

Secondary Transition Planning: The Basics

Achieve Successful Outcomes AND Meet Mandates



- ✓ Help Students Achieve Positive Outcomes
- ✓ Write IEPs that meet the Legal Mandate
- ✓ Implement IEPs using Best Practices

High Expectations + Effective Transition Planning= Positive Outcomes

Readiness for College, Careers & Quality Adult Life

Spring 2016



Transition Planning: The Basics

From Mandate to Practices that Lead to Successful Outcomes

This document lists the Federal and State mandates for secondary transition on one page with corresponding research-based best practices and promising practices on the opposite page.

Following are the primary resources utilized:

National Collaborative on Workforce and Disability – Youth www.ncwd-youth.info

National Secondary Transition Technical Assistance Center www.nsttac.org

National Technical Assistance Center on Transition <http://www.transitionta.org/>

Transition Coalition www.transitioncoalition.org

National Office of Special Education programs www.osep.gov

California Department of Education www.cde.ca.gov/specialeducation

California Department of Education Web-Guide to Secondary Transition www.cde.ca.gov/sp/se/st/

National Post School Outcome Center www.psocenter.org

California Department of Rehabilitation: www.dor.ca.gov

Department of Labor: Workforce Innovation and Opportunity Act (WIOA) www.doleta.gov/wioa

Department of Labor Office of Disability Employment Policy: www.dol.gov/odep

Other References:

A Better Bottom Line: Employing People with Disabilities, Blueprint for Governors
2012-13 Chair's Initiative, National Governor's Association

The 2020 Federal Youth Transition Plan: A Federal interagency strategy for collaboration
<http://www.dol.gov/odep/pdf/20150302-FPT.pdf>

Indicator 13 language is based on the NSTTAC Indicator 13 Checklist

Percent of youth aged 16 and above with an Individual Education Plan (IEP) that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the child to meet the post-secondary goals (20 U.S. S.C.1416(a)(3)(B). IDEA regulations cited are based on Regulations: Part 300/D/300.320)

Indicator 14 information is based on the National Post-school Outcomes Center (NSPO).

Further, the regulations recognize that there are numerous mediating factors that positively or negatively affect an adult's acquisition of goals for which a school could not be held accountable (IDEA Part B, 614,(d)(1)(A)VIII;300.1(a). (Translation: LEA is not responsible for decisions students make after leaving school.)

Copies of these resources are available for purchase at the California Transition Alliance Website
www.catransitionalliance.org. Updated April, 2016



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Expectations are Changing

This document recognizes that expectations for youth are changing.

The educational system is focusing on college and career readiness - **transition for all, including students with disabilities**. This focus validates the need for all students to have a plan for their future as they leave the K-12 system. There is increasing focus on the value of post-secondary education as part of the path to employment for middle-skill as well as high-skill jobs. Earning a livable wage requires some post-secondary education and training.

There are multiple pathways to careers from on-the-job training provided by employers, on-line educational opportunities, the military, apprenticeships, occupational certifications, and traditional degree programs that are offered through community colleges and four year universities.

There is an increasing focus on Employment for All. Employment First initiatives emphasize that work is a right and a responsibility for everyone who is capable of working.

The Partnership for 21st Century Skills tells us that the four most critical skills for success in employment are the 4 Cs: 1. **Communication** 2. **Collaboration** 3. **Critical Thinking** 4. **Creativity**

There are many reasons people work in addition to the need to make a living wage.

The primary reasons people work are (in order of priority) are to:

- | | |
|------------------------------|---------------------------|
| 1. feel good about ourselves | 4. stay physically active |
| 2. be around others | 5. make money |
| 3. continue to learn | |

There is increasing emphasis placed on post-school outcomes - based on discovering what students are doing after they leave high school. We need to know if students who left school are working and/or pursuing post-school education and training.

The Bad News: National statistics define our challenge

20% of working age adults with disabilities are employed versus **68%** of people without disabilities.

25% of people with disabilities live in poverty with average annual incomes less than \$15,000.

26% of high schools offer work-based experiences versus **74%** classroom based learning.

26% of workers with Intellectual Disabilities/Developmental Disabilities (ID/DD) are working in community employment, with the majority still in sheltered and non-work settings. Employment First initiatives are focusing on transitioning ID/DD youth directly into integrated competitive employment (ICE) as they leave school.

The Good News

People who are competitively employed are contributing to the economy.

- 600,000 scientists and engineers currently employed have disabilities.
- Employment training and vocational experiences lead to better post-school outcomes.
- Improvements occur in academic performance, school attendance, social development and increased problem-solving ability, enhanced “soft skills”, job readiness, and knowledge of entrepreneurial skills.
- Some of the top innovators in the US have had disabilities, including Chief Executive Officers of Ford Motor Company, Xerox, Turner Television and Apple.



Terminology

It is important to be aware of recent legislation and reform initiatives that are being developed that impact transition for all youth, including students with disabilities. Here is a list of "buzz words" we need to know.



College Readiness is most commonly defined as being ready for college level coursework without remediation. It means more than pursuing any post-secondary experience, including two and four year institutions leading to a credential, certificate, degree or license. Research tells us that there are numerous factors that indicate that we are actually college ready, including independence, self-determination, social and emotional skills and attitudes (e.g. maturity, resiliency, self- management, self-advocacy, and interpersonal relations), college knowledge (e.g., finding the right post- secondary education match, understanding the college application process, and applying for financial aid), critical thinking, lifelong learning, and employment skills. Source: COLLEGE & CAREER READINESS & SUCCESS Center at American Institutes for Research



Career Readiness means that a high school graduate has the English and math knowledge and skills needed to qualify for and succeed in post-secondary job training and or/education necessary for their chosen career.



Work-Based Learning is defined in Ed. Code (51760-51769.5) as an educational approach or instructional methodology that uses the workplace or real work to provide pupils with the knowledge and skills that will help them connect school experiences to real-life work activities and future career opportunities. Work-based learning should be an integral part of a more comprehensive program that integrates academic courses and career technical education. There are an array of work-based learning experiences for career awareness, career exploration, career preparation and career training. A good resource for information regarding the array of options is the Work-Based Learning Continuum that is available, at www.ConnectEdCalifornia.org



Competitive Integrated Employment - The optimal employment outcome: Full time or part-time work at minimum wage or higher, with wages and benefits similar to employees without disabilities performing the same work, and fully integrated with co-workers without disabilities. Source: WIOA



Customized Employment: Competitive integrated employment for an individual with a significant disability that is based on an individualized determination of the strengths, needs, and interests of the individual with a significant disability and the business needs of the employer and carried out "through flexible strategies." (Source: WIOA)



Self-determination is believing you can control your own destiny. Self-determination is a combination of attitudes and abilities that lead people to set goals for themselves and to take the initiative to reach these goals. It is about being in charge, but is not necessarily the same thing as self-sufficiency or independence. It means making your own choices, learning to effectively solve problems, and taking control and responsibility for one's life. Practicing self-determination also means one experiences the consequences of making choices. (Source: Pacer Center at www.pacer.org) Self-Determination is a growing priority for individuals who access the developmental disability services through Regional Centers throughout the state.



New Opportunities

Recent legislation at the state and federal levels has the potential to offer new options for programs and services that will help youth with disabilities make successful transitions to post-secondary education and training and employment. This legislation provides insight into the direction of future legislative priorities with emphasis on competitive employment, focus on industry sectors, strengthening collaboration and more clearly defining expectations.

Workforce Innovation and Opportunity Act (WIOA) federal level legislation that includes changes for the Department of Rehabilitation, Education, Independent Living Centers and traditional community resources like One Stop Centers that are now part of the American Job Center.

Highlights of WIOA Changes: (Source - Institute for Community Inclusion & www.ca.gov/dor)

- Defines a much larger role for the Department of Rehabilitation to play in partnership with schools to improve transition. The services outlined in the law include job-exploration counseling, work-based learning experiences, counseling on post-secondary opportunities, workplace readiness training, and self-advocacy skills training.
- Defines Customized Employment and Competitive, Integrated Employment.
- Puts significant limitations on the use of sub-minimum wages.

AB 86 Adult Education: (www.ab86.cccco.edu)

Currently grant funds are provided to regional consortiums to create and implement a plan to better provide adults in the region with all of the following:

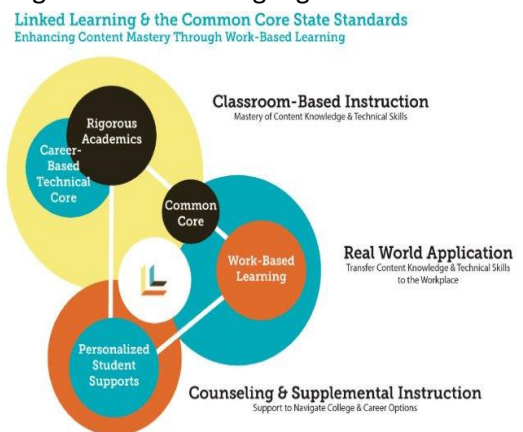
- Basic skills including classes required for diplomas, including High School Equivalency Diplomas.
- Classes for immigrants eligible for education services in citizenship, English as second language and workforce preparation classes in basic skills.
- Education programs for adults with disabilities
- Short-term career technical education programs with high employment potential.
- Programs for apprenticeships.

California Career Pathway Trust: (www.cde.ca.gov/ci/ct/pt/)

The fund provides competitive grants to districts to support Career Pathways Programs, strengthen K-14 alignment, and build scalable work-based learning infrastructure. The priorities are:

- Work-based learning opportunities for students in partnership with regional business/industry.
- Define regional labor market options that identify high-skill, high-wage job, high-growth industry sectors and establish / strengthen regional collaborations between business and education.
- Develop and integrate standards-based academics with career-relevant, sequenced curriculum.
- Articulate pathways from high school to post-secondary education and training.
- Ensure Pathway Programs lead to post-secondary degrees or certificate

Every Student Succeeds Act (ESSA), is recent legislation that updates the Elementary and Secondary Education Act. ESSA acknowledges that students with IEPs are general education students first. It encourages the use of universal design teaching strategies. It limits the number of students who qualify for alternative assessment. Regulations are in the process of being developed.



Secondary Transition Services as Defined in IDEA

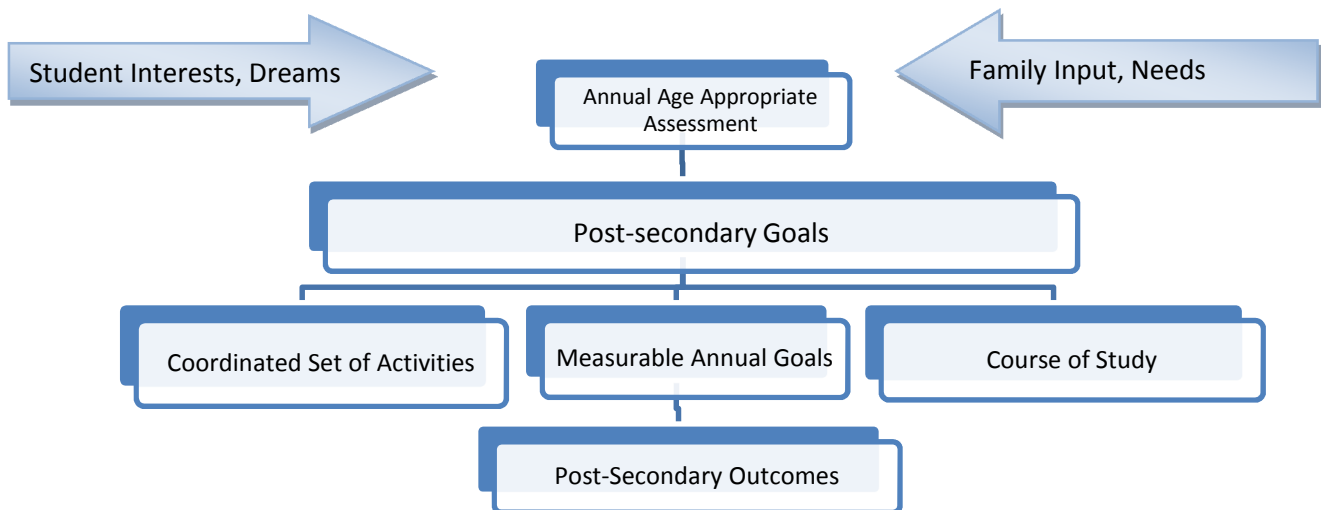
The term “transition services” means a coordinated set of activities for a child with a disability that:
(34 CFR 300.43(a) 120 U.S.C. 1401 (34))

- 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 post-secondary 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.

And includes:

- To the extent appropriate, with the consent of the parents or child who has reached the age of majority, the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services. (34 CFR 300.321(b)(3))
- Transition services, begin not later than the first IEP to be in effect when the child turns 16, or younger if determined by the IEP Team, and are updated annually. The IEP must include measurable post-secondary goals based upon age appropriate assessments related to training, education, employment, and where appropriate, independent living skills and the transition services (including the course of study) needed to help the child in reaching those goals.

How to Construct the Transition Individualized Education Program



State Performance Plan

IDEA requires each state to develop a performance plan and evaluate progress toward achieving the goals listed on the plan.

The State of California's Performance Plan lists four indicators that specifically related to transition:

- (1) Increase graduation rate
- (2) Decrease the drop-out rate
- (13) Achieve compliance with federal guidelines on the IEP
- (14) Improve outcomes in employment, education/training, and independent living

The California State Performance Plan Indicator 13: "Achieving Compliance with Federal Guidelines on the IEP"

**Schools are required to document that they meet the elements of Indicator 13.
In order to be compliant the answer should be "yes" to each of the following questions.
This tool ensures the IEP is written as required by federal regulations.**

1. Are there **appropriate measurable post-secondary goals** in the areas of **education & training, employment**, and as needed, **independent living skills**?
2. Are the **post-secondary goals updated annually**?
3. Is there evidence that the measurable post-secondary goal(s) were based **on age-appropriate transition assessment**?
4. Are there **transition services** in the IEP that will reasonably enable the student to meet his/her post-secondary goal?
5. Do transition services **include courses of study** that will reasonably enable the student to meet his or her post-secondary goal(s)?
6. Is (are) there **annual IEP goals related to the student's transition service 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 prior consent of the parent or student who has achieved the age of majority?



Indicator 13 Part B Check List

1. Post-secondary Goals
 - Education and training
 - Employment
 - Independent Living
2. Update Annually
3. Age appropriate assessment
4. Transition services
5. Course of study
6. Annual goals directly related to post-secondary goals
7. Student Invited to the IEP
8. Representative of agency that provides post-school transition support invited to the IEP.

Remember, it is necessary to provide documentation in the student record of:

- Assessments
- Invitations to student
- Invitation to agencies or justification for not inviting agencies.

Assessments drive the IEP and document the need for services.

Justification for indicating an invitation to agencies is "N/A":

- Agencies that will pay for or provide services listed in the IEP are not available.
- Parent or student at age of majority refuses to consent.
- It is too early to determine the student will need agency involvement.

Some agencies may not attend the IEP, but do provide services. These services need to be documented in the student's record.

Transition in the IEP

This sample IEP indicates where Indicator 13 items are located in an IEP document.

Individual Transition IEP

Student Name _____ Date of Birth ____/____/____ IEP Date ____/____/____

7 Student Invited ☐ Yes ☐ No 8 If appropriate, and agreed upon, agencies invited ☐ Yes ☐ No ☐ NA

Describe how the student participated in the process ☐ Present at meeting ☐ Interview Prior
☐ Interest Inventories ☐ Questionnaire

3 Age-appropriate transition assessments/instruments were used ☐ Yes ☐ No

Describe the results of the assessments _____

Student's Post Secondary Goal Training or Education (Required)

Upon completion of school I will 1.2 Linked to Annual Goal # 6 Person / Agency Responsible _____	Transition Service Code as Appropriate 4 Activities to Support Post Secondary Goal _____ Community Experiences as Appropriate _____ Related Services as Appropriate _____
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Student's Post Secondary Goal Employment (Required)

Upon completion of school I will 1.2 Linked to Annual Goal # 6 Person / Agency Responsible _____	Transition Service Code as Appropriate 4 Activities to Support Post Secondary Goal _____ Community Experiences as Appropriate _____ Related Services as Appropriate _____
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Student's Post Secondary Goal Independent Living (As appropriate)

Upon completion of school I will 1.2 Linked to Annual Goal # 6 Person / Agency Responsible _____	Transition Service Code as Appropriate 4 Activities to Support Post Secondary Goal _____ Community Experiences as Appropriate _____ Related Services as Appropriate _____
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Page 2

Student Name _____ Date of Birth _____

IEP Date ____/____/____

District Graduation Requirements

Course of Study 5

A multi-year description of student's coursework from current year to anticipated exit year, in order to enable the student to meet their post secondary goal ☐ Yes ☐ No

_____ If an education and career plan is attached, this statement is recommended:
 The attached course of study lists classes, and graduation requirements
 that relate to postsecondary education/training and employment goals. _____

Focus on Outcomes

SPP Indicator 14

There is an increasing emphasis on “outcomes” that answer this question:

What do our students do after they leave high school?

There is a need to conduct follow-up surveys to verify the percentage of students who are no longer in school, had IEPs at the time they left, and were pursuing post-secondary education and training and/or employment goals.

Revised Definitions of post-school outcomes

Outcomes	Definitions
Enrolled in higher education within one year of leaving high school.	Youth have been enrolled on a full- or part-time basis in a community college (2-year program) or college/university (4- or more year program) for at least one complete term, at any time in the year since leaving high school.
Enrolled in higher education or competitively employed within one year of leaving high school.	Youth have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment.
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	<p>Youth have worked for pay or been self-employed for a period of at least 90 days at any time in the year since leaving high school. This includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.)</p> <p>Youth have been enrolled on a full or part-time basis for at least one complete term at any time in the year since leaving high school in an education or training program (e.g., Job Corps, adult education, workforce development program, vocational technical school which is less than a 2-year program).</p>

Source: National Post-School Outcomes Center and National Technical Assistance Center on Transition



The Best Way to Follow Up- Is to TALK with the student!

The National Post-School Outcomes Center recommends the following best practices to conduct follow-up surveys after students leave school. These recommendations are strategies that have been recommended by families and youth.

1. Talk about it before students leave school.

- Explain its purpose, provide questions and timelines.
- Share the stories of former students- how many pursued post-secondary education and training; how many are working and what kinds of jobs they have.
- Provide information about the survey at the final IEP meeting.
- Ask students to join a Facebook page to maintain contact with students.
- As youth who they hope contacts them (a favorite teachers, coach, and school counselor).
- Ask youth who they would like to respond to the survey if they are not available.

2. Create familiarity- help students and their families to become familiar with the survey.

- Teach students the vocabulary on the survey.
- Share the survey with students and their families to provide it is legitimate, not a scam.
- Identify the person who has a relationship with the student to conduct the survey.

3. Show interest when conducting the survey- be attentive when youth share their stories.

- Be enthusiastic
- Be interested in the answers youth provide.
- Convey a non-judgmental tone when talking with youth; don't sound disappointed.
- Avoid reading the survey in monotone, use vocal inflections.

4. Provide incentives to former students as a reason to participate in the survey.

- Remind students that the information they share will help other students with disabilities.
- Remind students that their information will help the school do a better job.
- Provide information about jobs, colleges and services that students may need.
- Give gift certificates from local restaurants and businesses (given by businesses) to the hardest to locate youth.

5. Making Contact

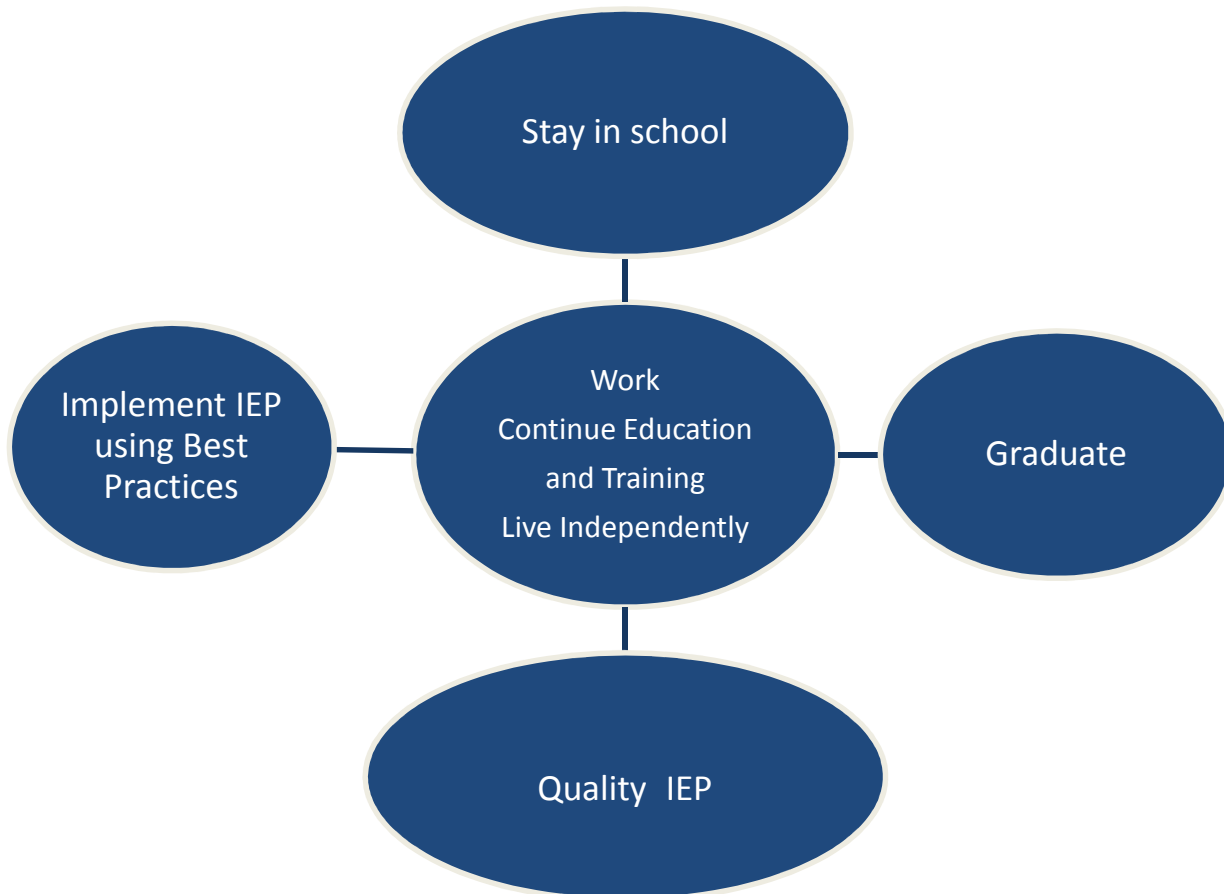
- Contact family members near significant dates when youth may be in touch (holidays, etc.).
- Maintain a list of family members still in school (cousins, siblings).
- Vary calls, leave messages with call back info. Call each contact number three times.



Do you use your information about student outcomes to improve your transition services?

Factors that Lead to Positive Outcomes for Students with IEPs

Research and experience tell us that students who stay in school and graduate are more likely to be able to work and continue their education. For students with IEPs, quality IEPs written to meet the mandate **AND** the spirit of transition have a higher likelihood of helping students prepare for their future. Finally, when well written IEPs are implemented using research-best best practices, students are even more likely to achieve positive outcomes.



Researched Best Practices: The National Technical Assistance Center on Transition (NTACT) confirms the four highlighted factors below have the greatest influence on achieving outcomes in all three areas (education/training, employment and independent living):

Research tells us the checked items below are the promising practices that lead to positive outcomes in education, employment and independent living. Source: NSTTAC Predictor Implementation www.transitionta.org

Factor/Topic	Education	Employment	Independent Living
Inclusion in general ed.: Access to general education classes and curriculum. Classes with non-disabled peers	✓	✓	✓
Work Experience: Participation in workplace. Can include job shadowing, internships or paid work experience	✓	✓	✓
Independent Living Skills: Self Care and life skills required to live independently	✓	✓	✓
Student Support: Network of family, educators, agencies that provide services to facilitate transition	✓	✓	✓
Career Awareness: Learn about opportunities, education and skills needed for a variety of careers	✓	✓	
Community Experience: Activities that occur outside the school setting and supported by in-class instruction		✓	✓
High School Diploma: Meet district graduation requirements for diplomas		✓	
Interagency Collaboration: Cross-agency and program collaborative efforts to link youth /families to resources	✓	✓	
Occupational Courses: Career-Technical Classes	✓	✓	
Parental Involvement: Parents/family/supportive adults are active, engaged participants in planning		✓	
Program of Study: Courses, experiences, and curriculum designed to develop student academic & functional skills		✓	
Self-Advocacy: Ability to make choices, solve problems, set goals, and evaluate options & state goals	✓	✓	
Social Skills: Behaviors & attitudes that focus on communication and collaboration	✓	✓	
Transition Program: Contracts with agencies that move students from school settings to adult life	✓	✓	
Vocational Education: Courses that focus on career development and preparation for specific careers	✓	✓	
Work Study: Paid or unpaid work experience and work skills instruction; integrated academic/work skills		✓	

Research and best practices inform us how to write and implement the IEP to achieve outcomes that are important for the student, the family and the community as students move toward adulthood.

Effective transition services prepare youth for their adult roles of productive worker, contributing citizen, responsible family member, & lifelong learner in the life settings of work, home, community and the classroom (the learning environment).



1A. Mandates: Write appropriate, measurable post-secondary goals (IDEA 2004 Section 614(d)(1)(A)(VIII))

Post-secondary goals are statements of what the student will achieve after leaving high school. The goals must be stated in terms that can be counted as occurring or not occurring. Words like “hopes to, plans to” are not measurable.

What should measurable post-secondary goals look like?

Use this formula to state the goal:

After high school I will _____
behavior where/how

Example: After high school I will enroll at Shasta College to earn an Early Childhood Education Credential.

These post-secondary goals are examples of behaviors that are based on IDEA guidelines:

Post-secondary education / training goals

Required

- Enroll in a college or university to study _____.
- Earn an occupational certificate in _____.
- Enroll in vocational training in _____. (cosmetology, pet grooming, heavy equipment operation, etc.)
- Enter the military for training in _____.
- Enter an apprenticeship in the field of _____.
- Complete on the job training for _____.
- Enroll in adult education.

Employment Goals

Required

- Get a competitive job - work full time / part time (specify employment desired)
- Get a job that is integrated competitive employment (specify employment desired)
- Start a business – Entrepreneurship (specify business desired)
- Do volunteer work in the community (specify volunteer position desired)

Independent Living

As Needed

- Live independently
- Live with family, roommates
- Live independently with supportive services
- Live in residential settings
- Manage finances, household
- Access community – independently
- Use Public transportation

2A. Mandates: Update Goals Annually

Goals need to be updated annually. If this is the first transition IEP, it is considered an update.

Goals will change as students gain experience, opportunities, training and work experience.

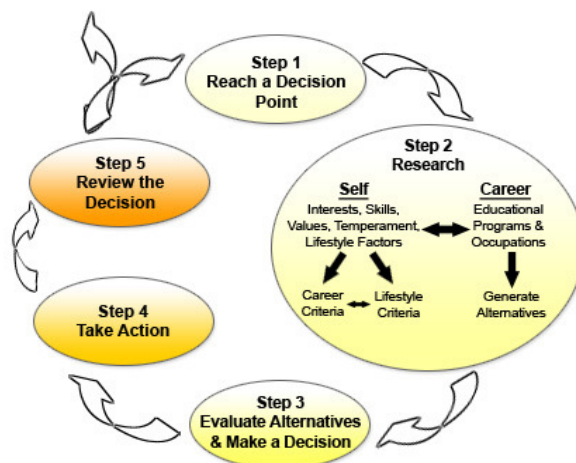
Post-secondary goals evolve from general to specific as students grow and mature.



1B. Best Practices: Writing appropriate measurable post-secondary goals

When measurable post-secondary goals are the core of the IEP, the educational plan makes sense to students, parents, teachers, counselors and transition agency partners.

The IEP is based on student's goals. It is important that students learn and apply a decision-making process.



Set the expectation that students have the right and responsibility to work if they can. Focus the IEP on the **student's** plan for their future.

Engage students in decision-making process beginning at the latest, in middle school.



Focus on the career/employment goal first. Utilize job information (O'NET) to validate education and training requirements and the skills needed for successful employment.



Incorporate industry standards and common core academic standards in post-secondary and annual goal statements.



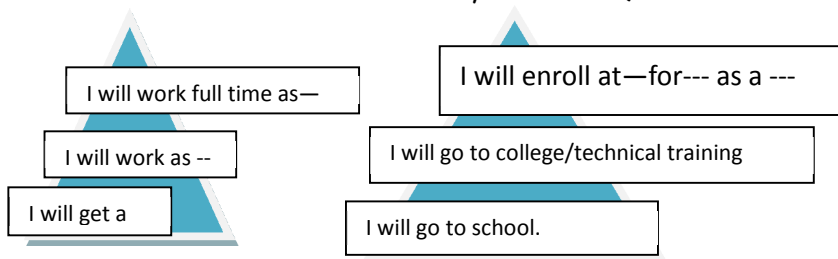
Validate goal statements annually using annual career / transition assessment data. Encourage students to present their goals through authentic assessments.



Engage students in developing their individualized learning plans, a planning tool developed by the National Collaborative on Workforce and Disability for Youth (NCWD-youth.)



Goals change and should move from general to specific as students mature.



2B. Best Practice: Update goals annually

Goals need to be updated annually. As students mature, and have new experiences, their goals mature.

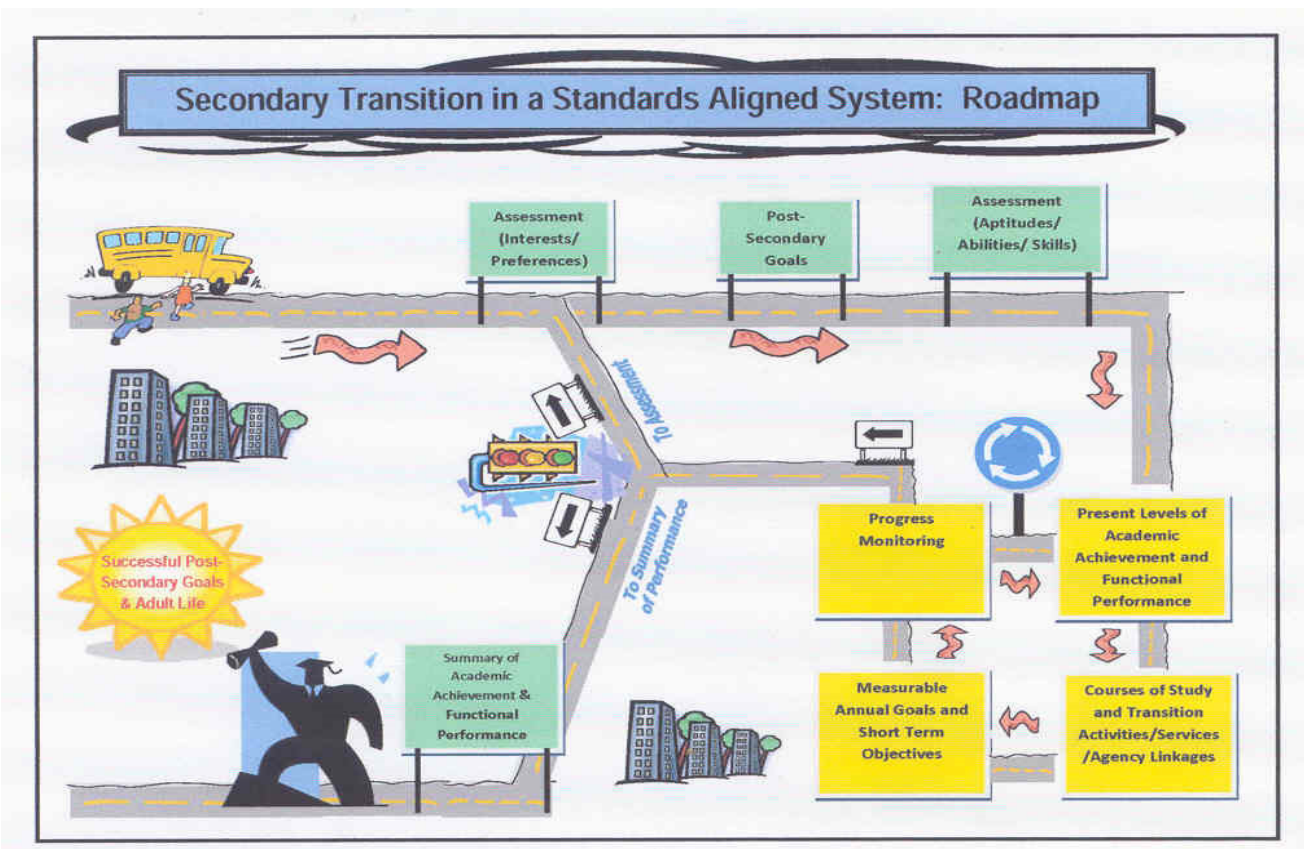
3A. Mandates: Goals are based on age appropriate assessments

IDEA 2004 stipulates: "The IEP must include measurable post-secondary goals **based upon age appropriate assessments related to training, education, employment, and where appropriate, independent living skills and the transition services (including the course of study) needed to help the child in reaching those goals**".

Federal IDEA Guidance: Each year, the transition assessments should be revisited in a more specific manner, targeting the student's development. For students in grades nine and ten, a career exploration measure or interest inventory is typically satisfactory. For an older student, a vocational skills assessment is more appropriate. Assessment should address all three components of transition- employment, post-secondary education and training, and independent living. Assessment information is summarized on the Transition Page of the IEP. It is also included in the vocational section of the present levels of academic achievement and functional performance. Assessment information is summarized on the Transition Page of the IEP. It is also included in the vocational section of the present levels of academic achievement and functional performance.

Basic assessment strategies include interest surveys, computerized information systems, portfolios, observation and interviews. There are an array of free tools and resources available. Transition assessment includes career/vocational assessments and an evaluation of other transition issues (academic skills, readiness for transition, life skills, resources, and eligibility for support systems). Assessments should document the entire transition IEP. They should validate post-secondary goals, identify needed transition services, and most importantly, help students and their families set goals and plan their future.

- Assessments should be reviewed annually to form the basis of the transition plan.
- As students move closer to leaving high school, it is important to address issues related to readiness for transition, availability of resources and eligibility for services.



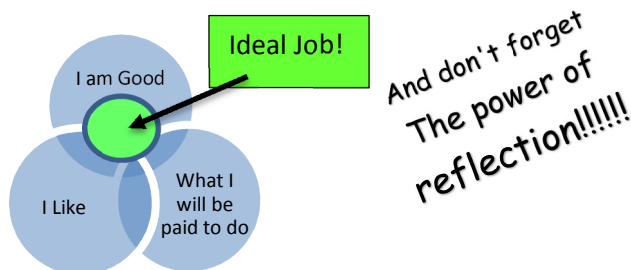
3B. Best Practices: Goals are based on age-appropriate transition assessments

Person-Centered Planning is the key to quality transition planning and preparation.

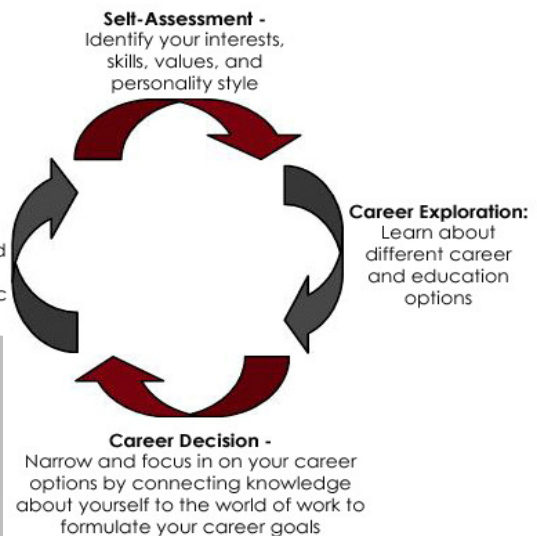
Assessment should lead to self-discovery.

- ❖ Who am I?
- ❖ What are my unique talents and interests?
- ❖ What do I want in life now and in the future?
- ❖ What are the main barriers to getting what I want from school and my community?
- ❖ What are my options for achieving my goals?
- ❖

And lead to gaining personal insight that leads to informed choices!



Strategic Job Search -
Develop your job searching skills and pursue action through a strategic job search



Source: Pennsylvania Youth Transition Partnership



Hints for choosing career / vocational assessments:

- Is it easy for the student to use?
- Is it age/grade appropriate? Can students relate to language?
- Does it stereotype career choices?
- Is it easy to read and interpret? (Does it assess interests or reading skills)?
- Does it provide feedback that leads to reflection?
- Does it enhance insights?
- Does it reflect the current and emerging job market?

Some of the Most Common and Easily Accessed Free Assessment Resources

California Career Resource Network (CalCRN) California Career Zone Lesson Plans Career Surfer Mobil App California Career Center www.californiacareers.info	Drive of Your Life (Online career exploration game for middle school and high school students to learn about themselves and their future.) www.driveofyourlife.org
Life Skills inventories Casey Life Skills (Rates life skills) www.caseylifeskills.org Transition Health Care Checklist http://www.portal.state.pa.us	Resources for Individuals with ID/DD E-Jam Environmental Assessment www.transitioncoalition.org How I want to Spend My Time www.dds.ca.gov/ConsumerCorner/docs/HowIWantoSpendMyTime_English.pdf
Labor Market Information resources My Next Move (also in Spanish) www.mynextmove.org California Employment Development Department: www.labormarketinfo.edd.ca.gov/ Labor Market Information and Occupational Guides Bureau of Labor Statistics resources for students. www.bls.gov/k12/ Occupational Outlook Handbook www.bls.gov/ooh/	Shasta Career Connections (TIPs for Success under STC-3 resources) www.shastacareerconnections.net Classroom Activities and Curriculum Resources California Career Briefs and Career Café: career exploration activities and curriculum resources www.cacareerbriefs.com www.cacareercafe.com Skills to Pay the Bills www.dol.gov/odep/topics/youth/softskills/ National Collaborative on Workforce and Disability: Individualized Learning Plans www.ncwd-youth.info/ilp



4A. Mandates: Transition services

“Transition services” are a **coordinated set of activities** for a child with a disability and are based on assessment. IEPs are required to list transition services that will be provided to help youth achieve their transition goals. Transition services are documented on the services page of the IEP and described on the Transition Page. Specific transition-related academic and functional goals & objectives are included in the Goals Page of the IEP.

Transition services, begin not later than the first IEP to be in effect when the child turns 16, or younger if determined by the IEP Team. Annually updated IEPs must include measurable post-secondary goals based upon age appropriate assessments related to training, education, employment, and where appropriate, independent living skills and the transition services (including the course of study) needed to help the child in reaching those goals.

- IDEA defines the services as 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.

The California Special Education Information Management System (CASEMIS) lists numerous service codes that may be used to describe transition services - **if** the assessment information documents the need for the services. Related Services refers specifically to designated instructional services (DIS).

However, The 800 Codes are the most closely aligned with transition services and reflect many of the national post-school outcomes predictors of success.

Transition Services as listed in IDEA Regulations and California Education Code with California Special Education Information Management System (CASEMIS) Codes

820 – College Awareness Preparation

830 – Vocational Assessment, Guidance, Career Assessment

840 – Career Awareness, Self-Advocacy, Career Planning

850 – Work Experience Education

855 – Job Coaching

860 – Mentoring, Sustained coaching

865 – Agency Linkages (referral and placement)

870 – Travel Training (includes Mobility training)

890 - Other Transition Services (program coordination, case management, meetings, crafting linkages)

900 - Other special education, Related Services

The justification for services is defined through the assessment process.



4B. Best Practices: Transition services

The coordinated set of activities delineates who will do what this year to assist the student in achieving the annual goals to support movement toward the post-secondary outcomes.

Evidence-Based Best practices tell us:

- ❖ It is recommended that there should be at least one transition service listed that corresponds or connects to each post-secondary outcome; and
- ❖ The student's IEP should document transition services that focus on improving the academic and functional achievement of the student to facilitate their movement from school to post-school and,
- ❖ Transition services include academic and functional activities, supports and services.

The NSTTAC Predictors of Improved Post-School Outcomes for students with Disabilities highlight these services as being research-based best practices:



Career Awareness: Services that engage students in exploring career and educational options, effective job search skills, and the development of skills needed for success in the workplace and in the classroom.



Community Experiences: Training that takes place in the natural environment focused on social skills, domestic skills, accessing public transportation and on the job training.



Inclusion in General Education: Students who participate in regular education placements, and in career technical and occupation specific classes, are more likely to be engaged in post-high school education, employment and independent living. Teachers collaborate with core academic and Career-Technical Education (CTE) Teachers. For more information about a school-wide tiered approach to delivering transition services check out Mary Morningstar's Transition Coalition www.transitioncoalition.org.



Self-Advocacy: Self-determination skills, knowledge of disability and accommodations, leadership opportunities, goal setting and problem-solving lead to post-school success.



Paid Employment / Work Experience: Working provides an opportunity to apply learning and develop college and career readiness, knowledge and skills (academic skills, technical skills, higher order thinking skills and applied workplace skills) that lead to employment.



Connections: Workplace mentors, family support system, interdisciplinary and interagency Collaboration. Connections to "next environments"

5A. Mandates: Course of study

Courses of study are defined as a multi-year description of coursework to achieve the student's desired post-school goals, from the student's current to anticipated exit year. (NSTTAC Indicator 13 Guide)

Based on a review of legislation and California Education Code (EC) that inform the course of study for the state of California, and, with the goal of making sure we do not create liabilities for any students, the California Secondary Transition Leadership Team has recommended:

1. The course of study must intentionally and explicitly reflect each student's secondary completion goals and post-secondary transition goals.
2. For students who plan to earn a high school diploma the student must meet State and district graduation requirements. SB 172 Liu required that schools grant a diploma to any pupil who completed grade twelve in the 2003–04 school year or a subsequent school year and met all applicable graduation requirements other than the passage of the high school exit examination.
3. Elective classes or those meeting the State and district graduation requirements such as performing and visual arts, foreign language (language other than English including American Sign Language), and career technical classes should reflect the individual student's career interests and post-secondary goals.
4. The course of study should be sufficiently generic to be portable across district and/or state lines.
5. Student progress toward achieving a high school diploma or certificate of completion should be monitored at least once annually with consideration given to attendance, grades, credit status and other educational performance measures. The course of study should also be reviewed at least once annually for all students.
6. It should be recognized that, to the maximum extent possible, attainment of a high school diploma should be recognized as partially meeting post-secondary education and employment goals. (Some employers require a diploma to meet their minimum requirement when considering job applicants.)
7. It should be emphasized that the course of study and attainment of a diploma or certificate are not sufficient to document the provision of transition services as mandated in IDEA.
8. For students whose course of study will lead to certificates that are alternatives to a high school diploma, the certificate should intentionally and explicitly reflect each student's secondary completion goals and post-secondary goals. The citations in Education Code (EC) include:

EC Section 56390

- Complete a prescribed alternative course of study
- Meet IEP goals and objectives
- Satisfactorily attend and participate in instruction

EC Section 56026

- Age Out of the K-12 system at age 22

9. Courses of study that lead to certificates of completion should include annual IEP goals that explicitly describe evidence-based instructional practices and predictors with appropriate criterion measures of performance / achievement that when attained, demonstrate progress toward achieving post-secondary goals.

Minimum California high school graduation requirements are: three years of English, two years of mathematics, three years of social science, two years of science, two years of physical education, and one year of foreign language or visual and performing arts or one year of career-technical education. (source: <http://www.cde.ca.gov/ci/gc/hs/hsgmin.asp>)



5B. Best Practice: Course of study

The course of study defines the **multi-year set of classes** in the pathway to secondary goals (graduation, diploma, certificate) that begins in middle school and culminates the last year in school.

Post-secondary Education Goal

If the **Post-secondary Education Goal** is to enroll at a college or university, the post-secondary institution entrance requirements influence the course of study.

This chart reflects the generic courses with commonly used course titles based on CSU or UC entrance standards

Grade 9	Grade 10	Grade 11	Grade 12
English I <i>Social Science* grade 9 or 10</i> Math (Algebra I) Science (Biology) PE Elective	English II Social Science(History) Math (Intermediary Algebra) Science (Physical Science) PE Elective	English III Social Science /History Math (Geometry) Science (chemistry) Elective Elective	English IV Social Science (Economics) Elective Elective Elective Elective

- ❖ Electives are defined as Foreign Language (a language that is not English), Visual/Performing Arts, and Career-Technical Education classes and Regional Occupation Programs/Classes.
- ❖ The course of study may also include extracurricular activities that relate to post-secondary goals (yearbook, school newspaper, athletics, student leadership organizations (Future Farmers of America, Future Business Leaders of America, Key Clubs, etc).
- ❖ Career Pathway Programs have tools that clearly define the course of study for career-themed pathways and programs funded through the California Career Pathway Trust.

* A-G course outline stipulates two years of history/social science; CA state requires 3 years.

The school transcript suffices for meeting this expectation **only** if it includes the **multi-year** course of study. If it only lists the current or past years' classes, grades and credits, it is insufficient for meeting this requirement.

If the secondary exit goal is the certificate of completion, the course of study should reflect the same level of preparation for post-secondary goals.



The Certificate of Completion is defined by the district. It is increasingly important that the certificate is meaningful for the next environment (work, home, community and college). Some programs have created "Work Ready Certificates". A diploma requires a series of classes. The certificate has the same mandate to list a set of classes or instructional units/ competencies that must be completed to earn a certificate.

A sample course of study for a certificate bound student may include:

Functional Academics	Domestic Domain	Community Domain	Vocational Domain
Math English / Language Arts Listening / Speaking	Grooming / Hygiene Personal Safety Life Skills	Social Behavior Community Resources Recreation and Leisure Communication Skills	Career Exploration Work Related Training Future Living, Working

If an education and career plan is attached to the transition IEP, state "the attached course of study lists classes and graduation requirements that prepare _____ for post-secondary education and employment goal" on the IEP in course of study and attach a document, such as the counselor education and career plan, to the IEP.

6A. Mandates: Annual IEP goals

Federal Guideline

For each area where a post-secondary measurable outcome/goal is identified, a measurable, annual IEP goal must be developed.

IDEA defines annual goals in Regulations: Part 300/D/300.320/a/2/i as:

A statement of measurable annual goals, including academic and functional goals designed to:

- **Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and**
- **Meet each of the child's other educational needs that result from the child's disability.**

Skills are defined as functional as long as the outcome supports the student's independence. Please see pages 38 & 39 for examples of functional skills.

The Annual IEP Goal identifies what will be worked on this year to build the student's skills in achieving the post-school outcomes.

Two Types of Goals in Transition in the IEP

Post-Secondary Goals	Measurable Annual Goals
Measurable statements of what a student intends to do for employment, education/training and independent living after leaving high school	Measurable goals that state what the student will work on this year to help build skills & knowledge needed to achieve the post-secondary outcome
Post = AFTER Secondary = HIGH SCHOOL	Annual = EACH YEAR Annual goals may be included in both the Transition Page and the Annual Goals Page of the IEP.

Outcomes are achieved after students leave secondary education and are defined as employment, education/training and independent living. Outcome data is based on post-secondary follow-up.

6B. Best Practices: Annual goals

The annual goals or instructional objectives define what the student is reasonably expected to do this year in order to achieve the post-secondary goal.



The formula for writing annual goals is SMART

Specific Measurable Action Realistic/Relevant Time Limited



Contextual Learning is a methodology that teaches academic standards in the contextual of their application to work, education and independent living. For example, the student's post-secondary goal is employment. Triangulating goals is a strategy that takes the post-school employment goal and uses career information (ONET) and Common Core Anchor Standards to inform the post-school education goal and annual goals.

Related topic	Goal / Tasks	Related Standards	Authentic Assessment
Job Search Skills	Apply for a job online Read job announcement Research job using ONET Complete application Write resume Submit on-line	Common Core Standards Reading: craft & structure Writing production Research Industry Standards: SCANS Basic Skills Information Technology	Print out application and resume for portfolio



Here is a different example of how to map transition topics to common core anchor standards and Blooms Digital Taxonomy for authentic assessment options.

Mapping Transition Topics to Common Core Anchor Standards and Blooms Digital Taxonomy			
Transition Topic	What Students Need to Know / Do	Common Core Anchor Standards	Authentic Assessment Blooms Taxonomy
Submit on-line applications for: Jobs Post-secondary training Financial aid Services available through college, Department of Rehabilitation	Read, interpret information Reference other documents Use vocabulary skills Write using proper English Submit on-line applications	Reading: Key Ideas Read closely to determine what the text says explicitly and make logical inferences. Reading: Craft and Structure Interpret words as they are used in text. Read: Read informational text Writing: Write clear, coherent writing. Language: Demonstrate command of conventions of Standard English, grammar and usage when speaking, writing. Demonstrate command of conventions of Standard English capitalization, punctuation, and spelling when writing.	Print applications Fill in forms Dictate Information

There are many resources that give examples of annual goals. They include:

Common Core Anchor Standards, O'NET / My Next Move, Blooms Digital Taxonomy, Career Clusters Essential Standards, Smart Balance Assessment, Partnership for 21st Century, Freshman Transition Standards (Georgetown University), Standards for Career Ready Practice, Life Skills Inventories, Career-Technical Education Foundation Standards. The Zarrow Center for Learning website includes transition assessment and goal generator and self-determination tools. <http://www.ou.edu/education/centers-and-partnerships/zarrow.html>



7A. Compliance Requires: Student participation in the IEP

IDEA requires that the IEP is based on the individual child's needs, taking into account the child's strengths, preferences and interests. Regulations: Part 300 / D / 300.320

Indicator 13 requires that the student is invited to the IEP.

The public agency shall invite the child with a disability to attend his or her IEP meeting if the purpose of the meeting will be the consideration of the post-secondary goals for the child and the transition services needed to assist the child in reaching those goals. 34CFR300.37(b)(1)

If the child does not attend the IEP Team Meeting, the public agency must take other steps to ensure that the child's preferences and interests are considered. 34CFR 300.321(b)(2).

Transition planning is about the student's movement from high school to post-school life. It is based on the student's plans for the future. Therefore the student's input is essential.

The needs and desires of the student and family are the core of the planning process.

The student may need preparation and practice in participating in the meeting.

There are five levels of participation in the IEP (Source: Transition Coalition)

1. Student Input (provided indirectly based on a questionnaire or survey)
2. Passive Observer (in the room, avoids the conversation)
3. Reluctant Participant (responds to direct questions)
4. Self-Advocate (practices self-advocacy skills)
5. Leader (demonstrates leadership skills in the IEP)

Student Behaviors Associated with Post-School Employment and Education

1. **Strengths/Limitations:** Express and describe personal strengths and limitations & assistance needs
2. **Disability Awareness:** Ability to describe disability and accommodation needs
3. **Persistence:** work toward goal until it is accomplished; or after facing adversity
4. **Interaction with others:** maintain friendships, work collaboratively with small groups, or teams
5. **Goal Setting:** Understand importance of setting goals & set post-school goals that match interests
6. **Employment:** Express desire to work, demonstrate job readiness, complete training, find a job
7. **Student involvement in IEP:** Discuss goals with IEP Team & actively lead the IEP

Source: Transition Education Fast Facts, Council for Exceptional Children (2013)



7B. Best Practices: Student participation in the IEP

Self-advocacy and self-determination are essential skills for students with disabilities. They are especially important as agencies that provide post-secondary transition support emphasize person-centered planning.

There are four ways students can be involved in the IEP process:

- ❖ Planning the IEP includes laying the foundation for the meeting by identifying strengths, needs, establishing goals, considering options and preparing resources to use at the IEP meeting.
- ❖ Drafting the IEP provides practice in **self-advocacy skills** – when students are included in writing a draft of their IEP that reflects their strengths and needs as well as interests and preferences.
- ❖ Participating in the IEP Meeting provides an opportunity to demonstrate self-advocacy skills. The student has the opportunity to share interests, preferences and needs and participate in the process of developing the transition plan.
- ❖ Implementing the IEP is an opportunity for students to evaluate their own progress toward achieving goals.

Self-Advocacy is understanding your strengths and needs, identifying your personal goals, knowing your legal rights and responsibilities, and communicating these to others.

Characteristics of Self-Determined People

- Awareness of personal preferences, interests, strengths and limitations
- Ability to identify wants and needs
- Make choices based on preferences, interests, wants and needs
- Ability to consider a variety of options and anticipate consequences for their decisions
- Ability to evaluate decisions based on the outcomes of previous decisions and revise future decisions accordingly
- Ability to set goals and work towards them
- Problem-solving skills
- Striving for independence while recognizing interdependence with others
- Self-advocacy skills
- Independent performance skills and ability to adjust performance
- Persistence
- Ability to assume responsibility for actions and decisions
- Self-confidence

From A Practical Guide for Teaching Self-Determination, Sharon Field, Jim Martin, et al, Reston VA, Council for Exceptional Children

Self-Advocacy Strategies to Prepare Students to Participate Actively in the IEP

- **Inventory your strengths** & areas to improve or learn, goals and choices for learning or needed accommodations (students complete an inventory sheet they can use at the IEP meetings).
- **Provide an inventory of information** (use inventory, portfolio, presentation video, etc.).
- **Listen and respond**- learn the proper times to listen and respond.
- **Ask questions**- teach students to ask questions when they don't understand something.
- **State your goals**- students list the goals they would like to see in their IEP.
- Use the IEP as an opportunity to develop self-advocacy and leadership skills.



8A. Mandates: An invitation to representatives of any participating agencies to attend the IEP team meeting

IDEA 2004 stipulates: If appropriate, a representative of a participating agency that is likely to be responsible for providing or paying for transition services should be invited to the IEP Team meeting with the prior consent of the parent (or student who has reached the age of majority).

Documentation of the parental consent to invite the outside agency should be maintained.

Documentation of the invitation to the outside agency should also be maintained.

The rationale used to determine agency involvement is not applicable (NA) should be included. For example:

- Refusal by parent or student who has reached the age of majority to consent to agency participation
- The IEP does not list transition services that are likely to be paid for or provided by an outside agency
- It is too early to determine if there is a need for outside agency involvement

Students with disabilities face several challenges accessing federally funded programs that can provide transition services as they leave high school for post-secondary education or the workforce. These include difficulty navigating multiple programs that are not always coordinated; possible delays in service as they wait to be served by adult programs; limited access to transition services; a lack of adequate information or awareness on the part of parents, students, and service providers of available programs that may provide transition services after high school; and a lack of preparedness for post-secondary education or employment. Prior GAO work identified many of these same challenges, which is indicative of the longstanding and persistent nature of the challenges facing students with disabilities as they transition out of high school.

The primary reasons it is difficult to manage and prepare for transition cited in the report are:

- Lack of coordination of services among programs: Schools are required to invite agencies that provide transition services to IEP meetings, but agencies are not required to attend.
- Delays in services because of differing definitions of disabilities and eligibility criteria; differing assessment requirements and inability to share information.
- Lack of adequate information and awareness of options after high school.
- Inadequate preparation for post-secondary education and the workforce- driven by the emphasis on academic testing causing less time for career-technical and life skills education.

Source: The Government Accountability Office (GAO) Report entitled [STUDENTS WITH DISABILITIES: Better Federal Coordination Could Lessen Challenges in the Transition from High School](#) (July 2012 report to the Ranking Member, Committee on Education and the Workforce, House of Representatives)

Recent WIOA legislation addresses the connections between transition services and Education, Department of Rehabilitation, and America Job Center (One Stop Centers).

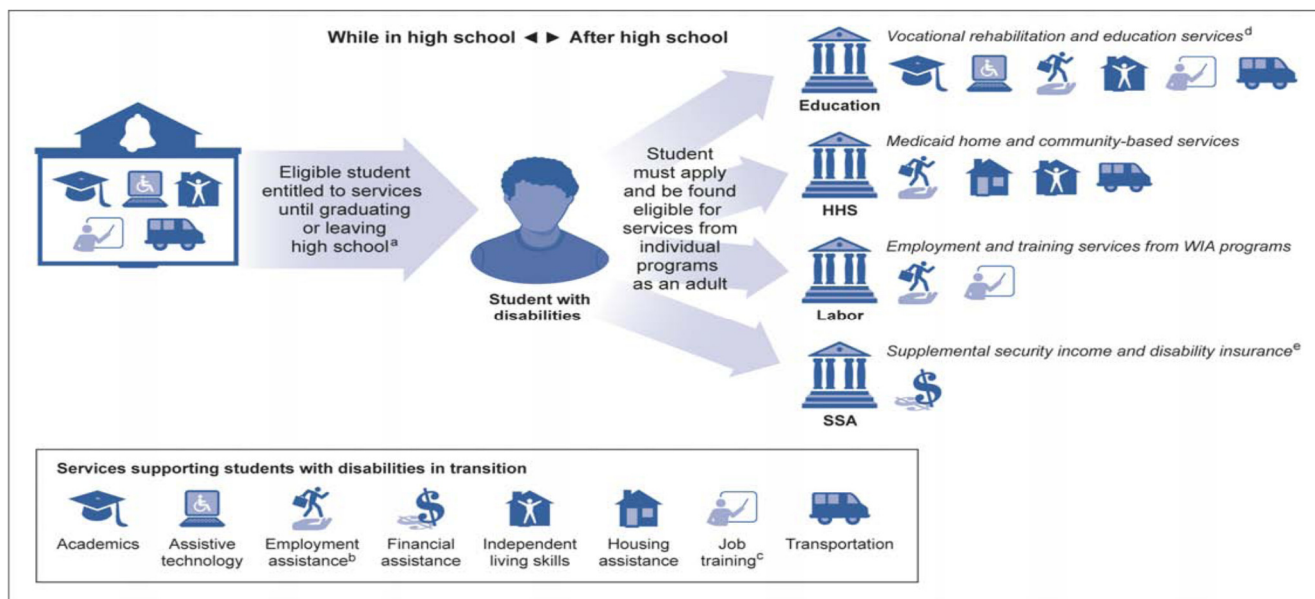


8B. Best Practices: Parent/family and interagency collaboration

It is important to note that the IEP Team membership includes **families**, who play a critical role in the transition process. They are typically the coach, mentor, and advocate when the student leaves school. They need to be encouraged to actively engage in the IEP process and the development of post-school goals. They need information and support to access community agencies and resources that support youth they leave school.

A recent GAO report demonstrates the challenges students and families face as they try to navigate agencies after they leave high school. Agencies require students apply for services. They have a more narrow focus on transition than the K-12 system. They are allowed to have waiting lists. They also have different definitions of disabilities. Services can vary widely within state systems based on the community resources. Linking youth to agencies while in school make connections easier.

This chart demonstrates some of the issues.



Source: GAO analysis of agency documentation, including postings and publications.



Convene your local Community of Practice- collaborate with the agencies that provide transition services after high school.

	Employment	Education/Training	Independent Living
For All	Department of Labor Employment Dev. Dept. WIOA / America's Job Centers California Conservation Corps Job Corps	Community College/ Universities Military Technical Training Adult Education Regional Occupation Program Short-Term Certification Community Education	Social Services Public Transportation City and County Housing Health Departments
Disability Specific	Department of Rehabilitation Regional Centers Vendor Programs	Community College - Disability Resource Center (DRC)	ILS programs Dial a Ride/Ride on Demand Social Security-SSI

- Partner with agencies in advance of IEP- with parent and student permission.
- Form local / regional Community of Practice or partnership groups to address transition.
- Invite agencies to the classroom. Offer Informational workshops, meetings for parents.
- Develop formal programs like the Transition Partnership Programs.
- Create community resource maps and information for students and parents to navigate transition.
- Communicate with transition destinations to learn what students need to know and do to be ready for the next environment.

Collaboration among agencies requires effective communication. It is important to hear all perspectives.

These are some common terms that mean different things to different audiences:

When you say 	Outcomes	Assessment	Course of Study	Post-Secondary Goals	Self-Advocacy	Self - Determination
I Hear 						
Student	Where do I go???	Not Another Test!!!	Classes?	I am not sure what my options are.	If I talk, will they listen?	I am in charge of my future?
Parent	What is out there for my child?	Not another test - more test anxiety! Will it help or discourage?	What classes lead to graduation?	Are these goals realistic?	I want them to listen to me, too.	Where do I get the information to guide my child to ask for what he or she needs?
General Ed.	College & Career Readiness	Academic Finals Smarter Balance	Education/ Career Plan	Vocational Training College University	Pick a university. Ask for help.	I will guide students to make choices.
Special ed.	Post-Secondary Education & Training Employment Independent Living	Psycho-Ed Test Academic Test Transition & Career Surveys Life Skills Evaluation	Course of Study	Goals Related to Post-Secondary Education Training, Work, & Independent Living	Know your disability. Ask for accommodations.	Use your initiative to plan your future and share your plans.
College	Persistence - Complete your degree or certificate. Transfer from community college.	Placement Tests Eligibility for DRC Finals Test for License...	Education Plan	Major	Students need to know what classes they want and ask for DRC services they need.	Responsibility for career & education planning – students must use initiative to ask for help.
Department of Rehabilitation	Employment	Vocational Eval. Work Readiness Situational Assessment	What classes or programs relate to employment goal?	Employment Goal	Describe their disability and state their employment goal.	Set realistic goals for themselves and advocate for their needs.
Department of Developmental Services	Integrated Competitive Employment Quality life	Eligibility for Services Specialized Assessments	Classes to Earn Diploma or Certificate	Do you want to leave high school with a diploma or certificate?	Request services when developing a program plan.	State goals for the future & make choices about services to meet needs.
Business	Responsible, Productive Employee with Skills for the Job	On the job Evaluation	What training does the employee need?	Minimum Qualifications for Jobs	Speak up. Ask for what you need. Disclose your disability.	Plan ahead Complete education and training to advance.
America's Job Centers	Employment	Verification of Eligibility	Employment Plan	Employment	Express your goals and ask for what you need.	What services are provided? Which ones meet my needs?

Appendices



Transition Questions We All Want to Ask

Here are a list of the most common questions regarding Transition in the IEP. This is an abbreviated version. The annotated version has extensive citations of laws and regulations upon which these answers are based. Both documents are available at www.catransitionalliance.org. Bob Snowden, Ed.D is credited with the research.

What is the difference between the terms mandate and compliance?

Mandate is defined as a written order or command. The Individuals with Education Act (IDEA) mandates special education law.

Compliance means to obey the law.

Are “best practices” also legally defensible practices?

Best practices are tools or activities used to meet the multifaceted needs of students with disabilities in the educational setting. There exists an evolving array of available research-based strategies and supports that are considered to be best practices. All practices delineated in the student’s IEP are legally defensible.

What extra steps are required to ensure the Individualized Education Plan (IEP) is legally defensible?

To ensure the IEP is legally defensible education agencies must comply with federal and state special education laws. Districts must ensure school personnel are knowledgeable about child-find, evaluation, IEP development, IEP implementation, provision of FAPE, protection of the rights of children and their parents to procedural due process and safeguards in the evaluation and placement process, and address secondary transition services.

When is an Assessment Plan required to meet the mandate to provide transition assessments?

For a student age sixteen and older, if the instrument used for transition assessment is a norm-referenced test of achievement, then an assessment plan is required. If the whole class is assessed for acquisition of a criterion-referenced skills or informal assessments to collect data are conducted for individual students, an assessment plan is not required.

Do we need to complete an assessment plan when transition and career exploration are integrated into the class curriculum?

If transition and career exploration are integrated into the class curriculum, and the data is collected on all students using criterion referenced assessments, an assessment plan is not required.

If a student is assessed individually to gather data using norm-referenced test of achievement, then an assessment plan is required.



What is the difference between transition services and career guidance and planning?

The difference between transition services and career guidance is the inclusion of transition planning in the IEP to assist the student in becoming a productive member of his/her community.

Secondary transition services requirement at its inception is an affirmative action type push to codify career/vocational planning for students with disabilities.

If a general education personal growth class offers career planning (e.g. a 5 or 10 year plan) could it meet the transition requirements related to assessment, course of study, and post-secondary goals?

Yes, general education career planning activities can meet the transition requirements related to assessments, course of study, and post-secondary goals as long as they are documented in the student's IEP.

Are related services required to be listed on the IEP or are they offered as needed? Is transition IEP required to list related services?

Yes, related services are required to be listed on the IEP, if needed. Transition services is a mandated component of the IEP. It is the **responsibility of the IEP team to consider what** related services the child needs in order to implement transition services, and the detail with which the team specifies them in the IEP.

How do we list post-secondary goals on the IEP if the student refuses to express goals?

Special education law states transition goals and services must be in the student's IEP beginning in the year the student turns 16, or younger if determined appropriate. Getting the student to actively participate in transition planning is not always an easy task. A teacher must be creative in attempts to verify preferences, interests, and goals. Best practices suggest transition planning should take place before the IEP meeting. Since it might involve assessments and multiple meetings there should be ample time allotted for assessments and planning. During the transition planning process there will be many conversations, with many different people. Make sure notes are taken on any conversations with the student, family members, teachers, school administrators, evaluators, service providers, doctors, nurses and/or advocates. It is a good idea to follow-up with a brief note or e-mail to confirm what was said about the student's preferences, interest and goals.

How do we find the time to provide transition services if students rarely attend school?

All districts have policy and procedures, in place, for students who are not meeting attendance expectations. Interventions provided to individual students who are not attending school regularly should be tracked and data should be analyzed to determine the effectiveness of the intervention efforts.

Students and families with multiple issues or more intensive problems participate in School Attendance Review Boards (SARB) or other multidisciplinary teams that include student, their family and school staff such as Student Success Teams (SST).



How do we document transition services for students who are in general education classes 100% of the time and involved in extracurricular activities?

Districts are mandated to document the student's transition services through the IEP process. It is reasonable to document the student's performance in general education classes, and engagement in extracurricular activities as part of transition record-keeping.

Are teachers providing DIS services (e.g. adaptive PE, speech and language) required to address transition in their IEPs?

Yes, DIS personnel are required to address transition in the student's IEP. Tie the services to transition topics. For example, the DIS adaptive PE services may reference transition goals related the fitness, wellness and recreation. The DIS Language Specialist may reference transition goals related to communication skills required for employment or soft skills- interpersonal skills, cooperation, and listening skills.

The law requires IEPs to address transition at age 16. What is the recommended age to address transition in their IEPs?

Special education law specifically states transitions will begin when the student is "16 years of age, or younger if determined appropriate by the IEP team." Many states require transition services at an earlier age.

Can we meet the course of study mandate if we attach the four year education/employment plan developed by school counselors with students?

Yes, a four year plan by a school counselor can meet the course of study requirement if the counselor is invited to the IEP team meeting and the contents of the plan is documented in the student's IEP.

Can responsibility be assigned to students and/or parents on the transition IEP?

Yes, responsibility regarding aspects of transition services can be assigned to the student and/or parent. Special education law mandate that students and parents are full and equal participants with the district in the development of the IEP. This means they must be invited to the meetings regarding the special education programming for the student and they must have equal voice in developing the program.

Can we state the student participates in A-G courses?

Yes, student progress in A-G courses are an integral part of the IEP process. All teachers keep data on which skills their students have mastered and special education law requires the utilization of that information to make informed decisions on the instructional needs of the student.



How do we list dual enrollment courses that typically offered in partnership between the high schools and local community colleges?

Transition services mandate facilitating the movement of the pupil from secondary activities to post-secondary education. Best practice would involve developing a memorandum of understanding between the secondary education system and the community college.

How do we invite agencies to participate in the IEP if our community is small, rural and isolated therefore, lacking agency partners?

Special education law states the school needs to reconvene the IEP team to identify alternative strategies to meet the transition needs of the student. Most service agencies like the Department of Rehabilitation have regional offices that cover large territories. Contact the regional office to invite a representative to a student or group of students who may become clients.

Do we need to document the services agencies provide students?

Yes, all schools need to document the services other agencies provide students with disabilities. A time to collect this type of information is when the parents are interviewed.

What supporting documentation is recommended to document the provision of services listed on the IEP.

When a complaint is filed against a district with the state that claims violation of federal and state special education law, the district must provide documentation to support compliance. Depending on the complexity of the complaint, documentation may include, but is not limited to, district forms, policies and procedures, cumulative files, copy of IEPs, referrals, assessments, inventories, reports, notes, minutes of meetings, student progress reports, work samples, report cards, attendance reports, service logs, etc.

Apply Tiered Intervention Model to Post-Secondary Transition

From: Special Ed Connection

www.specialeducationconnection.com

Key points:

- **Set up career development classes to assist with transition**
- **Keep students engaged in Tier 2 with 'Check & Connect'**
- **Employ intensive person-centered planning in Tier 3**
- **Apply tiered intervention model to post-secondary transition**

While the three-tier intervention model is often affiliated with RTI in the classroom, it also works quite well for transitioning students to life after high school, sources say.

"This model is similar in structure to RTI, but the difference is that it looks at academics and functional skills along with specific transition areas that we address," said Michael Stoehr, an educational consultant for the Pennsylvania Training and Technical Assistance Network, or PaTTAN.

Stoehr recently discussed the benefits of a three-tier postsecondary transition model in the Aug. 20 PaTTAN webinar, *Successful Practices in Secondary Transition for Continuous Improvement*.

For instance, Tier 1 focuses on assessment and career planning for all students. Supplemental assistance is provided at Tier 2 for students who may need more targeted interventions. And at Tier 3, school staff engages in intensive transition assessment and planning for the student, Stoehr said.

"We've been encouraging school districts to look at postsecondary transition for all students, not just students with disabilities," Stoehr said. "The most important thing I think this model has done in schools that have really embraced it is ... it has broken down the silos between general and special education because you are working more collaboratively. It's an approach that looks at all our kids, whether they have an IEP or not."

Consider these steps:

Break down support barriers between special, general ed in Tier 1

Tier 1 looks at the entire student body and focuses on student-directed transition planning and progress monitoring.

Students with disabilities who receive Tier 1 supports are fully included in general education classrooms and complete the same coursework -- they may just need extra support for transition planning, Stoehr said.

For example, extra support at Tier 1 could involve biweekly or monthly postsecondary advisory sessions with a guidance counselor. In addition, the student may be required to create a personal plan of study, which could include employment interests, postsecondary goals, and courses to take to reach those goals.

"To go along with Tier 1, you would ideally have a specific class or elective open to all students that looks specifically at transitional programming, such as a career readiness class or career development course," Stoehr said. Usually, districts will offer these classes at key transition times in seventh and eighth grade, and again in 10th and 11th grades. IEP teams can incorporate such classes into students' transition plans and goals, he said.

Consider supervision, student engagement in Tier 2

"Students at Tier 2 are engaged in more specific instruction around supports for developing employment skills," Stoehr said. They may have more intensive disabilities or could be in jeopardy of dropping out, he said.

Examples of Tier 2 interventions include using work-based assessments, which evaluate a student's performance in the workplace, conducting FBAs, and using the "Check & Connect" approach, Stoehr said.

Check & Connect assesses students' learning engagement by "checking on students" through close monitoring of their attendance, behavior, and grades, and "connecting with students" by offering individualized support through partnership with school personnel, families, and community service providers.

Furthermore, while students in Tier 1 may not need targeted supervision during internships and work experiences, this is something to consider for students in Tier 2, Stoehr said.



Engage in person-centered planning in Tier 3

"In Tier 3, most of the students have IEPs and are in the 18-21 age group," Stoehr said. The interventions here are much more concentrated on small group instruction and intensive person-centered planning.

For students with disabilities, person-centered planning involves having IEP teams come together to look at the students' needs and map out their futures, Stoehr said. Oftentimes this is done in the presence of staff members from community-based organizations or social services agencies.

To provide person-centered planning in Tier 3, Stoehr has been working with project RENEW, an organization that provides transition-based training to school staff.

Other Tier 3 interventions include one-on-one job coaching and individualized instruction on self-determination, social skills, and independent living, Stoehr said.

Incorporate 6 constructs of college and career readiness

The tiered transition model was originally developed in part by Mary Morningstar, director of the Transition Coalition and associate professor in the Department of Special Education at the University of Kansas, Stoehr said.

Morningstar has since applied the tiered model across six constructs of college and career readiness.

Consider the first construct, which is critical thinking, Morningstar said. A student with significant disabilities can still work on his critical thinking, she said. But to do so, he may need more significant supports such as increased intervention or assistive technology. Therefore, the student would move from Tier 1 to either Tier 2 or Tier 3, she said.

"The construct would stay the same across tiers, but how you implement changes at the instruction level," she said.

See also:

Use 6 constructs as "blueprint" for your transition planning (August 27)

Launch school-based enterprise for students with significant disabilities (July 24)

Avoid 3 common mistakes in postsecondary transition planning (December 6)

For more stories and guidance on this topic, see the Postsecondary Transition Roundup.

Philip Barnes covers postsecondary transition and charter school topics for LRP Publications

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Employability Skills Framework

cte.ed.gov/employabilityskills/

Applied Knowledge

Applied Academic Skills

Critical Thinking Skills

Effective Relationships

Interpersonal Skills

Personal Qualities

Workplace Skills

Resource Management

Information use

Communication Skills

Systems Thinking



Essential Skills for Employment

Skills required to find, maintain, and advance in all careers

Compiled by Sue Sawyer, CA Transition Alliance

Standards for Career Ready Practice

www.careertech.org

Apply appropriate technical and academic knowledge

Communicate clearly, effectively and with reason

Develop an education and career plan aligned with personal goals

Apply technology to enhance productivity

Utilize critical thinking to make sense of problems and persevere to solve them.

Practice personal health and understand financial literacy

Act as a responsible citizen in the workplace and community

Model integrity, ethical leadership and effective management

Work productively in teams while integrating cultural and global competence

Demonstrate creativity and innovation

Employ valid and reliable research strategies

Understand environmental, social and economic impact of decisions

Equipped for the Future

<http://eff.clee.utk.edu/>

Communication

Observe, convey ideas in writing

Listen actively, Speak, Read

Decision-Making

Use Math to solve problems

Plan and solve problems

Make decisions

Interpersonal Skills

Cooperate Resolve conflict

Advocate & Influence

Guide Others

Lifelong Learning Skills

Take Responsibility for Learning

Use information/communications

technologies

Learn through research

Universal Skills Employers Seek

www.ncwd-youth.info/ilp

Good communication skills

Leadership Qualities

Positive Attitude

Flexibility and Adaptability

High Standard for Performance

Good Work Ethic

Dependability, Punctuality, Maturity

Acceptance of responsibility

Productivity

Willing to learn and keep learning

Ability to analyze and evaluate

Teamwork

Non-Academic Soft Skills: What Should We Call Them? www.npr.org

Character, Social and Emotional Skills, Soft Skills, Grit

Non-cognitive Traits and Habits, 21st Century Skills, Growth Mindset,

P21 Framework for 21st Century Learning www.P21.org

Key Interdisciplinary Subjects

Global Awareness, Civic, Financial, Health, Environmental Literacy

Learning and Innovation Skills

Creativity, Critical Thinking, Communication, Collaboration

Information, Media and Technology Skills

Information Literacy, Media Literacy, ICT (Info, Communication and Technology Literacy)

Life and Career Skills

Flexibility & Adaptability, Initiative & Self-Direction, Social & Cultural Skills,

Soft Skills to Pay the Bills

Essential Skills for Getting a Job

www.dol.gov/odep

Communication Skills

Enthusiasm & Attitude

Teamwork

Networking

Problem Solving & Critical Thinking

Professionalism

Job Readiness Skills Inventory

www.dor.ca.gov

Communication

Attitude

Teamwork

Problem Solving & Critical Thinking

Professionalism

Job Seeking Skills

Executive Functioning Skills www.askjan.org

Cognitive skills

Plan, Organize, Strategize

Pay attention to, remember details

Start and stop actions, Form concepts, think abstract

Behavior & Social Skills

Monitor, regulate behavior

Plan future behavior related to new tasks

Anticipate outcomes, adapt to change

Chart Legend

Chart is available at

www.catransitionalliance.org

Blue = applied academic skills

Red = soft skills

Green = website includes
teaching/training resources

Technical skills for each occupation:

O'NET www.onetonline.org

My Next Move mynextmove.org

Labor Market Information identifies
industries /careers with highest
potential for opportunity and wages.

www.edd.gov/lmid and *Doing What Matters*, www.cccco.edu



Essential Life Skills for All Teens

Independent Living Skills

At Home Skills

Locate Housing options
Arrange Rent, Utilities, Phone
Basic Routine Maintenance
Clean, Vacuum, Dust
Find a Circuit Breaker/use it
Locate, use Water Furnace Shut-off
Fix Basic Plumbing

Financial Literacy

Understand Gross/Net pay, Deductions
Make a Budget -- stick to it
Use a Bank and/or ATM/ On-Line Banking
Open, Use, Balance Checking Account
Apply for Credit Card, use wisely
Benefits Planning
Saving Account,
Keep track of documents file taxes

Citizenship

Register to Vote, Vote
Comply with Laws, Regulations
Be Environmentally Responsible
Participate in Community Activities
Volunteer

Use Technology at Work, Home, Socially

Use Social Media Responsibly
Know Cyber Presence
Cell Phone Message & Ringtone should Leave a Good Impression
Validate Sources of Information
Maintain Safe Identity
Maintain Current Knowledge of Technology/Applications

Food Skills

Plan, shop for Healthy Diet
Prepare, Store Food
Cook Balanced Meal
Use Kitchen Appliances

Personal Appearance Skills

Basic Clothing Repair (buttons, hems)
Iron Garments
Fold, put away Clothes
Laundry -- Follow care labels, treat stains
Maintain Personal Appearance

Health and Wellness

Basic First Aid
Maintain Healthy Diet
Use Medication Safely
Routine Exercise
Make Healthy Lifestyle Choices
Maintain Hygiene/Grooming
Be aware of Personal Safety

Self Determination & Self Management

Know Yourself -- Your Strengths, Limitations
Manage Your Time
Set Priorities
Monitor Your Performance
Balance Your Responsibilities and Priorities.
Adapt and Accept Change
Advocate for Yourself to Meet Your Needs
Learn from Mistakes

Believe in Yourself

Transportation Community Access

Drive/Maintain Car & Driver's License

Buy Car, Buy Insurance
Registration
Pump gas
Maintain Vehicle Oil, Fluids
Maintain, Change Tires,
Follow Traffic Laws/Safety

Use Public Transportation

Know Schedules
Know Routes, Pick-up Points
Know Options (Bus, Taxi, On-demand)

Community Access

Know Options
Read a Map/ Use GPS
Know Landmarks
Community Orientation

Social / Recreation

Explore Social/Recreational Opportunities
Pursue Hobbies, Recreational Interests
Develop, Maintain Healthy Friendships
Develop, Maintain Healthy Family Relationships

Postsecondary Options

Explore Options -- Job Center, Web Postings
Explore Postsecondary Education Options
Apply Decision-Making Skills
Use Labor Market Info. to guide choices
Develop Resume
Submit Applications/Resume on-line
Interview skills

Employability Skills

Communication Skills (Listen, Speak, Customer Service)
Interpersonal Skills (Leadership, Social Skills, Teamwork)
Personal Qualities / Work Ethic
Thinking Skills (Analyze, Prioritize, Visualize, Problem Solve)
Application of Core Academic Skills
Use of Technology
Manage Resources, Time
Understand Value of Lifelong Learning
Be Adaptable

Be A Lifelong Learner: Be curious & interested to learn new things or apply old info in new ways

Seek Opportunities to Learn -- in Classroom, with Computers, with Books, with People
Learn From and With Others -- Share what you Learn -- Recognize You are Not "The Expert"
Take in Information -- Analyze it, join it with other Information, then apply it

