Developing Culturally Responsive Transition Plans Using the Indicator 13 Checklist

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Abstract

Research has shown that there are consistently poor post-school outcomes for students with disabilities, especially for students from culturally and linguistically diverse (CLD) backgrounds. Therefore, it is important for educators to develop culturally responsive transition plans for youth from CLD backgrounds that address their needs. Professionals working with this population can also benefit from using the National Secondary Transition Technical Assistance Center's (NSTTAC) Indicator 13 checklist when developing these transition plans. Using a vignette, this article outlines a step-by-step process for familiarizing oneself with the Indicator 13 checklist, identifying one's own cultural values and the family's values, and identifying the difference between the educator's and family's values as a suggested practice for developing a cohesive and culturally responsive transition plan.

Keywords: transition, culturally responsive, individualized transition plans

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Post-school outcomes for youth with disabilities continue to be dismal despite federal mandates that schools improve student outcomes (Johnson, Stodden, Emanuel, Luecking, & Mack, 2002), especially for students with disabilities from CLD backgrounds. In a comparison of employment rates for young adults with disabilities (i.e., aged 21-25 years old) to peers within the general population, the employment rate was as low as 30.1% (i.e., those within the disability category of deaf/blindness), while peers in the general population had an employment rate of 66.1% (Newman et al., 2011). When analyzing how race/ethnicity influenced employment status, data show African-American and Hispanic young adults with disabilities are less likely than White peers to be employed long-term (Newman et al., 2011). For example, in 2009, 64.5% of White young adults with disabilities had paid jobs outside the home as opposed to 48% of African-American young adults with disabilities, and 53.6% of Hispanic young adults with disabilities (Newman et al., 2011). According to Avoke and Simon-Burroughs (2007), poor adult outcomes for students from culturally and linguistically diverse (CLD) backgrounds (i.e., low graduation rates, low completion rates) are likely the result of students' difficulty adjusting to postsecondary environments and lack of preparation to enter the workforce.

Not only have post-school outcome data shown variability across domain areas (i.e., post-secondary education, employment, and independent living), the number of CLD students receiving special education services under the Individuals with Disabilities Education Act (IDEA) has increased. Both the inconsistency in domain areas and increase in identification of CLD students are problematic and reason for concern in the field of special education. For example, Aud, Fox, and KewalRamani (2010) reported an increased percentage of students ages 3 to 5 and 6 to 21 from ethnic backgrounds served under the IDEA between 1998 and 2007. Additionally, the National Center for Education Statistics (2016a) estimated that for the

2015-2016 school year, 14% of White students received special education services compared to 17% of American Indian/Alaskan Native students and 16% of African-American students. Moreover, NCES (2016b) reported that in the 2012-2013 school year, African-American students with disabilities (55%) were the lowest population of students exiting school with a regular high school diploma followed by Hispanic students with disabilities (58%). This body of research in secondary and postsecondary special education illustrates why secondary special education educators, support staff, and transition educators should consider transitioning CLD students differently. In doing so, it is critical that educators recognize and utilize culturally responsive pedagogy.

Culturally Responsive Pedagogy and Self-Determination

As one of the first researchers in culturally responsive pedagogy, Ladson-Billings (1994) defined culturally responsive teaching as a pedagogy that acknowledges the significance of including students' cultural references in all facets of learning, one "that empowers students intellectually, socially, emotionally, and politically using cultural referents to impart knowledge, skills, and attitudes" (pp. 16–17). Her culturally relevant pedagogy encompasses three components. First, culturally relevant educators should frame their thinking around their students' long-term achievement, rather than accomplishment on end-of-year tests (Aronson & Laughter, 2016). Second, there should be an emphasis on cultural competence which is "helping students to recognize and honor their own cultural beliefs and practices while acquiring access to the wider culture" (Ladson-Billings, 2006, p. 36). Third, Ladson-Billings (1995) recommends that educators seek to develop sociopolitical consciousness inclusive of finding ways for "students to recognize, understand, and critique current and social inequalities" (p. 476).

According to Turnbull, Turnbull, Erwin, Soodak, and Shogren (2011), in special education cultural responsiveness can also signify an educator's self-awareness in relation to culture and his/her understanding of and acknowledgement of the CLD family's experiences and background. Self-awareness is an important component of self-determination which is a term often referenced in special education when identifying the success of students with disabilities as they transition from high school to the adult world. There have been many definitions of self-determination; however, Field, Martin, Miller, Ward, and Wehmeyer (1998) provided a comprehensive definition that embodies what self-determination is since it gained recognition in the literature in the 1980s. According to Field et al. (1998), self-determination is defined as:

> A combination of skills, knowledge, and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behavior. An understanding of one's strengths and limitations together with a belief in oneself as capable and effective are essential to self-determination. When acting on the basis of these skills and attitudes, individuals have greater ability to take control of their lives and assume the role of

Although self-determination can be viewed in different ways, in this situation an educator for example may view self-determination as graduating from high school and leaving the home and living completely independently from the family; however, that may not be how some families view self-determination. Therefore, one way to practice cultural responsiveness would be for the educator to evaluate their assumptions, self-reflect on their views of self-determination, and discuss these views with the family in order to increase awareness of other groups' cultural values.

Purpose of Developing Culturally Responsive Transition Plans

In addition to analyzing students with disabilities post-school outcome data, states are responsible for monitoring their implementation of the IDEA amendments of 2004 on 20 indicators in their State Performance Plans (SPP) (IDEA, 2004b). Indicator 13 focuses specifically on successfully preparing students with disabilities for transition from high school to postsecondary settings through the development of appropriate transition plans and services. It specifies that professionals adhere to specific guidelines when writing the transition component of the IEP. The Indicator 13 Checklist aligns with this focus and specifies the components of an individualized transition plan (ITP) which includes measurable postsecondary goals, transition services, and courses of study based on age-appropriate transition assessment. The National Secondary Transition Technical Assistance Center (NSTTAC) developed this checklist (see Figure 1 and transitionta.org for the NSTTAC Indicator 13 checklist) in collaboration with the Office of Special Education Programs (OSEP) to assist states in their compliance with Indicator 13 requirements. Becoming familiar with the checklist holds value for secondary educators because it contains eight questions; each related to different transition topics including writing the postsecondary goals, transition services, and ensuring the appropriate course of study to help the student transition to training, education, employment, and independent living (if applicable). The combination of questions in the checklist are valuable because they address the key provisions on transition addressed in the IDEA Amendments of 2004 as described in the definition:

> The term "transition services" means a coordinated set of activities for a child with a disability that is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation; is based on the individual child's needs, taking into account the child's strengths, preferences and interests; and includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily-living skills and functional vocational evaluation. (IDEA, 2004a)

Unfortunately, often in the preparation of transition plans, the needs of students within CLD populations are not recognized. For example, multicultural perspectives on self-determination are sometimes overlooked at IEP meetings when developing transition plans for youth from CLD backgrounds (Trainor, 2008). To illustrate this further, in some individualistic cultures where people are more likely to have an independent view of themselves, self-determination is viewed as a person's individual rights and interests (Shogren & Ward, 2018). On the other hand, in some collectivist cultures where people are more likely to have interdependent views of themselves, self-determination is focused more on the family as a whole and contributing to that family as an adult to help in their success (Avoke & Simon-Burroughs, 2007; Greene, 2011). It is important that educators are aware of these different perspectives on self-determination so that they can prepare the most appropriate transition plans for youth from CLD backgrounds. Although Indicator 13 does not directly address the culturally diverse needs of CLD youth with disabilities, it can be used as a guide to ask questions that lead to more culturally responsive transition plans. Therefore, the purpose of this article is to introduce a step-by-step process for educators to follow to develop culturally responsive

transition plans that not only addresses the unique and diverse needs of CLD students with disabilities, but also supports states in maintaining their federal compliance with Indicator 13.

Developing Culturally Responsive Transition Plans Using the I-13 Checklist

Ms. Smith, a White female from a middle-class background, is a first-year high school teacher instructing students with various disabilities in a self-contained setting. To prepare for the upcoming school year, she read all of her students' Individualized Education Programs (IEPs) and noted their strengths and needs so she could address them in her daily instruction. In addition, one of her goals was to ensure that all of her students learned the transition skills they needed in high school to be successful in postsecondary education, employment, and independent living after they graduated. Three weeks into the start of the school year, Ms. Smith began preparing for her first IEP meeting with Sabah's family. Ms. Smith was a little nervous because this was her first IEP meeting and she didn't have much face-to-face communication with Sabah's parents other than waving hello or goodbye when they drop her off at school in the mornings.

Step 1: Identify the Indicator 13 Checklist Questions and Reflect on How They Relate to Cultural Responsiveness
When developing culturally responsive transition plans, it is important to begin the process by knowing the components of the Indicator 13 Checklist to deepen your practice and collaborating with the family to encourage cultural responsiveness and reflective teaching. Therefore, the first step in developing culturally responsive transition plans would be to identify the eight Indicator 13 questions and write them down in the left column of the planning guide titled "Indicator 13 Checklist Questions." (see Table 1). In addition, practitioners should take this opportunity to familiarize themselves with the components of a transition plan and reflect on how culture can inform the writing of these components. For example, how could a student's culture impact his/her postsecondary goals? Why would culture be a factor in the implementation of transition assessments?

Step 2: Identify Your Own Cultural Values and/or Practices
Often, educators make assumptions about families based on their own cultural contexts, values, and experiences, which is why when creating a culturally responsive transition plan, it is important to identify your own cultural values and practices to better enable you to understand differences that exist between your cultural values and practices and the values and practices held by some students and families (Kalyanpur & Harry, 2012). Therefore, the second step in creating a culturally responsive transition plan that meets the I-13 criteria is to identify your own cultural values (see Table 1) for each question in column one. Using this planning guide will allow transition educators to explicitly identify their own cultural values, and later determine how they compare or contrast with others' values.

After writing the eight questions in the planning guide, Ms. Smith realized that her cultural experiences as a White female were different from the family's experiences. For example, for question two, Ms. Smith reflected on updating her student's annual goals. During this reflection, she began to realize that family involvement could play a role in updating her student's annual transition goals. Therefore, she had to think about her own cultural experiences in relationship to this idea, and what she discovered was that only her mother and father attended meetings at school when she was a student. It was at that point Ms. Smith realized that most of the decisions made

related to her education were made by her immediate family members. This also helped her to realize that other cultures may not make decisions in the same manner and could rely on extended family members for their input. So, Ms. Smith decided to write that value in the second column of the planning guide that corresponded to question two.

Step 3: Identify the Family's Values, Differentiate Between Values, and Collaborate to Develop the Transition Plan

The last step in creating culturally responsive transition plans using the I-13 checklist is to identify the family's values and determine how a professional's values may or may not differ from the family's values (Halley & Trujillo, 2013; Kalyanpur & Harry, 2012; Trainor & Patton, 2008). This step starts by learning about each family with whom you are working, which could be facilitated through increased communication. Increasing communication might begin with determining a family's primary language. Many educators make the faulty assumption that families have one primary language spoken at home, however many families from CLD backgrounds are multilingual households (Turnbull et al., 2011). For example, a parent's first language may be an indigenous language, such as in the case of a family from Cameroon, but the parent may also speak one or both of this predominately bilingual country's dominant languages, which are English and French. In essence, the student may be growing up in a trilingual household.

> *After completing column two of the planning guide that relates to Ms. Smith's own cultural values, she then began to think about Sabah's family. She decided to have a phone conversation with her family to learn more about their values, practices, and what was important to them during Sabah's transition. One of the things that came up in the conversation with Sabah's mother was the difference between family-centered vs. student-centered planning in the Indian culture. She learned that within Indian culture, values are more focused on the family and interdependence vs. independence outside of the home (Chadda & Deb, 2013). In addition, Sabah's mother stated that she did not see her leaving the home environment and living independently because of the important role Sabah's elders (her grandparents) have played in her upbringing, and that it was important for the family to stay together. From this conversation, Ms. Smith became more aware of the reasoning behind including both her parents in the planning process. She was also now cognizant of the importance of considering extended family members in facilitating transition services/activities so that Sabah is prepared to transition to postsecondary education and employment while living at home after high school. Based on what she learned from this and other conversations with the family, Ms. Smith continued working on the planning guide. For example, for question three, Ms. Smith wrote "Youth and families from CLD backgrounds may present novel pictures of family involvement," which could impact who completes transition assessments. Specifically, in Sabah's family, since it is important to consider extended family members, it could mean members of the family, outside her parents, may also complete transition assessments.*

Once a good understanding of the family's values has been established, time should be devoted to examining whether there are differences between your values and the family's values, and developing collaborative actions with all stakeholders, especially the family, to create a culturally responsive transition plan. The key is for educators to work directly with students and families, educating them about the transition process and utilizing the Indicator 13 Checklist to create a transition plan that clearly addresses the student's and family's needs

(i.e., inclusive of the family's cultural or linguistic background). Oftentimes, educators have preconceived goals for their students that they would like them to fulfill after high school. However, sometimes educators forget the student has his/her own interests and goals, and the role cultural values may play in the development of these goals. Therefore, it is critical for educators to self-reflect on their own values as well as identify how their students' values compare or contrast to them. For that reason, encouraging the involvement of families from CLD backgrounds in the transition planning process is critical for not only the family, but for helping ensure the student's transition needs are being met, and that the family has a voice in making sure this happens successfully. Once these values have been identified and analyzed, collaborative actions should be implemented so the transition plan can be written according to the Indicator 13 criteria, as well as the student's cultural needs. It is important to note that these collaborative actions can vary depending on which question is being addressed in the Indicator 13 Checklist, and should include necessary stakeholders (e.g., school personnel, guidance counselors, adult service providers). For example, question eight in the checklist (see Table 1) asks whether a representative from a participating agency was invited to the IEP meeting with prior consent from the family or student who has reached age of majority. However, in some rural and urban areas, there may not be a variety of agencies for families from culturally and linguistically diverse backgrounds to access during their son's/daughter's transition. Therefore, it would be advantageous for educators to become familiar with these agencies and the communities that they serve. This will allow them to provide support within the school or collaborate with the agencies by connecting families with transportation so they may access proper adult service providers. In addition, educators could reach out to a cultural broker, defined by Jezewski and Sotnik (2001) as being an advocate who is biracial and bilingual that serves to connect persons of different cultural backgrounds to improve relationships and help problem solve.

Note that while the planning guide provided contains examples to reflect values and collaborative actions specific to the vignette, Table 2 provides additional examples of family values that may be seen across populations from CLD backgrounds, as well as collaborative actions that various stakeholders could implement to meet their needs. A blank version of the planning guide is also provided for practical usage (see Table 3).

Based on the values and practices Ms. Smith wrote for question one in the planning guide, she realized there was a significant difference between the values identified by Sabah's family and her own values and practices. Given these differences, Ms. Smith made a promise to continue discussing with Sabah's family their current beliefs on values and principles so she was always aware of how they viewed different aspects of transition, and so she could be respectful of their culture. This is why she wrote "discuss current belief values and principles" in the fourth column of the planning guide, so she had a written reminder that the difference in values could inform writing postsecondary goals, and that she should maintain an open line of communication with the family. Furthermore, for question three, she wrote "focus on family-centered planning vs. student-centered planning and ensure all assessments are administered in the student's native language." Since extended family members could be equally involved in transition planning, Ms. Smith wanted to make sure she was meeting each of the family member's needs by not only having them involved, but also offering transition assessments in their native language to ensure she receives accurate assessment data.

Conclusion
As outcomes for students with disabilities from CLD backgrounds continue to be less positive than students from non-minority backgrounds (Sanford et al., 2011; Wagner,

Newman, Cameto, Garza, & Levine, 2005), attention is needed to address their transition from high school to the adult world. Therefore, as a suggested practice to aid in this transition, educators can create culturally responsive transition plans. The creation of culturally responsive transition plans requires educators to follow a step-by-step process inclusive of becoming familiar with the Indicator 13 Checklist; identifying their own cultural values and those of CLD families; and differentiating between the two, to make collaborative decisions to address the diverse needs of the CLD population.

NSTTAC Indicator 13 Checklist: Form B (Enhanced for Professional Development)

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))

Questions		*Postsecondary Goals*			
		Training	**Education**	**Employment**	**Independent Living skills**
1. Is there an appropriate measurable postsecondary goal or goals in this area?		Y N	Y N	Y N	Y N NA
	Can the goal(s) be counted? Will the goal(s) occur *after* the student graduates from school? Based on the information available about this student, does (do) the postsecondary goal(s) seem appropriate for this student? ▪ If *yes* to all three guiding questions above, then circle Y OR if a postsecondary goal(s) is (are) *not* stated, circle N				
2. Is (are) the postsecondary goal(s) updated annually?		Y N	Y N	Y N	Y N NA
	Was (were) the postsecondary goal(s) addressed/ updated in conjunction with the development of the current IEP? ▪ If *yes*, then circle Y OR If the postsecondary goal(s) was (were) *not* updated with the current IEP, circle N				
3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?		Y N	Y N	Y N	Y N
	Is the use of transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file? ▪ If *yes*, 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 goal(s)?		Y N	Y N	Y N	Y N
	Is a type of *instruction, related service, community experience, or 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* listed in association with meeting the post-secondary goal(s)? ▪ 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 goal(s)?		Y N	Y N	Y N	Y N
	Do the transition services include courses of study that align with the student's postsecondary goal(s)? ▪ 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	Y N	Y N	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	Y N	Y N	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? ▪ 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	Y N NA	Y N NA	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 this post-secondary goal? Was consent obtained from the parent (or student, for a student 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 included in the IEP are circled) or **No** (one or more Ns circled)					

Figure 1. NSTTAC Indicator 13 Checklist.

Table 1. Planning guide. This table illustrates using the Indicator 13 checklist to reflect on values and develop collaborative actions.

Indicator 13 Checklist Questions	Dominant Cultural Values	Some CLD Family's Values	Identify Difference Between Educator's and Family's Values and Collaborate to Develop the ITP
1.Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills?	● Belief in independence by living outside of the home after high school ● Belief in individualistic views of self-determination	● Youth and families from CLD backgrounds may have different definitions of independence ● Youth and families from CLD backgrounds may have different definitions of self-determination	● Discuss current belief values and principles, and the differences between these values ● Identify the student's interests, preferences, and needs and determine how cultural values can be addressed in postsecondary goals
2.Are the postsecondary goals updated annually?	● Focus on only updating goals annually ● Focus on discussing goals with immediate family members	● Youth and families from CLD backgrounds may encourage open communication and updating goals more frequently ● Decision making when determining goals may include extended family members	● Focus on family-centered planning vs. student-centered planning ● Create an inclusive environment so that all family members involved in decision making feel equally involved in the transition planning process
3.Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessments?	● Focus on individual choice and increased family involvement ● Determine which transition assessments can be completed at school	● Youth and families from CLD backgrounds may demonstrate novel pictures of family involvement ● Families may define involvement differently	● Focus on family-centered planning vs. student centered planning and research information related to the family's preferred communication style ● Ensure all assessments are administered in the student's native language ● Consult with family to determine who (if any) would be willing to complete the parent portion of transition assessments
4.Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?	● Focus on traditional gender roles at home and in the employment setting	● Families from CLD backgrounds may have different family structures and may not follow the traditional gender roles	● Become familiar with gender differences and male-female interactions across cultures so that the transition services are preparing the student for the appropriate postsecondary goals that are a true reflection of the family's culture

5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?	● Focus on student choice regarding coursework	● Families from CLD backgrounds may rely on the educator's expertise to provide academic instruction and direction	● Become familiar with how education is perceived across cultures in order to have a better understanding of how it is valued
6. Is (are) there annual IEP goal(s) related to the student's transition services needs?	● Focus on school personnel serving as the main persons responsible for implementing annual IEP goals	● Families from CLD backgrounds may encourage family members (both immediate and extended) to be included in the implementation of the annual IEP goals	● Develop a relationship with the family showing mutual trust, respect, honesty, and open communication so all family members feel comfortable in offering their opinions on the types of annual goals that should be included in the IEP
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	● Focus on student's rights in relation to self-advocacy	● Families and youth from CLD backgrounds may not share the same belief systems about rights, equality, and individualism with school personnel	● Become familiar with the family's belief systems about rights and equality in any sub-cultures within general cultures and discuss a level of involvement that the family is comfortable with for the student to be a meaningful participant in the IEP Team meeting
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 age of majority?	● Focus on seeking support from outside agencies	● Families and youth from CLD backgrounds may feel most comfortable receiving services from people they can trust, such as other family members and close friends than from professionals and formal social networks ● Youth and families from CLD backgrounds may find it difficult to explain their cultural traditions and customs to professionals, or to understand cultural assumptions made by professionals in service recommendations	● Become familiar with the differences in availability of community organizations to CLD groups in urban and rural areas ● Collaborate with adult service providers within each family's current community and host an open house with language interpreters so that families can meet the organizations and ask questions about services provided ● Distribute materials from local education agency and adult service provider(s) in the families' native languages

Table 2. Additional examples of values and suggested collaborative actions and persons responsible.

Family's Values	Suggested Collaborative Actions & Persons Responsible
Youth and families from culturally and linguistically diverse backgrounds may have different preferences in their communication style.	● Make sure verbal exchanges are direct and provide ample opportunities for family to ask questions. *Persons responsible: School personnel (i.e., IEP & ITP team)* ● Become familiar with different forms of non-verbal communication (e.g., bowing of head, respectful silence). *Persons responsible: School personnel (i.e., IEP & ITP team) and adult service providers* ● Provide ample time to arrange resources for interpretation and translation services at meetings. *Persons responsible: School personnel (i.e., IEP & ITP team)*
Resources to pursue postsecondary education/training or community experiences may not be accessible to youth from CLD backgrounds.	● Discuss availability of financial aid for youth from CLD backgrounds to pursue postsecondary education. *Persons responsible: School personnel (i.e., transition educator and guidance counselor)* ● Develop a resource guide written in different languages with local resources that will help students in their transition to postsecondary education, employment, and independent living. *Persons responsible: School personnel (i.e., transition educator)*
Youth and families from CLD backgrounds may have differing definitions of how individuals with disabilities are perceived working in the community.	● Engage family in a conversation on their religious beliefs and how they view the concept of disabilities to determine any potential stigma or how people with disabilities are viewed working in the community. *Persons responsible: School personnel (i.e., transition educator and assistive technology liaison, job coach)* ● Learn the symbols and meanings in the culture (e.g., national emblems) to understand the culture's identity which could provide a better understanding of the family's concerns. *Persons responsible: School personnel (i.e., IEP & ITP team)*
Materials related to special education rights and responsibilities may not be accessible or readily available to youth and families from CLD backgrounds to enable them to fully understand their legal rights (e.g., free and appropriate public education till 21 years of age and age of majority).	● Provide procedural safeguards to the family in their native language. *Persons responsible: School personnel (i.e., IEP & ITP team)* ● Connect family with their local Parent Information Training Center. *Persons responsible: School personnel (i.e., IEP & ITP team)* ● Accommodate family needs in order to attend meetings (e.g., may be customary to meet in the family's home) so that they can obtain the proper information. *Persons responsible: School personnel (i.e., IEP & ITP team*
Youth and families from CLD backgrounds may have different understandings of culturally-normative behavior or what is	● Engage family in a discussion on the meaning of "culturally-normative behavior." *Persons responsible: School personnel (i.e., IEP & ITP team)*

considered "typical" within the pre-dominant school or work culture.	● Educate others, especially the student's natural supports, in the community on what culturally-normative behavior is in the student's culture. *Persons responsible: School personnel (i.e., IEP & ITP team) and adult service providers*

Table 3. Blank version of the planning guide.

Indicator 13 Checklist Questions	Dominant Cultural Values	Some CLD Family's Values	Identify Difference Between Educator's and Family's Values and Collaborate to Develop the ITP
1.Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills?			
2.Are the postsecondary goals updated annually?			
3.Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessments?			
4.Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?			

5.Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?			
6.Is (are) there annual IEP goal(s) related to the student's transition services needs?			
7.Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?			
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 age of majority?			

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