

The National High School Center: [www.betterhighschools.org](http://www.betterhighschools.org)

Region 1 Comprehensive Center: Wende Allen — [wallen@edc.org](mailto:wallen@edc.org), Maria-Paz Avery — [mavery@edc.org](mailto:mavery@edc.org)

[www.inclusiveschools.org](http://www.inclusiveschools.org) - National Inclusive Schools week is the first week of December and is focused on transition planning this year. Resources online.

Minnesota: contact Jayne Spain: [jayne.spain@state.mn.us](mailto:jayne.spain@state.mn.us). Their system is not necessarily generally focused on transition – but there are a couple of resources she's been involved in developing that head that way. One are published (\$) rubrics and curricula that are transition focused. You can look at these at [www.tensigma.org](http://www.tensigma.org) and click on Transition on the left side of the screen. There is also a very comprehensive resource online at [www.c3online.org](http://www.c3online.org) that allows student and families to investigate resources in the areas of employment and other services in their individual communities. It is very geared toward students with disabilities – but I know Jayne has envisioned this as serving a broader array of individuals and could be a brainstorming resource. She'd be happy to talk to you about the work involved in developing something like this, if the task force was interested in such a project.

New Jersey: contact Bob Haugh [Robert.haugh@doe.state.nj.us](mailto:Robert.haugh@doe.state.nj.us) Again, there is not a system in place, but there are middle school conferences and orientation days held for students before transitioning to high school. He sees this as a useful tool for all students and wants to push this idea, so that moves beyond students with disabilities to all students. Not a tangible resource, but maybe a good conversation.

Delaware: contact Mark Chamberlin [mchamberlin@doe.state.de.us](mailto:mchamberlin@doe.state.de.us) Mark is involved in his statewide high school reform team and is pushing Individualized Learning Plans (ILPs) for all students, which is being piloted with 6 high schools and their feeder middle schools this year. He could talk concrete ideas with you and probably share some sample forms.

Maryland: contact Tom Barkley [tbarkley@msde.state.md.us](mailto:tbarkley@msde.state.md.us) Maryland has 3 or 4 districts with model programs regarding Check & Connect and another model with mentoring for at risk youth. These may be featured on the state's website, or you could speak with Tom directly about the details of the programs.

Idaho: Jacque Hyatt [JSHyatt@sde.idaho.gov](mailto:JSHyatt@sde.idaho.gov) Idaho requires all students to have a parent approved course of study and postsecondary goal that counselors are to facilitate.

New York: Joanne Lacrosse [JLACROSSE@mail.nysed.gov](mailto:JLACROSSE@mail.nysed.gov) New York has a newly funded TA resource center for Career & Tech. Ed. – Tech Valley High School that is focused on all students, but has stakeholders from the department of labor and special education involved. This was just getting started, but she could let you know how it's going and how they pursued funding, etc.

New Mexico: contact Ginger Blalock or Sue Gronewold [blalock@unm.edu](mailto:blalock@unm.edu) or [rolettasue.gronewold@state.nm.us](mailto:rolettasue.gronewold@state.nm.us) I can followup on this one. But I recall a conversation with them about a general education requirement for determining Pathways to the Diploma for all students in early high school (not just students with disabilities). I'll clarify the details and if this may be relevant for you.