arrive 5-15 minutes early
	Bring copies of your resume
	Bring your portfolio
	Bring a notepad and pen
	Bring ideas for a couple of questions

Title: Student Job Readiness Pre-test and Post-test

Context for use: This pre-test and post-test measure student learning gained by attending an employment-focused transition fair. This information may be used to improve future activities and provide data to stakeholders.

Protocol for use: Pre-test is administered during the weeks prior to the transition fair or as the students arrive. The identical post-test version may be given on-site just before leaving the conference or in the classroom. If administered in the classroom, the post-test should be given within a few days of attending the transition fair. Students need to identify themselves in order to match post-test results.

Evaluation Level: This evaluation tool primarily focuses on NSTTAC Evaluation **Level Two: Participant Learning Outcomes**. This level evaluates to what degree participants learned what was intended.

Job Readiness Transition Fair

Pre-test

Name: _____ **Age:** _____ **Gender:** _____

School: _____ **Grade:** _____

Please circle **Yes, With Help,** or **No** for each of the following statements:

Statement	Circle One		
1. I can name the "Ten Steps to Transition"	Yes	With Help	No
2. I know how to find job openings in my town	Yes	With Help	No
3. I know the Child Labor laws	Yes	With Help	No
4. I know what steps to take to apply for a job	Yes	With Help	No
5. I know how to fill out a job application	Yes	With Help	No
6. I know how to prepare a resume	Yes	With Help	No
7. I understand the job interview process	Yes	With Help	No
8. I know how to participate in my IEP	Yes	With Help	No
9. I know how to receive services from Workforce Development	Yes	With Help	No

Adapted from the NSTTAC Evaluation Toolkit

Job Readiness Transition Fair

Post-test and Evaluation

Name: _____ **Age:** _____ **Gender:** _____

School: _____ **Grade:** _____

Circle **Yes, With Help,** or **No** for each of the following statements:

Statement	Circle One		
1. I can name the "Ten Steps to Transition"	Yes	With Help	No
2. I know how to find job openings in my town	Yes	With Help	No
3. I know the Child Labor laws	Yes	With Help	No
4. I know what steps to take to apply for a job	Yes	With Help	No
5. I know how to fill out a job application	Yes	With Help	No
6. I know how to prepare a resume	Yes	With Help	No
7. I understand the job interview process	Yes	With Help	No
8. I know how to participate in my IEP	Yes	With Help	No
9. I know how to receive services from Workforce Development	Yes	With Help	No

10. Which session did you like the most? Why?

11. List 3 things you learned today:
    a.
    b.
    c.

12. How could we improve the transition fair?

Adapted from the NSTTAC Evaluation Toolkit

Title: Resume Worksheet and Pocket Resume Example

Context for use: Teachers receive the letter to explain the pocket resume. Students complete the worksheet. Fair planners create the pocket resumes, to be distributed at the fair.

Protocol for use: Send worksheet to teachers of student participants several weeks ahead of the fair, so that the pocket resumes will be printed and laminated, to be distributed at the fair.

Letter to Accompany Resume Worksheet and Pocket Resume Sample

Date: December 3, 2001
To: Secondary Special Education Teachers
Re: Student Transition Conference: T-shirt Contest and Student Personal Fact Sheets

This is the first in a series of memos and notices that you will be receiving on our upcoming Student Transition Conference on March 6th and 7th at Olivet College. The committee has been working very hard to prepare for another outstanding event.

I have attached a Resume Worksheet and sample Pocket Resume, which is designed to fit on a business card.

The first year we offered this conference (back in 1998), we gave students a business card sized resume with all of their personal information on it (see attached sample). These were very well received and I know of students that still keep theirs in their wallets or purses. This year the committee decided to provide this to the students again. Please have each student completely fill out the attached Resume Worksheet. Ask your students to print neatly so that we are able to read all of their information. On the day of the conference, they will receive their personalized card.

The Resume Worksheet is due by February 15.

Used by permission of Eaton Intermediate School District

RESUME WORKSHEET AND POCKET RESUME

Personal:

Name _____ SS# _____ DOB _____

Address _____ Phone # _____
(Number, Street, City, State, Zip Code)

Work Experience:

Name of company where you worked last _____

Address _____ Phone # _____
(Number, Street, City, State, Zip Code)

When you worked: Start _____ Left _____ (if still there, write present)
(month & year) (month & year)

Job Title _____ Supervisor _____

Duties _____ Salary _____

Why you left _____

Name of company where you worked before the one above _____

Address _____ Phone # _____
(Number, Street, City, State, Zip Code)

When you worked: Start _____ Left _____ (if still there, write present)
(month & year) (month & year)

Job Title _____ Supervisor _____

Duties _____ Salary _____

Why you left _____

Education:

Name of High School _____ City & State _____

Years attended _____ When will you graduate _____

Names of other schools attended _____
(Business, Vocational, College)

City & State _____ Years attended _____

Special subjects studied _____

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Special Skills or Attributes (list at least 3):

_____

(Skills such as: Drive a car, typing skills, work skills, hobbies, organization involvement, dependable)

References: (Think of 3 people, not related, who know you well)

Name _____ Job Title _____

Address _____ Phone # _____

Name _____ Job Title _____

Address _____ Phone # _____

Name _____ Job Title _____

Address _____ Phone # _____

Front

Personal Data:
Student Name 123-45-1234 9/29/60
5701 S. Stine Road
Work Experience:
Coca Cola
123 Coke Drive Lansing, Michigan 49076
Sept. 75 – Feb. 82 $4.15 per hour
Supervisors: Duties: enter data
Reason Left: Found a new job

Coca Cola
123 Coke Drive Lansing, Michigan 49076
Sept. 75 – Feb. 82 $4.15 per hour
Supervisors: Duties: enter data
Reason Left: Found a new job

Back

Education:
DeWitt High School LCC VOED
DeWitt , Michigan
Lansing,Michigan
1974-1978 Graduated: June 1978 1979

Special Skills:
Friendly, Organized, Hard Worker

References
<Name>1790 E. Packard, Charlotte, MI 48813 Transition Aide
<<Name>>Hello Street, Charlotte, MI 48813 Teacher
<<Name>>89 Kind Ave., Olivet, MI 48906 Self Employed

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Section 7

After the Event Dissemination, Recognition, and Sustainability

Title: Post-Fair Press Release

Context for use: Designated planning committee member sends a press release to local media outlets after the fair to highlight the fair's activities, to acknowledge school districts, schools, teachers, students, agencies, local businesses and others. The press release may also serve to inform funders and other stakeholders of the success of the fair. A similar document could be released before a fair.

Protocol for use: Planning committee member sends the press release to report on the fair activities, and keeps a copy as a summary of the fair planning the next fair.

PRESS RELEASE

2009 Transition Fair – The Biggest & Best Yet!

Five Counties Involved – Harrison, Arkansas – The Ozark Unlimited Resources Cooperative (OUR) and North Arkansas College recently hosted the 2009 Transition Fair for high school students with special needs and their parents at North Arkansas College.

Two years ago, a group of dedicated special education teachers, special education supervisors, OUR staff, and a state transition consultant met at the OUR Coop to decide how to develop a forum to help meet the transition needs of the students in a five county area. Out of this meeting, the OUR Task Force was created and an idea was developed and executed to have an annual transition fair. This fair was to put these students and their parents in touch with several different agencies that could help them with transition from high school to adult life.

The theme of this year's transition fair was "Mapping Your Future". Approximately 260 high school students participated from five counties in Arkansas including Baxter, Boone, Marion, Newton, and Searcy, the largest group of students to attend since the fair was started two years ago. The students and parents had the opportunity to meet with representatives of 20 different agencies and organizations to discuss the services available to them in transition to life after high school.

Not only did the agencies and organizations participate and support the fair, but area banks, businesses, and restaurants helped by donating food and door prizes. Without the help and support of all the schools, agencies, organizations, banks, businesses, and restaurants, this idea for an annual Transition Fair would never have happened or been the success it has been and hopefully will continue to be. It is the OUR Transition Task Force's hope that each succeeding year will be the biggest and best fair yet.

###

Used by permission of OUR Cooperative

Title: Letter of Thanks to Donors of Door Prizes

Context for use: This letter is completed and sent to donors after the fair.

Protocol for use: Planning committee member sends this letter to donors.

March 11, 2012

«Contactname»
«Company»
«Address»
«Cityzip»

Dear «Contactname»,

We would like to thank you for your donation «Donateditem» to the Eaton County Student Transition Conference that was held at Olivet College on March 6th and 7th. With the support of your company, «Company», the participants at the conference had the opportunity to receive a door prize.

On behalf of the students, staff, parents, and planning committee, we would like to express our sincere thanks for your support in making this event extra special.

Sincerely,

Transition Coordinator
Planning Committee Chairperson

Used by Permission of Eaton Intermediate School District

Title: Summary of Evaluations of Transition Fair

Context for use: This example shows the way one district organized its debriefing and summary of evaluations at a meeting following the fair.

Protocol for use: A similarly formatted document may be used at a meeting following the fair, and again at the first meeting for planning the next fair.

Summary of Evaluations of Transition Fair

EXHIBITS

Things to Change:	Give shirts as gifts Need more time to plan and organize, committee should handle everything and not have to rely on us to send information out. People contacting would be the same ones sending out letters and thank you. Send a Copy of article about the conference and a few pictures with information
Positives:	Exhibitors seemed to enjoy the students and many stayed all day

SCHEDULE — Need to look at creative scheduling

FACILITY

Things to Change:	Kirk Center – set off alarm at handicap entrance on right side of the building Clocks didn't work Basement cold Food was poor, need ice-cream Different facility
Positive:	cost

DOOR PRIZES

Things to Change:	Picture presentation Teacher door prizes
Positive:	Parents loved them! Great!

SPEAKERS

Things to Change:	Marriage for juniors and seniors only Keynote too long, 45 minutes at most Give speakers 3 bottles of water in the a.m. for each room More TMI and EMI sessions – more hands on topics such as pet grooming, cake decorating, and gardening. Use "*" to indicate on the registration. Ease out parents, R.A.V.E, and Martha – need improvement Hand out goodies at the end of session. ADD student found himself playing with flash light instead of listening and he wanted to hear the speaker
Positive:	Ron Schultz; Jill Jensen; Mark Dennis; Jennifer Kurchera; Roxane (Jr. & Sr. only); and Marie Hansen (Th.)

PARENT STRAND

Things to Change:	Visit exhibits early Keynote at lunch only, then they can have longer sessions and get more individual and detailed information

Used by permission of Eaton Intermediate School District

Positive:	23 parents Good Topics Stay with just one day

PRE-CONFERENCE MATERIALS

Things to Change:	Too much information Lesson plan out earlier Add checklist with deadlines & time frames to packet Director Support Count as P.D. day Letter informing parents from director Students from every local on committee Speakers, committee, and addresses for the update book in stead of every teacher packet Change teacher form and information Add pictures to PowerPoint discs. Color code lunches Print different forms on different color paper To get brochures on "How to Inspect a Used Car," from CU, we need to order 2 or 3 months ahead. Remind Locals they are responsible for permission
Positives:	Great lesson plan! (PowerPoint overhead) Like all the information Good Brochure Need more students on committee

FACILITATORS

Things to Change:	Put in folders People not showing up Time for lunch on sheet
Positives:	Lending Library

PACKETS

Things to Change:	Don't stick cards on folders – sort by district No need for paper in packets Better quality pencil Take out maps and attendance Contact list in update and committee members
Positive:	none

Used by permission of Eaton Intermediate School District

Title: Core Team Pre-Planning Agenda

Context for use: This is an example of early pre-planning to be completed by the Core Team just after the transition fair to plan for next year's fair. A complete year of transition fair planning agendas follows this document. Early agendas determine roles and responsibilities and look back at previous fairs. Later in the year, agendas are used to keep track of the many details of the fair's logistics to be discussed at planning meetings.

Protocol for use: The planning committee chair sends this agenda prior to the core team's meeting after the transition fair has been held.

Core Team Pre-Planning Agenda

May 18, 2013

I. Welcome and Introductions

II. What we have done in the past?

III. What do we need to consider for the future?
- A. Budget
- B. Outcomes – must be able to collect data
- C. Who should attend? Grades? Disabilities?
- D. Other possible changes
- E. Online Registration
- F. Transportation
- G. Marketing strategies

IV. What directions do we want to go in?
- A. Reality Store
- B. One day conference
- C. Other options

V. Committee Members

VI. Keynote Speaker
- A. One Family's Story
- B. VR client

VII. Funding ideas?
- A. Restaurant Night

VIII. Transition Grant through the State – I need your ideas!

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Section 8

Appendices

NSTTAC Indicator 13 Checklist Form A
(Meets Minimum SPP/APR Requirements)

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))

1. Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills?	Y N
Can the goals be counted? Will the goals occur *after* the student graduates from school? Based on the information available about this student, do the postsecondary goals seem appropriate for this student? • If *yes* to all three guiding questions, then circle Y OR if a postsecondary goal is *not* stated, circle N	
2. Are the postsecondary goals updated annually?	Y N
Were the postsecondary goals addressed/ updated in conjunction with the development of the current IEP? • If *yes*, then circle Y OR if the postsecondary goals were *not* updated with the current IEP, circle N	
3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment(s)?	Y N
Is the use of transition assessment(s) for the postsecondary goals mentioned in the IEP or evident in the student's file? • If *yes*, then circle Y OR if *no*, then circle N	
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?	Y N
Do the transition services listed in the student's IEP that the student needs to reach the postsecondary goals include, as needed, *instruction, related service(s), community experience, development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation* • If *yes*, then circle Y OR if *no*, then circle N	
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?	Y N
Do the transition services include courses of study that align with the student's postsecondary goals? • If *yes*, then circle Y OR if *no*, then circle N	
6. Is (are) there annual IEP goal(s) related to the student's transition services needs?	Y N
Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs? • If *yes*, then circle Y OR if *no*, then circle N	
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	Y N
For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting, (e.g. a letter inviting the student to the meeting)? • If *yes*, then circle Y OR if *no*, then circle N	
8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?	Y N NA
For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including but not limited to: *postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation* for the postsecondary goals? Was prior consent obtained from the parent (or student who has reached the age of majority)? • If *yes* to both, then circle Y • If *no* invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then circle N • If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, circle NA • If parent or individual student consent (when appropriate) was *not* provided, circle NA	
Does the IEP meet the requirements of Indicator 13? (Circle one) **Yes** (all Ys or NAs for each item (1 – 8) on the Checklist or **No** (one or more Ns circled)	

Instructions for Completing NSTTAC Indicator 13 Checklist

1. **Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills?**

    - Find the postsecondary goals for this student
    - If there are appropriate measurable postsecondary goals that address *Training* after high school, *Education* after high school, and *Employment* after high school, and (where appropriate) independent living *Skills* after high school **and** if the identified postsecondary goals for *Training, Education, and Employment*, and (where appropriate) *Independent Living Skills* appear to be appropriate for the student, based on the other information regarding Present Levels of Academic and Functional Performance and / or the student's strengths, preferences, and interests, circle Y
    - If a student's postsecondary goals in the areas of *Training* and *Education* address both training for a career and other education after high school (e.g., enrollment in an adult education program focused on both job and independent living skills; enrollment in a college program in preparation for a career in architecture), circle Y
    - *"it may not always be necessary for the student to have separate postsecondary goals for training and education in these instances. Based on the individual needs of the student and the student's plans after leaving high school, it may be reasonable for an IEP Team to interpret the areas of training and education as overlapping in developing postsecondary goals for a student. In these instances, an IEP Team could develop a combined postsecondary goal in the areas related to training and education. Employment is a distinct activity from the areas related to training and education, and each student's IEP must include a separate postsecondary goal in the area of employment. For further information see Questions and Answers on Secondary Transition, Revised September 2011, OSEP, Retrieved http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CQaCorner%2C10%2C).*
    - If there are postsecondary goals that address *Training* after high school , *Education* after high school, and *Employment* after high school, and (where appropriate) *Independent Living Skills* after high school, but these goals are not measurable, circle N
    - If there is misalignment between the student's postsecondary goals, based on the information available (e.g., present levels of performance, student strengths, student interests, student preferences), circle N
    - If there is not a postsecondary goal that addresses *Training* after high school, circle N
    - If there is not a postsecondary goal that addresses *Education* after high school, circle N
    - If there is not a postsecondary goal that addresses *Employment* after high school, circle N

2. **Are the postsecondary goal(s) updated annually?**

    - If the postsecondary goals for *Training*, *Education*, *Employment*, and where appropriate *Independent Living Skills* are documented in the student's current IEP, circle Y
    - If the postsecondary goals for *Training*, *Education*, *Employment*, and where appropriate *Independent Living Skills* are not documented in the student's current IEP, circle N
    - If this is the student's first IEP that addresses secondary transition services because the student just turned 16, it is considered an update for purposes of this checklist, so circle Y

3. **Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment(s)?**

    - Find where information relates to assessment(s) and the transition component on the IEP (either in the IEP or the student's file)
    - For each postsecondary goal, if there is evidence that at least one age appropriate transition assessment was used to provide information on the student's needs, strengths, preferences, and interests regarding the postsecondary goals circle Y

- For each postsecondary goal, if there is **no** evidence that age appropriate transition assessment(s) provided information on the student's needs, taking into account the student's strengths, preferences, and interests [regarding the postsecondary goals,] circle N
- If a postsecondary goal area was addressed in item #1, but was not measurable and if there is age appropriate transition assessment information, from one or more sources, regarding the student's needs, taking into account the student's strengths, preferences, and interests [regarding this postsecondary goal], circle Y
- If a postsecondary goal area was addressed in item #1, but was not measurable and if there is **not** age appropriate transition assessment information provided on the student's needs, taking into account the student's strengths, preferences, and interests [regarding this postsecondary goal], circle N

4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?

- Find where transition services/activities are listed on the IEP
- For each postsecondary goal, is there a transition service such as instruction, related service, community experience, development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skill(s), and provision of a functional vocational evaluation) listed that will enable the student to meet the postsecondary goal, circle Y
- For each postsecondary goal, if there is **no** transition service that relates to a specific postsecondary goal, (a) type of instruction, (b) related service, (c) community experience, (d) development of employment and other post-school adult living objective, (e) if appropriate, acquisition of a daily living skill, or (f) if appropriate, provision of a functional vocational evaluation listed in the IEP that will enable the student to meet the postsecondary goal, circle N
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is a transition service that will enable the student to meet that postsecondary goal, circle Y
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is **no** transition service listed that will enable the student to meet that postsecondary goal, circle N

5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?

- Locate the course of study (instructional program of study) or list of courses of study in the student's IEP
- Are the courses of study a multi-year description of coursework from the student's current to anticipated exit year that is designed to help achieve the student's desired post-school goals? If yes, go to next instruction bullet. If no, circle N
- Do the courses of study align with the student's identified postsecondary goals? If yes, circle Y. If no, circle N

6. Is (are) there annual IEP goal(s) that is (are) related to the student's transition services needs?

- Find the annual goals, or, for students working toward alternative achievement standards, or States in which short-term objectives are included in the IEP, short-term objectives on the IEP
- For each of the postsecondary goal areas circled Y in question #1, if there is an annual goal or short-term objective included in the IEP related to the student's transition services needs, circle Y
- For each of the postsecondary goals mentioned in question #1, if there is **no** annual goal or short-term objective included in the IEP related to the student's transition services needs, circle N
- If a postsecondary goal area was addressed in #1, but was not measurable, and an annual goal is included in the IEP related to the student's transition services needs, circle Y
- If a postsecondary goal area was addressed in #1, but was not measurable, and there is **no** annual goal included in the IEP related to the student's transition services needs, circle N

7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?

- Locate the evidence that the student was invited, (e.g., a copy of the student's invitation to the IEP conference) Was the student invitation signed (by the LEA) and dated prior to the date of the IEP conference. If yes, circle Y. If no, circle N

8. If appropriate, is there evidence that a representative of any participating agency [that is likely to be responsible for providing or paying for transition services] was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?

- Find where persons responsible and/or agencies are listed on the IEP
- Are there transition services listed on the IEP that are likely to be provided or paid for by an outside agency? If yes, continue with next instruction bullet. If no, circle NA.
- Was parent consent or student consent (once student has reached the age of majority) to invite an outside agency(ies) obtained? If yes, continue with next instruction bullet. If no, circle NA
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is evidence that agency(ies) for which parent/student had given their consent to invite, were invited to the IEP meeting to discuss transition, circle Y
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is **no** evidence that agency(ies) for which parent/student had given their consent to invite, were invited to the IEP meeting to discuss transition, circle N
- If it is too early to determine if this student will need outside agency involvement, circle NA

Does the IEP meet the requirements of Indicator 13?

- If all Ys or NAs for each item (1 – 8) on the Checklist, then circle **Yes**
- If one or more Ns are circled, then circle **No**

Transition Fair Planning Timeline

6 to 12 Months: Pre-Planning

☐ Establish possible dates

☐ Determine location

☐ Identify target participants

☐ Identify contact people for details (e.g., facility, marketing, presentations)

☐ Identify funding sources, develop initial budget

☐ Determine content needs via data review or needs assessment

☐ Determine specific fair focus or theme

☐ Identify intended outcomes

☐ Identify other personnel needed for planning

☐ Develop plan for evaluation of planning, of participant outcomes goals.

☐ Inform teachers of ways to use transition fair in IEP goals.

1 to 5 Months: Ongoing Planning

☐ Refine budget.

☐ Begin schedule development for day of fair

☐ Identify and invite keynote and breakout presenter(s)

☐ Identify and invite content experts and community members

- ☐ Make initial phone contact with exhibitors: agency, employer, educational, business, vendor, and recreational activity representatives
- ☐ Confirm fair location
- ☐ Set up menu and delivery itineraries
- ☐ Develop registration – online and/or paper
- ☐ Send save-the-date notices

4 to 5 Months:

- ☐ Create final draft of schedule of events
- ☐ Send registration information, including how teachers should prepare their students
- ☐ Create transition fair evaluations
- ☐ Solicit door prizes and incentives from community and employers
- ☐ Confirm interested parties (initially contacted by phone), with mailed additional information and return reply card.

3 Months:

- ☐ Confirm schedule of events and post on website
- ☐ Confirm all presenters and participants
- ☐ Arrange facilitators for presenters and monitors for breakout rooms
- ☐ Order supplies (e.g., labels, folders, door prizes
- ☐ Arrange video recording and photography

1 Month to 1 Day Before: Final Planning

☐ Notify teachers of attendance incentives for teachers and students.

☐ Invite superintendent, directors, and principals to attend fair.

☐ Confirm menu and food delivery itineraries

☐ Re-confirm schedule of events and post on website

☐ Re-confirm all presenters, exhibitors, and participants

☐ Create floor plan, including information table and table for excess materials

☐ Finalize and print organizational materials

☐ Finalize and print programs

☐ Print evaluations for students, parents, teachers, presenters, and exhibitors

☐ Call for and collect presenter handouts

☐ Finalize and assign students to breakout sessions

☐ Finalize and print community and employer list

☐ Prepare PowerPoint slides and flip charts

☐ Designate volunteers for day-before-fair and day-of-fair jobs

☐ Announce fair in community calendars in local media: radio, newspaper, television, websites.

2 Weeks to Last Minute:

☐ Send pre-fair press release

- ☐ Create and print breakout sessions designations
- ☐ Assemble information packets for students, families, presenters, exhibitors, and facilitators.
- ☐ Make last minute changes to student and room assignments, if necessary
- ☐ Confirm numbers and other details with facility staff. Send final letter to special education directors of participating districts.
- ☐ Confirm numbers and other details with schools and administrators
- ☐ Send list of student expectations to teachers, so that they may share with students.

Post-Fair:

- ☐ De-brief with planning team
- ☐ Send post-fair press release
- ☐ Recognize community participants by letter of thanks and community announcements
- ☐ Compile, analyze, and review evaluation data
- ☐ Report to stakeholders: budgeted and actual spending, attendance of students and parents, participant outcomes.
- ☐ Start planning next year's fair