

Acknowledgments

We wrote this curriculum because we knew there was a need. Since the first edition it has become even more evident that *The Transitions Curriculum* addresses the needs of at-risk students for a successful transition to adulthood. We are happy that in any one day from five to ten thousand classrooms across the U.S. and Canada are using this curriculum. This would not have happened were it not for dedicated teachers and others who have given life to the concepts and lessons that provide a bridge from school to adulthood for so many students.

Many dedicated people contributed to the first edition of *The Transitions Curriculum*. We are especially indebted to the teachers, administrators and staff of the Transition Partnership Program (TPP) who participated in the initial field-testing and continue to provide us with important feedback. In addition, since 1998, hundreds of talented TPP teachers have used this curriculum across 16 districts in Riverside County, California and have contributed valuable information for this new edition. As part of a special collaboration between the Riverside County Office of Education (RCOE) and the Department of Rehabilitation (DR), we are grateful that these teachers have support from dedicated TPP leaders, program staff and DR Counselors to successfully implement *The Transitions Curriculum* across these districts.

We are pleased that *The Transitions Curriculum* continues to be the foundation of the RCOE Transition Partnership Program, acknowledged as having the most successful job placement rates among the 84 TPPs in the state of California. For their significant contributions supporting TPPs across California, we thank Jeff Riel, Chief and Specialists Harry Brown and Laurie Flynn from the State Department of Rehabilitation Cooperative Programs and Transition Services Unit. We also express deep appreciation to a core group of RCOE TPP leaders who have used their best skills to ensure that the curriculum is taught with fidelity including: Lynn Smith, Rene Kesler, Jocelyn Edwards, Norette Gilbert and Martha Franke. Through them, we have continued to learn more about the needs of students at risk and have incorporated this information into the new edition of *The Transitions Curriculum*.

Our deepest gratitude is expressed to Anthony Silva and Isaac Braddock for their ongoing support and encouragement. In addition, we wish to express our appreciation to Isaac for his professional contribution editing this fourth edition. We remember with kindness a number of our colleagues who supported us with ideas or encouragement during our initial efforts including: Ken Alcorn, Virginia Hodgson, Cher Kolszar, Judy Koorndyke, Chris LeRoy, Jerry Peterson, Rick Smedstad, Kathy Wilson and Ann Vessey. We particularly want to thank James Stanfield and his publishing team for believing in this curriculum and making it accessible to teachers across the United States and Canada.

Many thanks go to James Stanfield for his inspiration and guidance and to the excellent assistance of Garilynn Stanfield and Evan Stanfield at the James Stanfield Company.

Finally, we are privileged to have known or worked with many young adults who have benefited from *The Transitions Curriculum*. We dedicate this new edition of *The Transitions Curriculum* to all students, with the hope that through our efforts and theirs, they will be prepared for a successful transition from school to adult life in their communities.