

# CA Transition Alliance

## Bridge to the Future III

Pre-conference

Transition Essentials: The Basics

Presenter: Sue Sawyer, CA Transition Alliance

# Let's Get Acquainted

- **Please tell us about who you are**
- **Name, Affiliation**
- **Role in transition**
- **Have you had an “ally” – a significant person in your life that encouraged you?**



# Youth ..... Transition

- **How would you fill in the blank?**
- **What are the biggest challenges youth face as they prepare for transition?**
- **What are your hopes and dreams for the youth?**

# Secondary Transition

## Putting It into Perspective

Transitioning out of high school is common for all youth.

All youth need to prepare for adult life roles as:

Workers



Family Members



Members of Community



Lifelong Learners



We want every student with a disability to develop the skills, knowledge and experience they need to achieve successful transitions to employment, Education/training and living independently

**How many times do we “transition” in life?**

**What are some of the challenges youth face as they try to plan their future?**

**What are the most critical skills needed to make a successful transition?**

# Reality Check- How are youth with disabilities doing?

## National Statistics Employment Data

- **October 2016 Disability Employment Statistics**

- **Ages 16 years and over**

- **Labor Force Participation**

- People with disabilities: 20%
- People without disabilities: 68.6%

- **Unemployment Rate**

- People with disabilities: 9.9%
- People without disabilities: 4.5%

Labor Force reflects statistics on people who are working

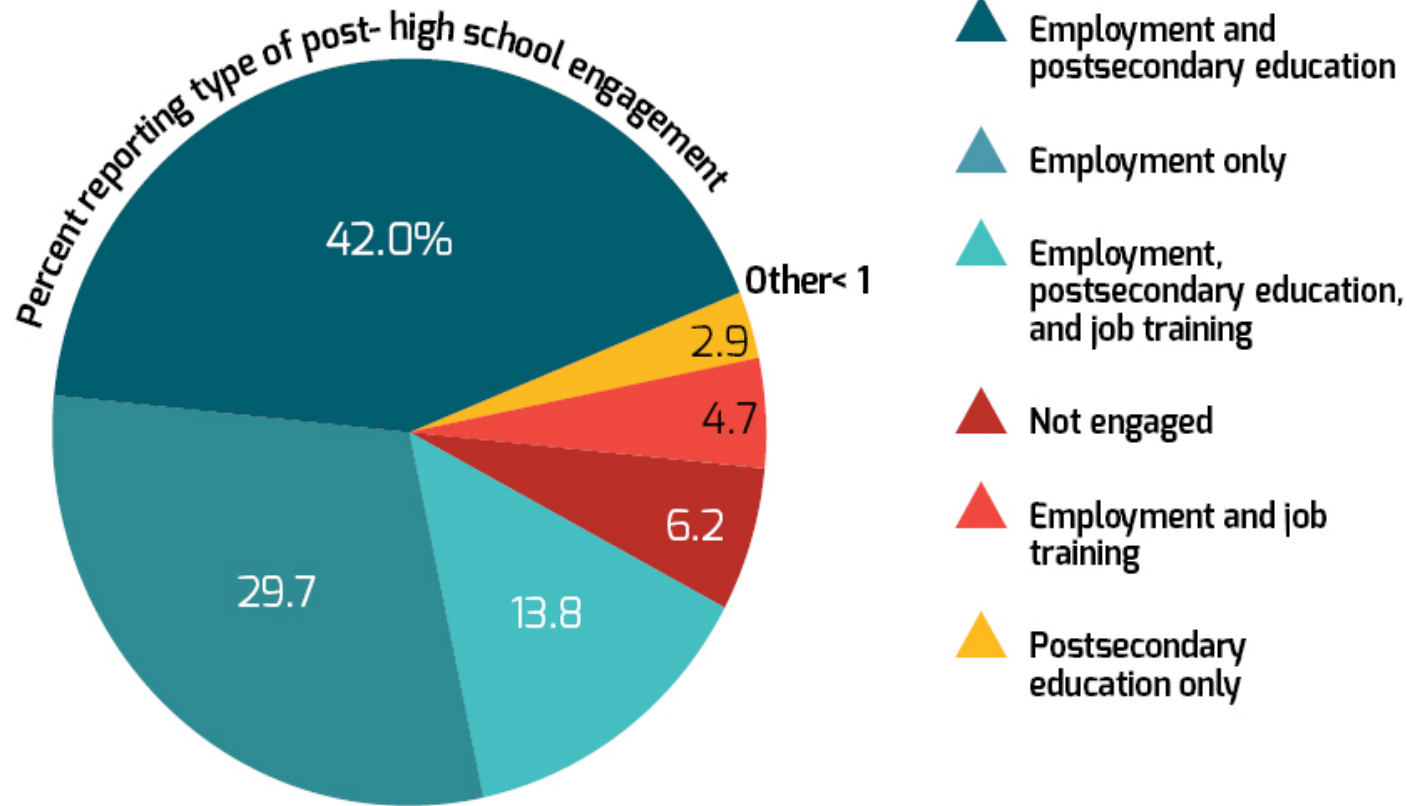
Unemployment rate indicates people who are seeking work, but unable to find employment

25% of people with disabilities live in poverty on less than \$15,000 income <sup>6</sup>

## Post-High-School Engagement for young adults with disabilities

42 percent had both worked and been enrolled in postsecondary education.

Only 6.2 percent had not been engaged in any type of educational or job-related activity.



National Longitudinal Transition Study-2

EDUCATION WEEK

### 2014 California Data

**32.8%** Enrolled in higher education within one year of leaving school

**41.3%** Enrolled in higher education or competitively employed within one year of leaving school.

**80.5%** Enrolled in higher education, competitively employed or in some other type of employment

# Challenges and Opportunities

Pages 4-6

Recent state and federal legislation

- Work Innovation and Opportunity Act (WIOA)
- Every Student Succeeds Act (ESSA) Reauthorizes the Elementary and Secondary Education Act
- Industry Sectors Initiative (Doing What Matters at the Community College)
- California Pathways
- Student Success Initiative (Community College)
- AB 86 Adult Education
- Report on California Statewide Task Force on Special Education
- *One System: Reforming Education to Serve ALL Students*

# Common Themes to All Legislation

Youth Focused Planning / Competitive Employment for ALL

Multiple paths to college and careers

Inclusion of youth with disabilities

Teaching using universal design

Context – integrating academic and career development skills

Collaboration and coordination of services

Validate need for transition planning for all students

Focus on local / regional industry sectors with highest potential for  
opportunities and wages

# Changing Expectations for Student Outcomes

## Employment First

“If you can work, you have a right and a responsibility”

## Integrated Work Environments, Competitive Wages

- Skills required for the current job market
- Access to post-secondary education and training
- Degrees / Certificates / Short term training
- Can we help students who are not diploma-bound prepare for their future?
- Supports work opportunities for youth with IDD

# Now you have the goal and the training Where is the Job?

This article is in Costco Connection Magazine December 2016

“The Job is much more than something to fill the day. It represents an accomplishment of which he is proud.”  
A Proud Dad



## Special needs, special jobs

Companies, and workers, benefit from inclusive employment

BY RICHARD SEVEN

WORK MATTERS. It helps put food on the table and clothes on our backs. It connects us

In fact, many more people across the country with physical and intellectual chal-

Davis Wright Tremaine, was asked by a partner at the firm to consider hiring an applicant

This article highlights inclusive employment and emphasizes that employers who hire people with disabilities are hiring people who

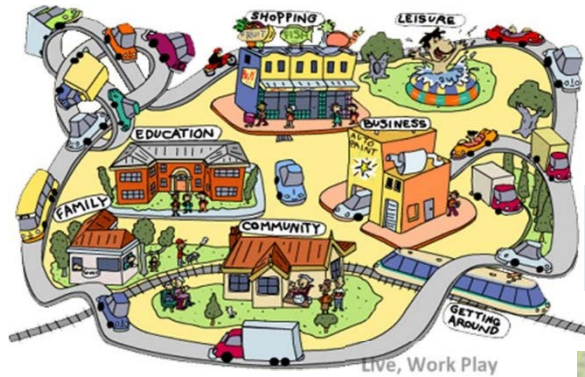
- Bring low rates of absenteeism
- High will to perform
- Boost morale
- Generate customer good will
- Improve workforce retention
- Perform well with the right fit
- Perform less technical tasks well-and free up technical staff to focus on other aspects of their work

# A Roadmap to Competitive Integrated Employment

**Decide: Do YOU Want to Work**

**Find Your Allies**  
People who will help you achieve your goals

**Discover what work is best for YOU**



Choose a career

**School**  
Department of Rehabilitation  
Regional Center  
America Job Center/One Stop



Education and Training

**Explore** what education and training you need to prepare for your job- and **Enroll**

**Find out where YOU can find a job**

**What else do YOU need?**  
Housing?  
Money?  
Transportation?  
Friends and Recreation  
Health and Medical Services?

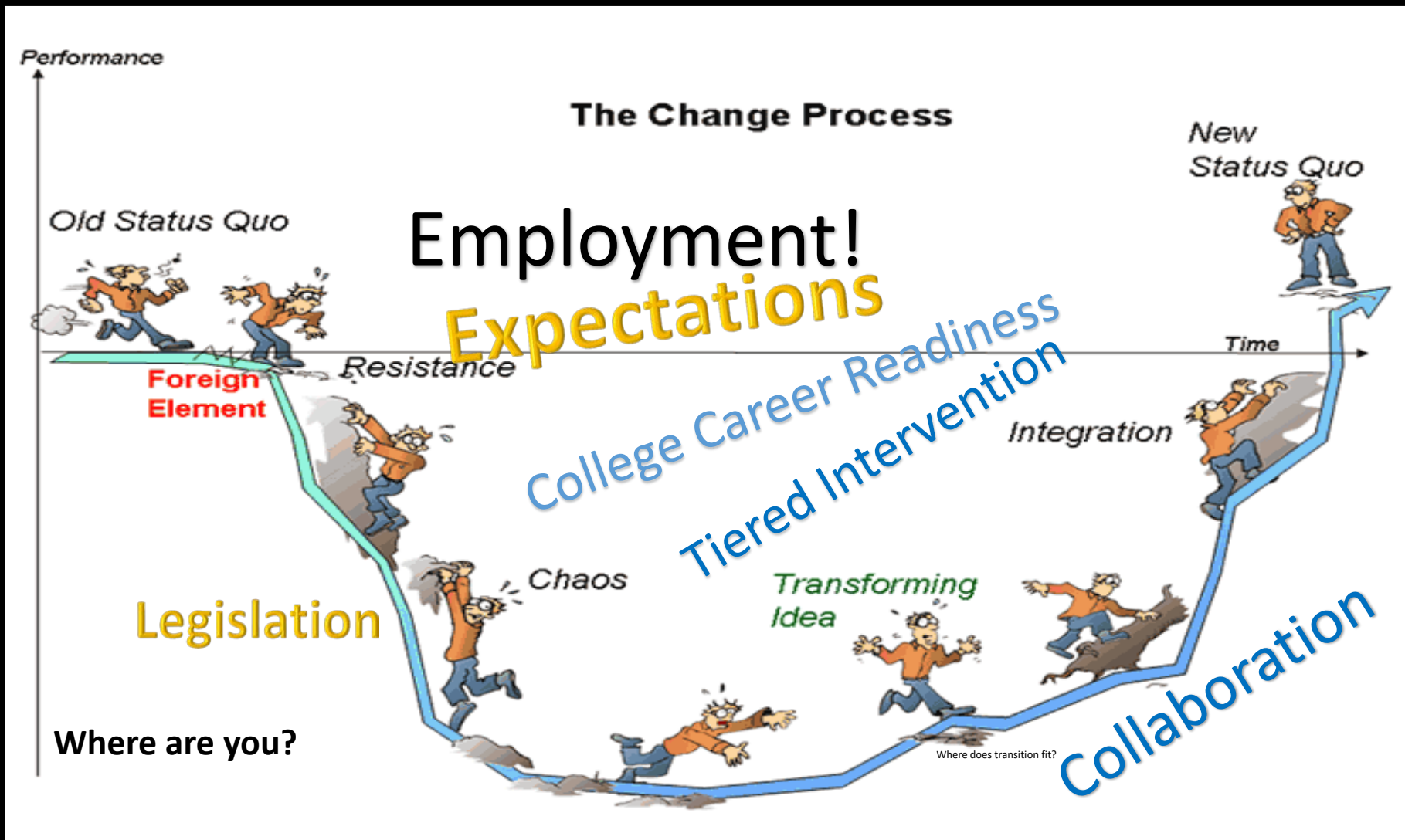
**Decide what help YOU need to find and keep a job**



# Employment First Implications

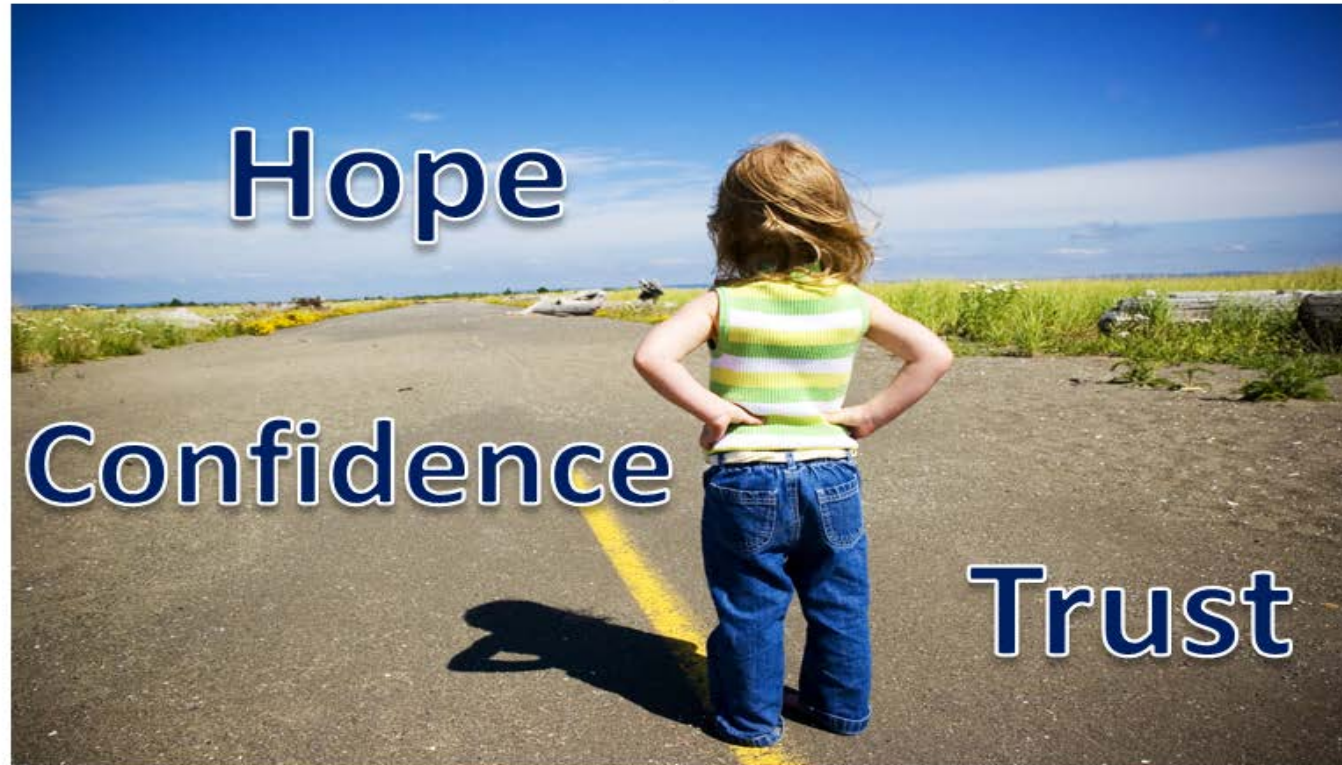
If transition is preparing for the next environment **and**  
the next environment for students with IDD  
is shifting from sheltered environments to inclusion in the community  
and competitive work environments...

- How are expectations impacted? What is happening in your community?
- How are IEP goals impacted?
- What do students need to know and do to be prepared?
- How does this impact collaboration and communication with agencies?
- **For this workshop, we are going to call employment- employment**



## *Secondary Transition Planning: The Basics*

*From Mandates to Practices that Lead to Successful Outcomes*



**Write IEPs that meet the Legal Mandate!**

**Implement IEPs using Best Practices that Lead to Positive Outcomes!!**

# Resources and Expectations

Resources that will be referenced during this workshop:

- Transition Planning: [The Basics Transition Guide](#)
- Infographics will be referenced as we move through the day

Expectations:

- Structure: This workshop will consist of individual sections.
- Group Interaction- Share your knowledge and expertise
- Time will be spent exploring resources

# Transition: A Document or a Process

- The Document
  - Legislation: IDEA
  - Regulation: State Performance plan Indicators 13, 14, 17
- Process
  - Researched best practices
  - Career Development
  - Connections with legislation related to education and transition partner agencies

# Transition Planning: The Basics

- **Intent:** Focus on writing an IEP - 100% compliant with Indicator 13.
- Recognize Transition is a **process**, not a document.
- Recognize that shifting priorities at the federal level- from compliance to outcomes: Education, Employment, Independent Living – validates the value of research.
- Use as a planning tool: Evaluation of current practice and potential areas of improvement.
- Show the connection between the mandate and using research to achieve outcomes.
- Highlights an array of evidenced-based and promising practices, tools and resources.

Predictors/Outcomes	Education	Employment	Independent Living
Career Awareness	X	X	
Occupational Courses	X	X	
Paid Employment/Work Experience	X	X	X
Vocational Education	X	X	
Work Study		X	
Community Experiences		X	
Exit Exam Requirements/High School Diploma Status		X	
Inclusion in General Education	X	X	X
Program of Study		X	



## In-School Predictors by Post-School Outcome Area

Predictors/Outcomes	Education	Employment	Independent Living
Self-Advocacy/Self-Determination	X	X	
Self-Care/Independent Living	X	X	X
Social Skills	X	X	
Interagency Collaboration	X	X	
Parental Involvement		X	
Student Support	X	X	X
Transition Program	X	X	

**Now WIOA identified Pre-Employment Transition Services that are consistent with the Predictors research.**

# Web-Based State Guide to Transition

Supplements the booklet: Secondary Transition Planning: The Basics

Based on Guideposts for Success, National Collaboration on Workforce and Disability (NCWD)

Guideposts	Employment	Ed. Training	Independent Living	Compliance Booklet
School Based Preparatory Experience	<p><b>Content in each section will include</b></p> <p>Activities / Workbooks Resources – Curriculum, Kits, Website, References</p> <p><b>Low Incidence Population perspectives</b> <b>Hard to serve populations perspective</b></p>			<p>Links to NSTTAC NPSO NASET Shared Work</p>
Career Prep. WBL				
Connecting				
Youth Leadership				
Family Involvement				

# The Laws and Regulations

# Secondary Transition as Defined in IDEA

## The Current Mandate

Page 7

**Definition:** A coordinated set of activities for a child with a disability that:

Is designed within a **results-oriented process** that is focused on improving the academic and functional achievement of a child with a disability that facilitates the child's *movement* from school to post-school activities.

Including post-secondary **education**, vocational education, integrated **employment**..., continuing and adult education, **adult services**, independent living, or community participation.

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 living objectives and if appropriate, the acquisition of **daily living skills if needed**, and functional vocational evaluation.

# State Performance Plan

Page 8

IDEA requires states to create a State Performance Plan and evaluate progress toward achieving outcomes and achieving compliance with federal Guidelines.

## **Performance plan indicators specifically related to transition**

#1. Increase Graduation Rate

#2. Decrease drop-out rate

#13. Compliance with federal IEP Guidelines

#14. Improve outcomes - education and post-secondary education/training

# Indicator 13

Page 8

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate **(1) measurable postsecondary goals, (2) annually updated** and based upon an age appropriate **(3) transition assessment** and **(4) transition services**, including **(5) courses of study**, that will reasonably enable the student to meet those postsecondary goals and **(6) annual IEP goals** related to the student's transition services' needs. There also must be evidence that the **(7) student was invited** to the IEP team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any **(8) 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)]

# Indicator 14

Pages 10-11

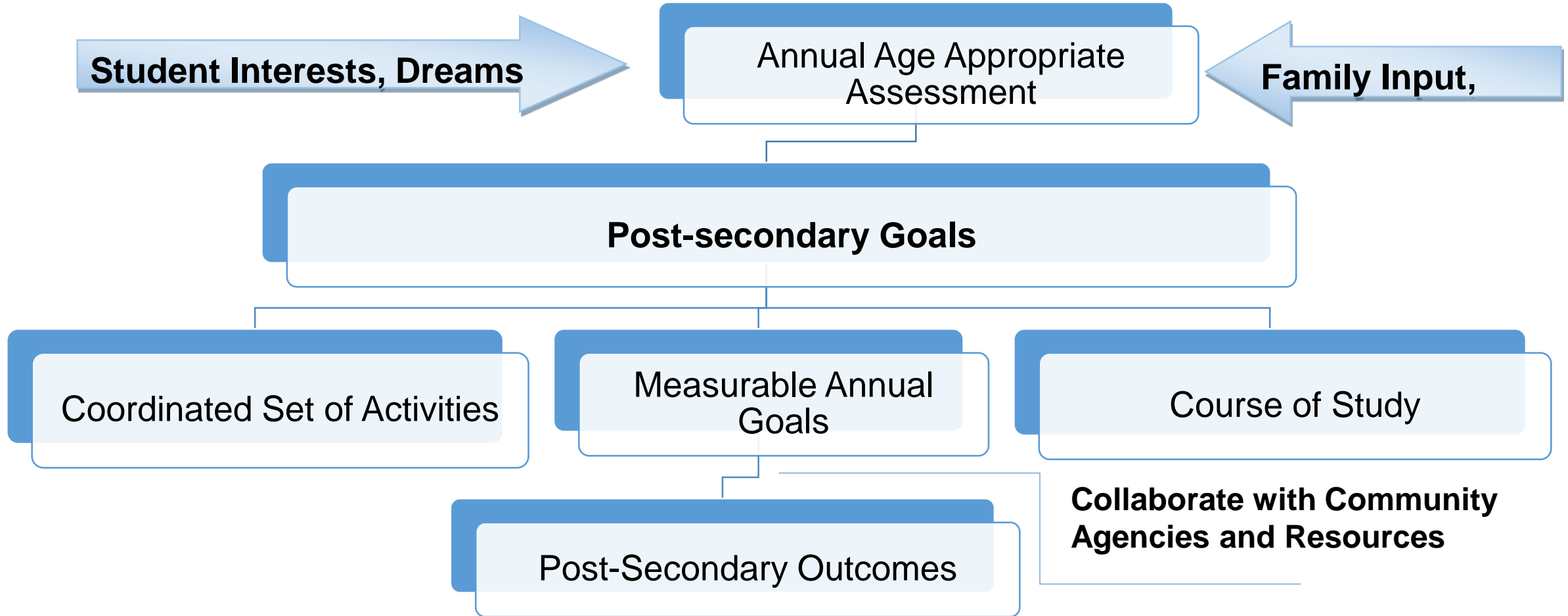
Percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

[20 U.S.C.1416(a)(3)(B)]

# Transition Services

- Begin no later than the first IEP in effect before the child turns 16
- Younger if determined appropriate by the IEP Team
- Updated annually
- Measurable postsecondary goals
- Age appropriate transition assessments
  - Education/training
  - Employment
  - Independent living when appropriate
- Course of study needed to reach the child's goals
- Child informed of rights one year prior to age of majority

[34 CFR 300.320(b)(c)] [20 U.S.C. 1414(d)(1)(A)]



## What are Your Biggest Challenges when you develop the transition section of the IEP?

- A review of IEPs suggest these elements are especially challenging
- Writing postsecondary goals
- Assessment
- Course of study
- Invitations of students and agencies to IEP



# Let's Explore the IEP

## Where do you list these elements of transition

- |   |   |
|---|---|
| a) Invitations to student and guardians | <b>1. Individual Transition Plan</b>    |
| b) Invitations to agencies              | <b>2. Assessment Plan</b>               |
| c) Transition related assessments       | <b>3. Notice of Meeting</b>             |
| d) Transition Services                  | <b>4. Meeting Notes</b>                 |
| e) Annual Goals                         | <b>5. Present levels of functioning</b> |
| f) Postsecondary goals                  | <b>6. Annual Goals</b>                  |
| g) Community experiences                | <b>7. Offer of FAPE-Services</b>        |
| h) Student attendance at the IEP        |   |
| i) Course of Study                      |   |

**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.

Provide documentation in the student record of:  
Assessments

Invitations to student

Invitation to agencies, documentation of permission and justification for not inviting agencies

Assessments drive the IEP and document the need for services.

Some agencies develop agreements with school districts to participate in IEPs based on age and grade. It is appropriate to list Not Applicable based on these agreements and document the agreements.

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

**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	Transition Service Code as Appropriate 4 Activities to Support Post Secondary Goal Community Experiences as Appropriate Related Services as Appropriate
Linked to Annual Goal # 6 Person / Agency Responsible	

**Student's Post Secondary Goal Employment (Required)**

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

**Student's Post Secondary Goal Independent Living (As appropriate)**

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

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.

# Remember to Document!

Page 7

The Transition IEP requires documentation in the transition portfolio or IEP file

- Student invitations to the IEP,
- Agency Invitations to the IEP
- Assessment information
- The assessment information is the foundation for postsecondary goals, verifies the need for transition services and the course of study. The connections need to be obvious and intentional.
- It is important that post-secondary and annual goal statements are specific to the student, and not generic for all students.

**Youth Engagement is Critical to developing  
meaningful transition IEPs  
Who are the Youth in classrooms in 2016?**

Emerging adulthood stage of development

Attitude toward work

Communication/interpersonal skills

Impact of technology on careers, opportunities,  
communication, learning

The wired generation- implications

# Technology: Today's Wired Student

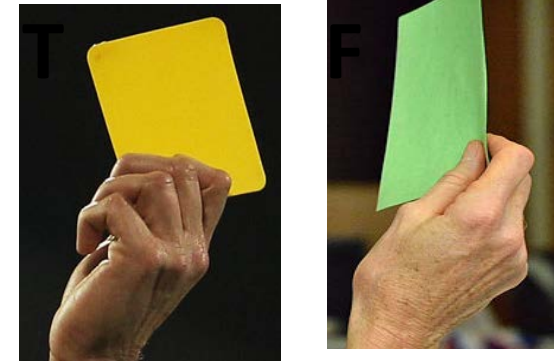
**Also known as the Digital Generation, Millennials, or Generation Y**, "This generation is the first to grow up with computers at home, music downloads, instant messaging and cellular phones." Students in this generation frequently use Internet technology for Education (Information, Research), Communication, Entertainment, and Self-expression.

How does this impact our students?

- ▶ **Attitudes toward Postsecondary Education**
- ▶ **Value of Universal Design- Hybrid Learning / Teaching**
- ▶ **Implications for technology in the classroom-and the assessments**



# Students and the IEP



If you answer True raise the yellow card, False – the green card  
Live stream audience – send us the majority vote if you are in a group

1. Students are required to attend the IEP.
2. Student goals are discussed even if the student is not present.
3. Students are encouraged to lead their IEP.

# The VIP at the IEP

Who is the Very Important Person  
at the Individual Education Program

Transition Planning: The Basics pages 24-25

Infographic: Do You Have a Plan?



# Youth-centered, Youth-led Transition-focused IEPs



Hopes  
Dreams,  
Interests  
Plans for the  
Future

**Whose Plan Is it?**

# Person Driven Planning

Person Driven Planning (PDP) is part of helping teens reach their goals to become more self sufficient.

These slides demonstrate strategies to engage youth and initiate the assessment process through the discovery method



# Person Driven Planning

Person Driven Planning (PDP) is part of helping teens reach their goals to become more self sufficient.

These slides demonstrate strategies to engage youth and initiate the assessment process through the discovery method



# What is the correct name?

San Diego State University and Dr. Caren Sax:

From “Person Centered Planning” to “Person Driven Planning”.



# All About John

- Born in **Modesto, Ca** on June 2<sup>nd</sup>, 2000.



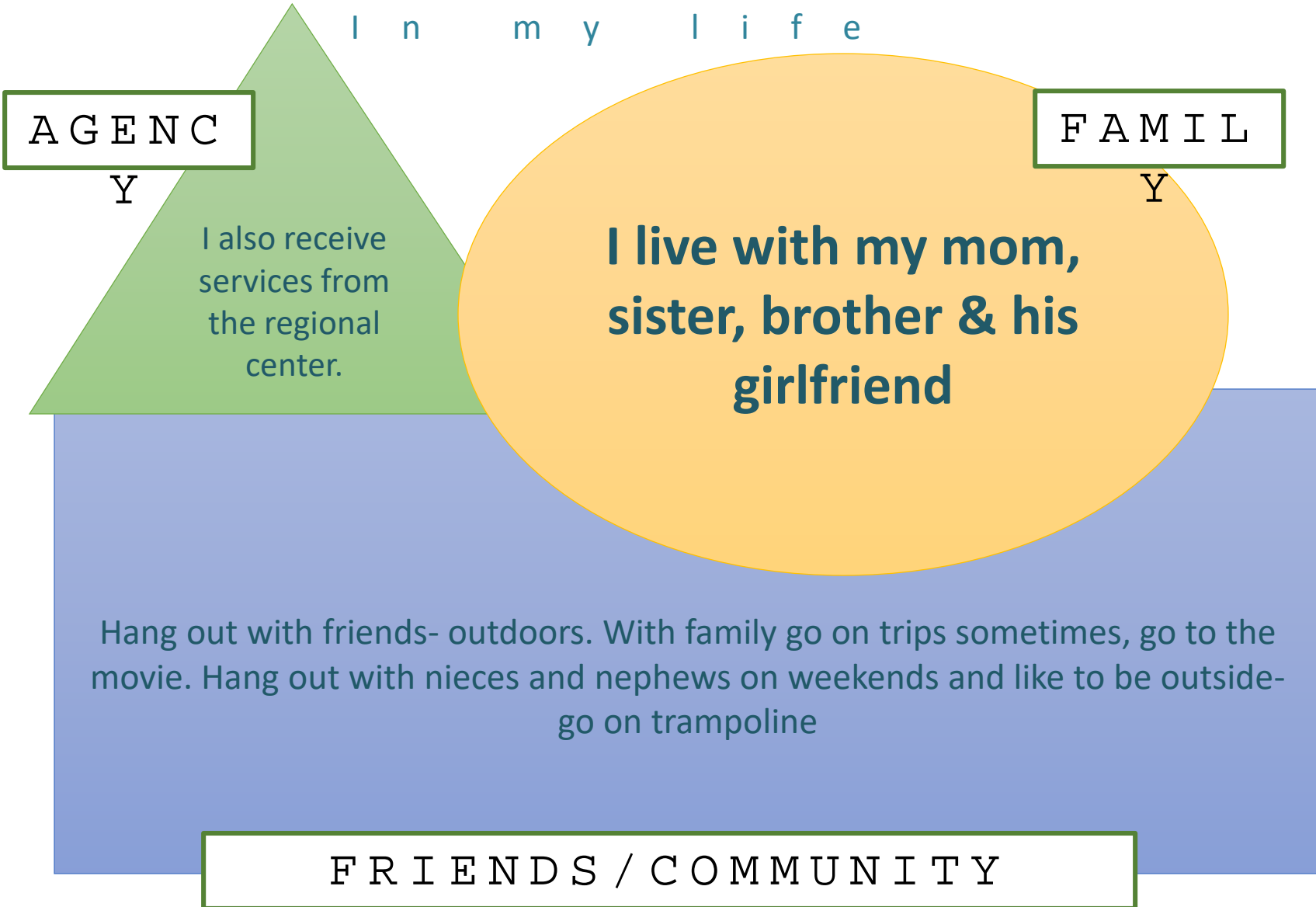
## Special Events i n m y l i f e

Joining the Cross Country team at school was a big turning point for me.

## Activities:

- Football
- Xbox
- Camping
- Going to the Movies
- Talking on the phone with my friends

# the Participants In my life



L I F E



ON MY OWN

PRESENT STATUS:

Take out garbage  
Know how to do my own laundry  
Most things I am able to do on my own

MY NEEDS:

Learning to cook

# FINANCIAL PLANNING

## **Current Status:**

**I do not have a  
bank account**



## **Current Needs:**

**I would like help  
learning money  
management and  
budgeting**

# MONEY MANAGEMENT

# EDUCATION

## At The Moment I am:

A freshman

Favorite subject is Math

Graduation in 4 years with A diploma

Good with staying organized – improved from last year

## My Current Needs:

Help with science class

## After High School Life:

Marines & go through college (possibly online)

Get 4 year degree- fire science, mechanics, etc.

## **Present Status:**

- **Mom drives me**
- **I can walk- if its not too far**

## **My Needs:**

- **Go through drivers ed**
- **Learn bus system**

**TRANSPORTATION**

[www.jypisons.com](http://www.jypisons.com)



**MY  
FEARS:**

Not finishing  
school



**My  
Dreams:**

I can see myself being  
rich; getting sponsored  
for bike riding.

# Personalizing

a PDP

## ❖ Custom Power Points

- Designs, animations, transitions, etc.
- Clip Art
- Participant Pictures
- Participant Artwork

## ❖ Hard Copy

- Oversized paper
- Lots of color
- Cutting and Pasting
- Good for those not inclined to use/stare at a computer

# When you hear the term Person Centered Plan...?



A



B

# Ways to Use a

# *Person Driven Plan*

## ❖ IEP Meetings

- PDP's provide visual aid that effectively represents the student & helps them advocate for what *they* want.

## ❖ Quickly introduce students to other professionals.

## ❖ PDP's can be easily modified for use as a Visual Resume.

# Make it a Team Effort

Person driven planning is often most effective when considered a team activity.

- Invite other professionals to attend a PDP session to get a well-rounded perspective.
- It may be helpful to work it into your professional workflow.
- Becoming a requirement for some.



# Strategies to Engage Youth

How could you use the discovery process to engage youth in planning their future?

Which students would benefit from the discovery assessment process?

What are some effective strategies you have used to engage students in the IEP?

# 2. ASSESSMENT

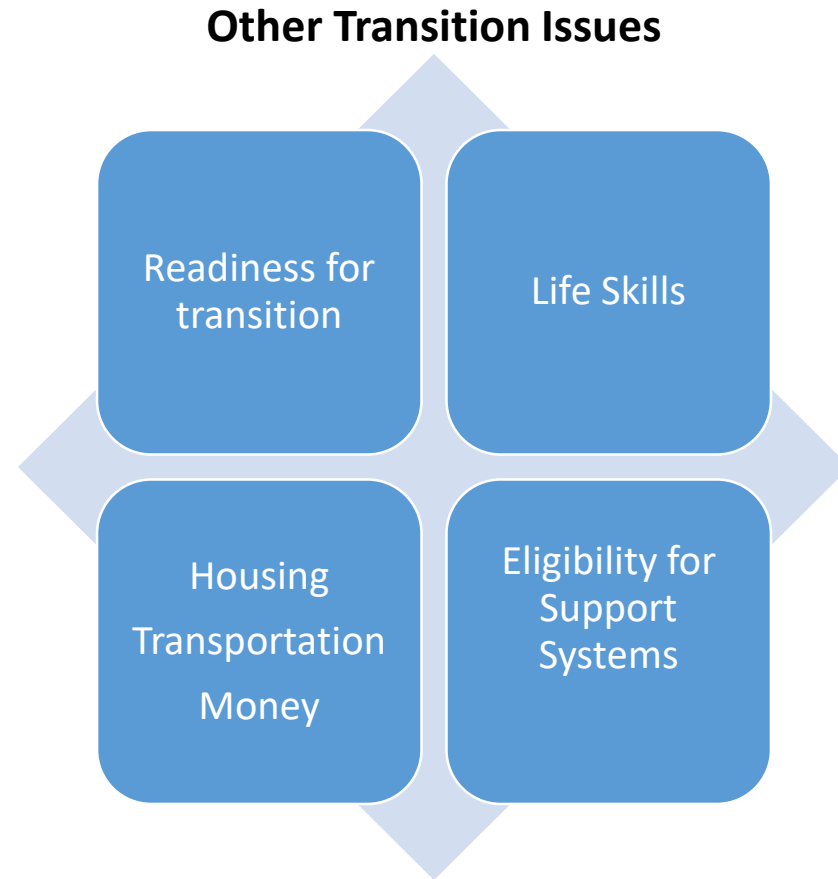
The Foundation of the Assessment IEP

Transition Planning: The Basics Page 16-17

Infographic: Age Appropriate Assessment



# Transition Assessments



The foundation of Transition in the IEP

# Definition Transition Assessment

- The ongoing process of collecting data on the individual's needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments.
- The common thread in the transition process.
- Forms the basis for defining goals and services to be included in the IEP.
- Activities, assessments, content, environments, instruction, and/or materials that reflect a student's chronological age.

# Many assessments begin with Career Planning

## Research tells us: Defining Career Interests:

- Helps students set realistic goals for their future.
- Motivates learning
- Motivates students to pursue post-secondary education and training.
- Improves college-going and staying rates.
- Improves ability to achieve economic self-sufficiency.
- Saves Money: Less time in school; fewer changes in college majors
- **A Reason to Aspire: Answers WHY???**

# The World Is Changing-Rapidly

- These are the titles of jobs training opportunities in the works-by corporations and training programs are available at universities:

Alternative Vehicle Developer

Robotics Engineer (Finally, the Jetsons are happening)

Space Architect

The “transporter” (remember Star Trek)

# Predicting Inspiration

## **These ten items were inspired by Star Trek**

- Personal Computer
- Tablet / Stylus
- Portable Memory
- Biometrics – Retinal Scanner
- Wire earpiece – Bluetooth
- GPS
- Sliding Doors
- PDA
- Large Screen TV
- Cell Phone

So how do we inspire students? How can we help them prepare for a future we can't define?  
How do we equip them with the skills to make career choices and education/training options?  
How can the assessment process open the conversations? Implications of Artificial Intelligence

# For Students Transitioning to Competitive Employment Defining Career Paths are Changing

Finish Education

Enter a Career

Retire

They used to be *linear*



Then lateral  
Climbing to the Top

Now its almost like  
climbing a *Jungle Gym*:

- Developing skills
- Looking for/creating opportunity
- Evolve, building skills sets



Then a little more  
*cyclical/changing*



OR

A *glider or sailboat*  
Quickly adapting to circumstances and opportunities . . .

# How Do We Prepare Students for the Unknown?



When you work, you gain

Skills

Training

References

Contacts

Experience

Certifications

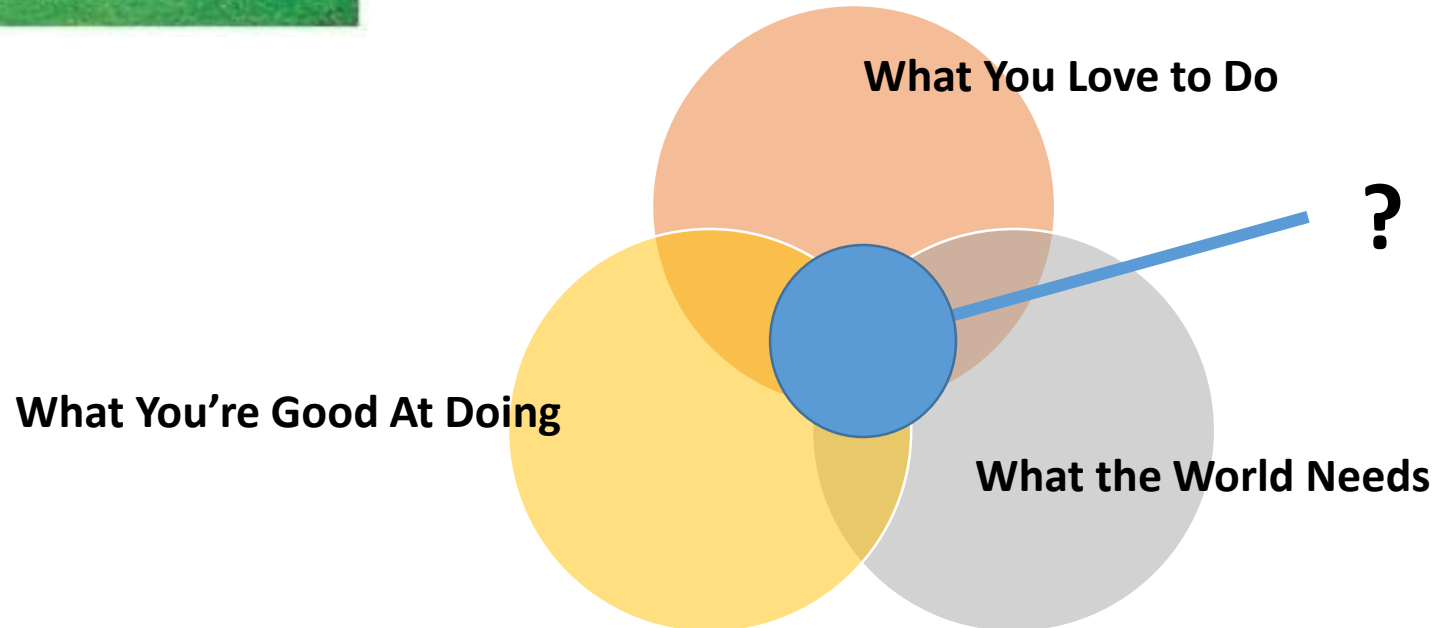
confidence



New Opportunity



And You Learn....



# Career Development is A Process

## Self-Exploration

Who Am I???

Before youth can set goals, they need to know themselves

Interests, Strengths, Values, Personality, Learning Styles

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### Self-Exploration Activities

Career Interest Assessments

Learning Styles Inventory

Communication Style

Leadership Skills

Identify Strengths

Reflect on hobbies, special interests

## Career Exploration

What are my options?

Research to make informed choices

Match self, interests to careers and education and training options

**Answer the Question: What do I like about this career option?**

---

### Career-Exploration Activities

Interview people

Job Shadow

Workplace Exploration

Job Fairs

Work with Career Mentor

## Career Planning

### Get Ready!

**I know what I want to do- how do I prepare to do it?**

---

### Career-Planning Activities

Job Search- Plan, Practice and follow job seeking process

Resume, Application, Cover letters, Search for job options

Soft Skills- Communication, teamwork, problem-solving, initiative, following directions

Work-Based Learning  
Apprentice, Internships,  
Service Learning,  
Work Experience  
Training

## Decision Time!

**I know what I want to do- how do I prepare to do it?**

**Are You Ready to Work?**

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Did you complete required education and training?

Did you apply and interview?

Did you decide if you want to disclose your disability and seek accommodations?

Do you have transportation, clothing, tools, and other resources you need?

Have you found a job? Do you need employment services to help you find a job?

# Most common assessment strategies

- Most effective assessment strategies help students discover their interests, abilities and inform their choices.
  - Formal Assessments are standardized and require specific credentials.
  - Informal Assessments include interviews, inventories, observation, curriculum based, future planning activities, functional skills inventories.
- ➔
- An essential component of the assessment process is reflection.

# Informal Assessment

- Interviews or questionnaires
- Direct observations
- Anecdotal records
- Curriculum-based assessments
- Interest inventories
- Preference assessments
- Transition planning inventories
- Functional skill inventories
- Environmental or situational analysis

# Formal Assessment

- Adaptive behavior scales (Vineland)
- Independent living assessments
- Aptitude tests (Differential Aptitude Test)
- Interest inventories (Self-Directed Search)
- Intelligence tests
- Achievement tests (Woodcock Johnson, STAR)
- Personality or preference tests
- Career development measures
- On-the-job or training evaluations
- Measures of self-determination

# Documenting Assessment Results

- Describe the assessments/instruments used annually in education/training, employment and independent living.

Include:

- Name and date of tool used
  - Brief summary of results (learning style inventories; career interests, aptitudes or values assessments, etc.)
  - Outcomes of any work, training or community service
- Think of this as the Present Levels of Transition
  - Add formal transition assessment on assessment plan

**Remember assessments drive postsecondary goals and services!**

# Assessment Challenges

Grade and Age Appropriateness

Student readiness to respond to assessment

Student resistance the assessment

Influences: Sense of future, confidence,

Response to Language /Vocabulary

Relevance

Influence of Family, Peers

Website that addresses some of these factors:

<http://www.whatcanyoudocampaign.org/>

# We are going to share a few web-based resources to explore assessments

- California Career Center [www.californiacareers.info](http://www.californiacareers.info)
- My Next Move [www.mynextmove.org](http://www.mynextmove.org)
- Petco [www.Petco.com](http://www.Petco.com)
- I'm Determined [www.imdetermined.org](http://www.imdetermined.org)
- Pennsylvania Health Checklist
- Shasta Career Connections [www.shastacareerconnections.net](http://www.shastacareerconnections.net)
- Partnership for 21<sup>st</sup> Century Skills [www.p21.org](http://www.p21.org)

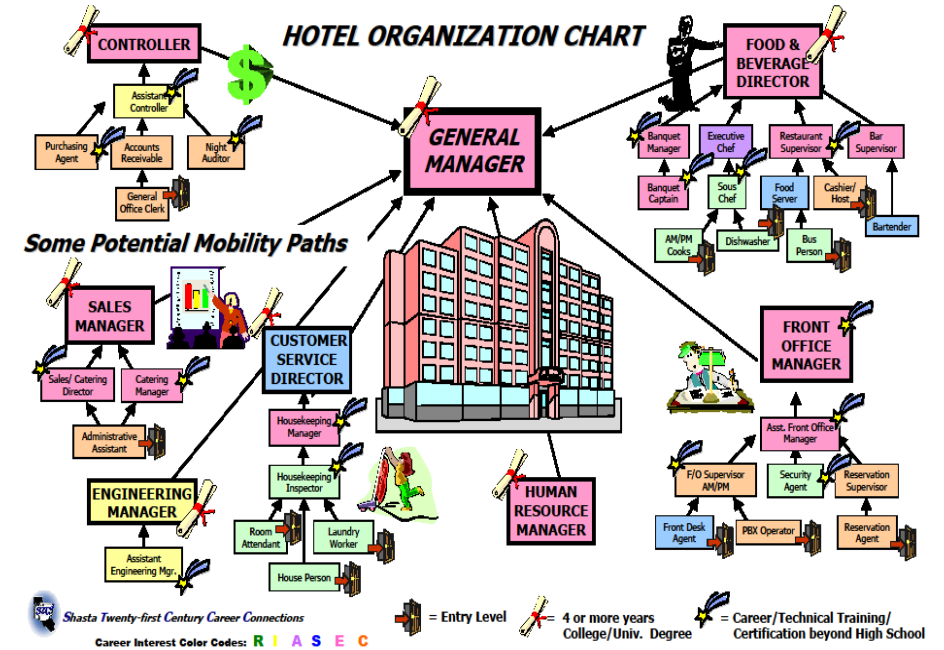
# Connecting hobbies and careers



© by Shasta Twenty-first Century Career Connections



© by Shasta Twenty-first Century Career Connections



# Resource: Job Accommodation Network

The screenshot shows the homepage of the Job Accommodation Network (JAN) website. The browser address bar displays "askjan.org". The navigation menu includes: ADA LIBRARY, PUBLICATIONS AND RESOURCES, SEARCH ACCOMMODATIONS DATABASE, A-Z OF DISABILITIES AND ACCOMMODATIONS, and NEWS. The main header features the JAN logo and a search bar. Below the header, there are links for "Hot Topics", "JAN en Español", "Print this Page", and "How to Use this Site".

The main content area is divided into several sections:

- ASK JAN:** A large image of a man (Tom) with a "MEET TOM" button. Text: "If you have a question about workplace accommodations or the Americans with Disabilities Act (ADA) and related legislation, we can help."
- Connect with JAN:** Contact information: (800)526-7234 (Voice), (877)781-9403 (TTY). Links for Email JAN, Live Help, Subscribe to Newsletters, Link to Us, Share Through Your Social Networks, Newsletter, and Webcasts.
- FOR EMPLOYERS:** Private Employers, Federal Employers, State & Local Government.
- FOR INDIVIDUALS:** Employees, Job Seekers, Entrepreneurs.
- FOR OTHERS:** Rehabilitation & Medical Professionals, Union Representatives, Attorneys & Legal Representatives.

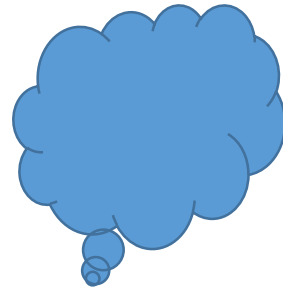
At the bottom, there are three red buttons: "About JAN", "Frequently Asked Questions", and "Training". The footer includes logos for ODEP (Office of Disability Employment Policy, U.S. Department of Labor) and "What can YOU do?" (The Campaign for Disability Employment). Social media icons for Facebook, YouTube, Twitter, LinkedIn, and Email are present. Links for Accessibility, Copyright, Disclaimer, Privacy Statement, and Site Map are also provided.

# Transition Assessment

Career Assessment is designed to assist the student to make career decisions and make personal plans for their future. A Transition Portfolio is frequently used to summarize the student's strengths and positive traits.

Components of the Student's Transition Portfolio may include:

- Copies of your plans for the future
- Interest Inventories and Reflection
- Career Research
- Learning Style inventories
- Multiple Intelligences summary
- Decision sheet with pros and cons listed
- Education Research
- Certificates, awards you have earned
- Recommendations for teachers, employers
- Cheat Sheets - Job applications and resumes that are filled out and printed to reference when you apply on line.
- Medical information
- Education history (including career classes),
- Applications to DOR, DSPS at college
- Job Accommodation Network checklist
- Presentation resources (power point, video, multi-media)
- School history – classes, grades, IEPs



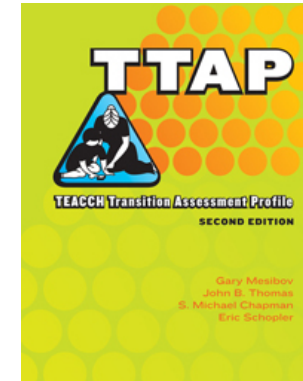
***If you were a strong self advocate, are there any resources listed that you would decide to avoid sharing?***

# Samples of Formal Assessments

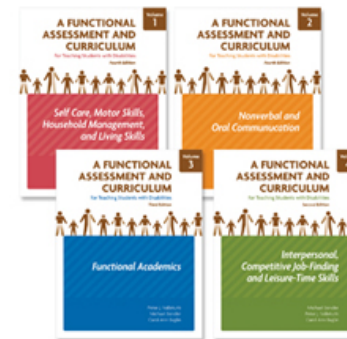
Brigance, Transition Skills Inventory



TTAP, TEACCH Transition Assessment Profile



Functional Assessment and Curriculum for Teaching Students with Disabilities



# The power of Reflection

**What Are You Good At?**  
**List 3 skills or talents you have.**

---

---

---

**What Do YOU Love to Do?**

---

---

---

**List 3 Career Classes that Interest you the most?**

---

---

---

**Hello**  
**My name is:**

---

I plan to be a

# 3. Goals: Postsecondary and Annual

Transition Planning: The Basics Page 14-15

What Do Students Need to Know and Do infographic



# ? Do these post-secondary goals meet the mandate?



1. After high school, I plan to attend the community college.
2. I will work.
3. After high school, I will get a welding certificate
4. After high school, I will want to live with a roommate.

# Postsecondary Goals

Pages 14-15

**All students must have a postsecondary goal for:**

## Education/training

- Education: community college, university, technical, trade or vocational school
- Training: vocational or career field training, apprenticeship, job corps, etc.

## Employment

- Paid employment (integrated, competitive, customized)
- Non-paid employment (volunteer, internships)
- Military

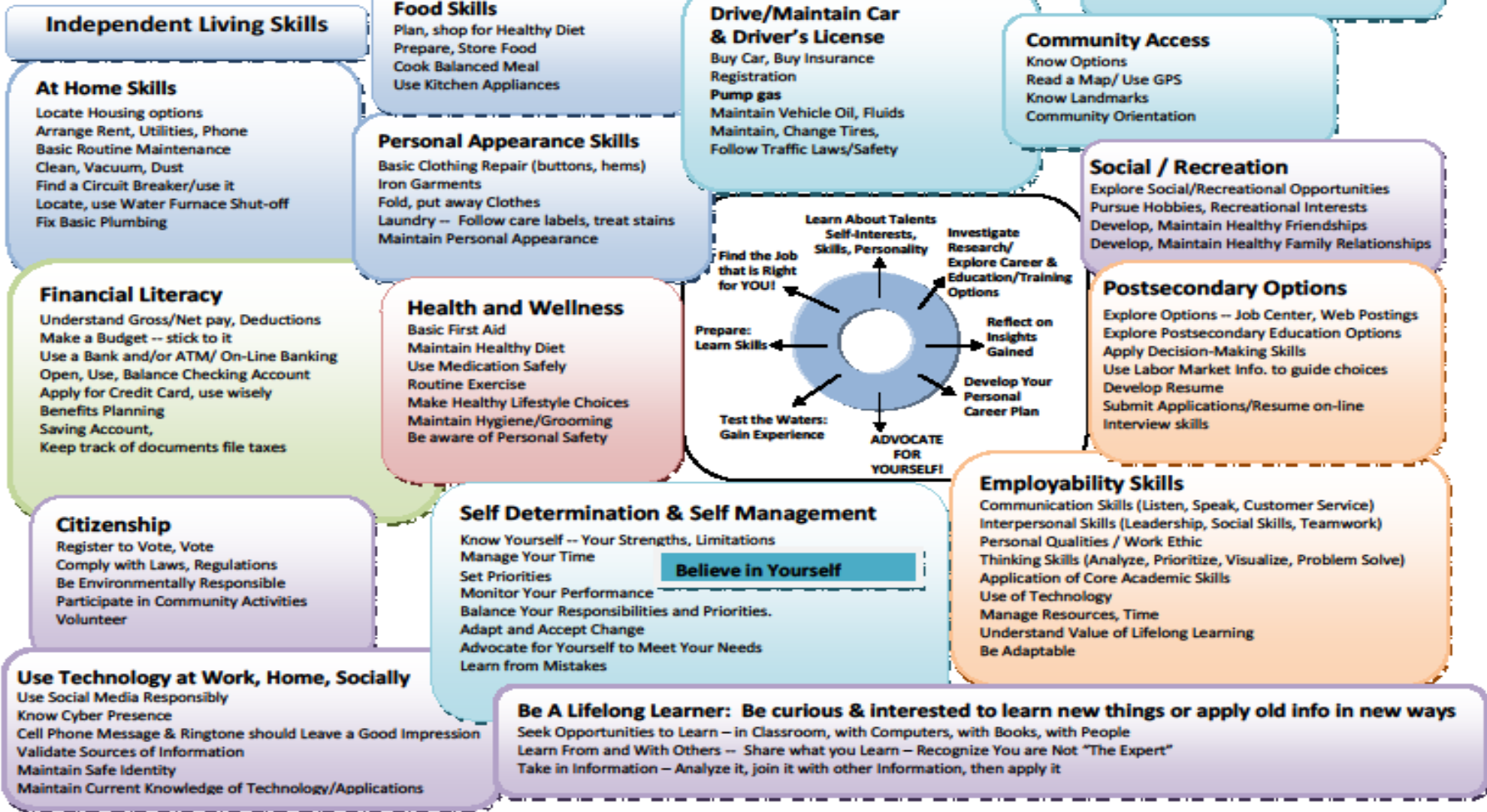
**Some students will need a postsecondary goal for:**

Independent living (best practice – all students will have a goal in this area)

- Adult living, social relationships, recreation, leisure, health, safety, financial management, transportation/mobility, self-advocacy



## Essential Life Skills for All Teens



# Postsecondary Goals

- Based on assessment
- Happen after the student leaves high school
- Written in the student's voice
- Measurable
- Identify an outcome not a process
- Reviewed annually, but may not change annually
- May become more specific as student matures
- District not held responsible for student reaching postsecondary goal, but responsible for annual goals, services and activities that enable student to reach their postsecondary goals

# A Helpful Formula

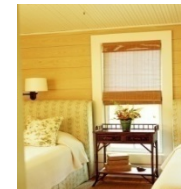
will

(After high school)  
(After graduation)  
(Upon completion of high school)

(The Student)  
(Student Voice – “I”)

(Behavior)

(Where and how)



# Remember

When developing the IEP, it is recommended that the focus is placed on postsecondary employment/career goal first- it will drive the rest of the discussions and justify education/training goals.

## **Update Annually:**

It is reasonable that student mature and goals develop

**I will get a job**

**I will work as ---**

**I will work full time as—at---**

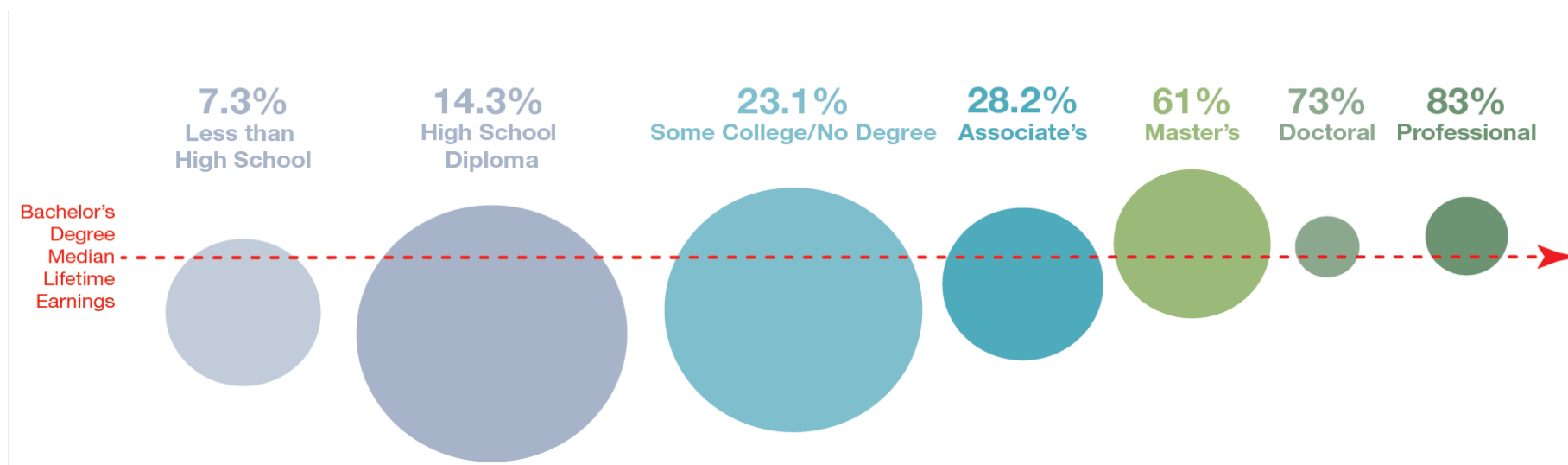
# When Developing the Post-secondary Education and Training Goal, Consider the Array of Options for Postsecondary Education and Training

- College and Career Readiness
- Career / Job information informs the need for postsecondary education that includes:

College: University and Community College  
Occupational Certification  
Technical Training  
Industry Certification  
On the job training

Did you know that college/universities only provide 35% of the postsecondary education?

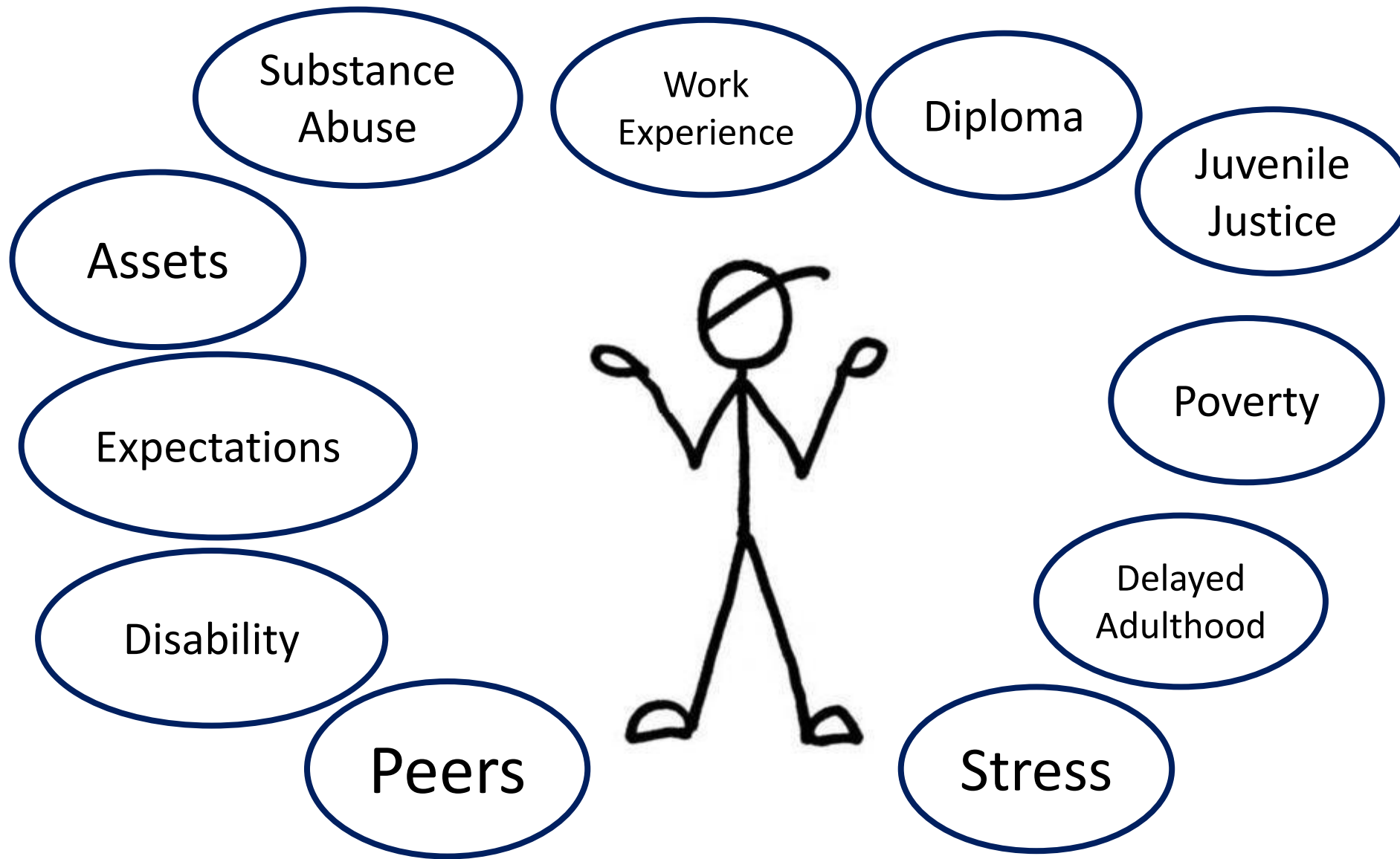
# Putting postsecondary education in perspective



High demand skills (art, sports, technology)

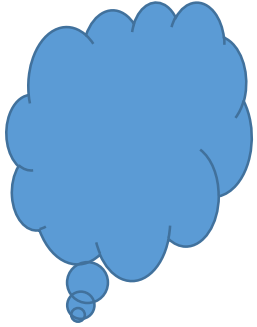
Industry certification of skills required for employment

Work experience and on the job training



**Have you met this youth?  
Where does he have to advocate for himself?**

# Reflection: Post-Secondary Goals



What are the three biggest challenges youth face when setting goals?

# 3.. Annual Goals

Pages 22-23

What Students Need to Know and Do

**Each Post-Secondary Goal requires a measurable annual goal**

## Post-Secondary Goal

- Measurable statements of what the student will achieve **after** leaving high school.
- Post - After

## Measurable Annual Goal

- What will be worked on **this year** to help the student achieve their post-secondary goals.
- Annual – Each Year
- May be a statement in the transition plan of the IEP and/or in the annual goal section.
- Instructional objective.



1. All IEPs must list annual goals under transition.
2. Annual goals are not necessary if transition services are listed.
3. Only special education teachers can provide instruction for annual goals listed on the IEP.

## **Regulation: IDEA definition of Annual Goals**

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

## **Definition of “Functional Skills”**

The acquisition of essential and critical skills needed for children with disabilities to learn specific daily living skills, personal, social, and employment skills or the skills needed to increase performance and independence at work, in school, in home and in the community, for leisure time and for post-secondary and other lifelong learning opportunities.

# Annual IEP Goal Questions

- What skills and knowledge must the student attain this academic year that are necessary for achieving the identified postsecondary goals?
- What skills and knowledge does the student currently have that support their postsecondary goals?



*Transition Topics and Common Core Standards: Teaching Common Core Anchor Standards in the context of Transition*

**Goal Area: Postsecondary Education and Training- Career / Education Planning**

Grade	If you teach this topic:	Students are required to:	Demonstrate these Common core anchor standards	Exhibit/Authentic Assessment
Last Year of High School	<b>State Postsecondary Education/Career Plans</b>	<ul style="list-style-type: none"> <li>Summarize research</li> <li>Create their course of study</li> <li>Demonstrate self determination skills</li> <li>Present their plan</li> </ul>	<b>Speaking and Listening</b> <b>Comprehension and Collaboration</b> 1. Prepare for and participate in conversations 2. Integrate and evaluate information <b>Presentation of Knowledge and Ideas</b> 3. Present information, finding, supportive evidence 4. Make use of digital media <b>Language: Conventions and Standard English</b> 1. Demonstrate command of conventions of standard English grammar and usage	<ul style="list-style-type: none"> <li>Written Plan</li> <li>Multi-media presentation</li> <li>Present plan verbally</li> <li>State in an Interview</li> <li>Use assistive technology to communicate preferences</li> </ul>
	<b>Submit on-line applications for</b> <ul style="list-style-type: none"> <li>Jobs</li> <li>Postsecondary education Training,</li> <li>Financial aid</li> <li>Services: Application to agencies (Benefits, Social Services, DMV, DOR, College DSPS...)</li> </ul>	<ul style="list-style-type: none"> <li>Read and interpret information</li> <li>Reference other information, documents</li> <li>Demonstrate vocabulary skills</li> <li>Write using proper English</li> <li>Submit online documents.</li> </ul>	<b>Reading</b> <b>Key Ideas and Details</b> 1. Read closely to determine what the text says explicitly and make logical inferences <b>Craft and Structure</b> 1. Interpret words and phrases as they are used in text, including determining technical, connotative, and figurative meanings. <b>Range of Reading and Level of Text Complexity</b> 10. Read and comprehend complex literary and informational texts. <b>Writing</b> 2. Write informative/explanatory texts to examine, convey complex ideas, information <b>Production / Distribution of Writing</b> 4. Produce clear, coherent writing. <b>Research</b> 1. Gather relevant Data. <b>Language</b> 1. Demonstrate command of conventions of Standard English grammar and usage when speaking or writing. 2. Demonstrate command of conventions of standard English capitalization, punctuation and spelling when writing. <b>Vocabulary Acquisition and Use</b> 3. Determine or clarify meaning of unknown words.	<ul style="list-style-type: none"> <li>Print applications</li> <li>Fill in forms</li> <li>Dictate information</li> </ul>
	Research electronic and print media to identify education	<ul style="list-style-type: none"> <li>Research sources of information</li> <li>Read and interpret information careers</li> </ul>	<b>Reading</b> <b>Key Ideas and Details</b> 2. Read closely to determine what the text says explicitly and	<ul style="list-style-type: none"> <li>Copies of research</li> <li>Copies of reflections</li> </ul>



## **Sample: Shasta Union High School District Transition Partnership Listed in SEIS**

### **Goal Area: Postsecondary Education and Training - Career/Education Planning**

#### **During last year in school:**

By\_ the student will state his/her career and education plans for the two years after he/she leaves high school.

By\_\_ the student will submit an application to the specific college or university they will attend after he/she completes high school.

By \_\_\_\_\_ the student will submit an application to enroll in vocational training to earn a \_\_ certificate.

By \_ the student will submit an application for financial aid to achieve their goal to enroll at ....

By \_\_ the student will take tests (ACT, SAT, ASVAB, Placement Tests) that are required to qualify to participate in the postsecondary education program.

By \_the will identify at least three colleges or training programs that lead to his/her career of interest and the entrance requirements for the programs. The student will document his/her research in his/her portfolio.

By \_\_ the student will research electronic and print media to identify education and training requirements for the career pathway or job cluster of interest to me and present the information and his/her personal transition plan at the IEP transition planning meeting.

#### **Prior to last year in school**

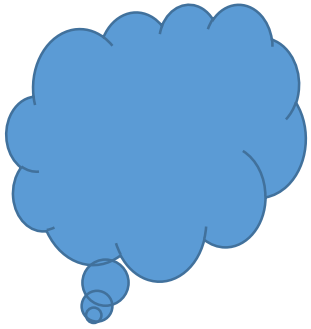
By\_\_ the student will compare and contrast three careers of high interest to define his/her likes and dislikes about each career and write a short essay to summarize his/her research.

By \_the student will complete three career interest assessments to match his/her interests, skills and talents to possible career goals of interest and submit career information to his/her portfolio and share at IEP meeting.

# Other potential sources of curriculum

- CalCRN Lesson Plans
- Essential Skills for Employment
- Essential Life Skills for Youth
- Zarrow Goal Generator
- Georgetown University Ninth Grade Standards

# Goals Reflection



What are the challenges you face when youth are resistant to setting goals?

How do you help them develop goals?

As we move toward greater integration, do general education teachers provide instruction related to transition?

Where are the annual goals listed in the IEP?

# 4. Transition Services

Transition Planning: The Basics Page 18-19

Infographic- A Roadmap to Competitive Integrated Employment



# ? Transition Services



1. Some youth with disabilities do not need transition services.
2. IEPs are required to address all transition services listed in IDEA.
3. The assessment must justify transition services.

# 4. Transition Services

Page 18-19

A coordinated set of activities for a child with a disability..... IEPs are required to list transition services that will be provided to help the youth achieve their transition goals.

IDEA defines transition services as instruction, related services, community experiences, the development of employment and other post-school living objectives, and if appropriate, the acquisition of daily living skills and functional vocational evaluation.

# Selecting Transition Services

## **California Special Education Management Information System (CASEMIS) service codes that directly link to transition.**

820 – College awareness/preparation

830 – Vocational assessment, counseling, guidance, career assessment

840 – Career awareness

850 – Work experience education

855 – Job coaching (includes job shadow and service learning)

860 – Mentoring

865 – Agency linkages (referral and placement)

870 – Travel training (includes mobility training)

890 -- Other transition services

# Transition Services

- There should be at least one transition service that corresponds to each postsecondary goal. Transition services are listed in CASEMIS.
- NSTTAC and other research documents these services are the most effective strategies to help students achieve their goals:
  - Career Awareness
  - Community Experiences
  - Inclusion in general education
  - Employment, Work Experience
  - Integrated work
  - Connections



# Transition Services Discussion

1. Are IEPs required to reflect all of the transition services identified in IDEA?
2. These are instruction, related services, community experiences, the development of employment and other post-school living objectives, and if appropriate, the acquisition of daily living skills and functional vocational evaluation.
3. What if a student does not need transition services to be provided?

# 5. Course of Study

Pages 20-21

Infographic Outcomes: High School Diploma Certificate of Completion



## Definition

The course of study is **a multi-year description** of coursework to achieve the students desired post-secondary goals from the students current year to anticipated exit year.



# Course of Study



1. The transcript is a course of study.
2. Only students graduating with a diploma are required to have a course of study.
3. Counselors create Education and Career Plans that can be used as a course of study.

# Courses of Study

## **National Secondary Transition Technical Assistance Center (NSTTAC) defines courses of study 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.”
- Remember to also list any courses required/needed that are district/student/site specific and how they link to postsecondary goals.
- For students working toward a certificate of achievement or completion, a listing of courses may be appropriate (functional curriculum, community based instruction) and how they link to postsecondary goals.
- If the postsecondary goals change, the courses of study change.

# Course of Study

- Classes that relate to goals- from today until student leaves school

## **Diploma Bound Students**

- Career-Technical Education Pathways
- Education and Career Plan – School Counselors

## **Certificate Bound Students**

- List of classes? Or domains
- Meaningful Certificate of completion
- Occupational Certification projects

# Expectations: College & Career Ready

Being ready for college means that a high school graduate has the knowledge and skills necessary to qualify for and succeed in entry-level, credit-bearing college courses without the need for remedial coursework.

- How is your district interpreting this? Is A-G the answer?

Being ready for a career means that a high school graduate has the knowledge and skills needed to qualify for and succeed in the postsecondary job training and/or education necessary for their chosen career (i.e. community college, technical/vocational program, apprenticeship or significant on-the-job training)

Heath Center, Georgetown University

# Course of study and the IEP


The attached course of study lists classes and graduation requirements that prepare ----- for postsecondary education and employment goals.

Name \_\_\_\_\_

District Graduation Requirements:	
<b>Course of Study</b>	
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.	
Units/Credits Completed: _____	Units/Credits Pending: _____
Diplomas: <input type="checkbox"/> Yes <input type="checkbox"/> No	Anticipated Completion Date: ____ / ____ / ____
Certificate of Completion: <input type="checkbox"/> Yes <input type="checkbox"/> No	
CAHSEE (High School Exit Exam)	
<input type="checkbox"/> CAHSEE/ELA date: ____ / ____ / ____	Score: _____ <input type="checkbox"/> Passed <input type="checkbox"/> Did not pass
<input type="checkbox"/> CAHSEE/Math date: ____ / ____ / ____	Score: _____ <input type="checkbox"/> Passed <input type="checkbox"/> Did not pass
<input type="checkbox"/> CAHSEE: _____	
Age of Majority:	
<input type="checkbox"/> On or before the student's 17 <sup>th</sup> birthday, he/she has been advised of rights at age of majority (age 18)	
By whom: _____	Date: ____ / ____ / ____
When you reach the age of 18, the age of majority, you have the right to receive all information about your educational program and make all decisions related to your education. This includes the right to represent yourself at an IEP meeting and sign the IEP in place of your parent or guardian.	

# Sample of a Four Year Plan from a School Counselor

## Enterprise High School Four Year Plan

<b>Name</b> <input type="text"/> <b>Stu ID</b> <input type="text"/> <b>Date</b> <input type="text"/> <b>Email</b> <input type="text"/>	<b>Email Your Plan</b> 1. Save to U Drive as first initial, last name and student ID, Example: dvoorhees123456 2. Open Web Based Email 3. Attach 4 Year Plan & Email Your Counselor  dsmith@suhsd.net (A-E) charris@suhsd.net (F-L) dvoorhees@suhsd.net (M-R +T) rmyers@suhsd.net (Sb~Z -T) msaelee@suhsd.net (Sa~Saz)	<b>Steps to Completing the Four Year Plan</b> 1. Complete identification information 2. Review Graduation and A-G Requirements 3. Complete four year plan using drop down boxes 4. Print for your records 5. Email form to your counselor 6. Schedule an appointment with your counselor to review
<b>Shasta Union High School District Graduation Requirements</b> English.....4 Years Math.....3 Years Science.....2 Years Social Science.....4 Years Physical Education.....2 Years Visual and Performing Art.....1 Year Practical/Vocational Art.....1 Year Computer Proficiency California High School Exit Exam	<input type="button" value="Print Form"/> 	<b>California State University and University of California A-G Requirements</b> (A) History Social Science.....2 Years Required (B) English.....4 Years Required (C) Mathematics.....3 Years Required *Including Algebra 1, Geometry, and Algebra 2 *4 Years Recommended (D) Laboratory Science.....2 Years Required *Including CP Biology and Chemistry *3 Years Recommended (E) Foreign Language.....2 Years Required *3 Years Recommended (F) Visual and Performing Art.....1 Year Required (G) College Prep Electives.....1 Year Required <b>All A-G classes must be completed with a grade of C or better.</b>

### Post High School Plans

#### Freshman Year

English	Mod A English
Social Science	Mod A Social Science
Math	Mod A Algebra Ia
Science	CP Physical/Earth Science (A-G/NCAA Approved)
PE	<input type="text"/>
Elective	<input type="text"/>

#### Sophomore Year

English	Mod A English
Social Science	Mod A Social Science
Math	Mod A Algebra Ib
Science	CP Biology (A-G/NCAA Approved)
PE/Elective	<input type="text"/>
Elective	<input type="text"/>

#### Junior Year

English	Mod A English
Social Science	Mod A Social Science
Math	Mod A Geometry
Science/Elective	<input type="text"/>
Elective	<input type="text"/>
Elective	<input type="text"/>

#### Senior Year

English	CP English IV ERWC (A-G/NCAA Approved)
Social Science	Mod A Social Science
Math/Elective	Consumer Math
Science/Elective	<input type="text"/>
Elective	<input type="text"/>
Elective	<input type="text"/>

# Certificate of Completion

Certificates of completion are alternatives to the high school diploma. The Course of Study that leads to the certificate should include a description of coursework that prepares students for postsecondary goals.

## **Ed Code Section 56390 says:**


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

The Certificate of Completion is defined by the local district.

**It is important that it is meaningful for the “next environment.”**

# Diploma

# Certificate

Diploma Course of Study: List of Classes	Certificate of Completion
English Math Science Social Science PE Elective Classes Performing /Visual Arts Career-Technical Classes	
Other LEA Requirements Testing	Curriculum Domains Functional Academics Independent Living Skills Vocational Domain Community Domain
The “next environment”: Work, Education, Home, Community Preparation for Employment, Access to financial aid	What is “the next environment?” What does the certificate of completion mean?

# Meaningful Certificate Strategies

- Diplomas are meaningful – they are **minimum qualifications** for employment in many jobs.
- They are required by some colleges and universities to meet entry requirements
  
- How do we make certificates meaningful in the next environment- work?
  - Occupational certification
  - Employment skills verification
  - Portfolio exhibits
  - Move from high school to community college (diplomas are not required) or training options

# To Summarize

The high school diploma enhances the student's options for postsecondary education/training and employment choices. It opens doors.

IDEA requires that the IEP lists a multi-year course of study that explicitly prepares students for post-school goals.

The state and LEA stipulate high school diploma requirements. The LEA needs to make the certificate as meaningful.

*Education Code* has limited information regarding definitions of certificates of achievement/completion and modified curriculum standards that can lead to a diploma.

School counselors and CTE administrators have a lengthy history of compiling courses of study and class sequences. We can learn from them and/or utilize their resources.

College and Career Readiness are critical for student outcomes.

# Let's look at sample Course of Study resources

Does the course of study directly connect to postsecondary goals?

Does the course of study directly relate to transition assessment?

Does the course of study help the student prepare for their goals?

Does special education have to develop a separate course of study that is different from the education and career plan developed by school counselors?

Resources that are helpful

[www.cacareerbriebs.com](http://www.cacareerbriebs.com)



# Discussion

- How is a transcript different from a course of study?
- How do graduation requirements impact the course of study?
- How would assessments document the course of study?
- Do students who are working towards achieving a certificate require a course of study?
- Are students who are working towards a certificate of completion required to stay in school up to age 22?
- Who creates the criteria for a diploma or a certificate of completion?

# Inviting the Child- The law

The local education agency (LEA) must invite a child with a disability to attend the child's IEP team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals.

[34 CFR 300.321(b)] [20 U.S.C. 1414(d)(1)(B)]



# Students and the IEP



If you answer True raise the yellow card, False – the green card

1. Students are required to attend the IEP.
2. Student goals are discussed even if the student is not present.
3. Students are encouraged to lead their IEP.

# Five Levels of Participation in the IEP

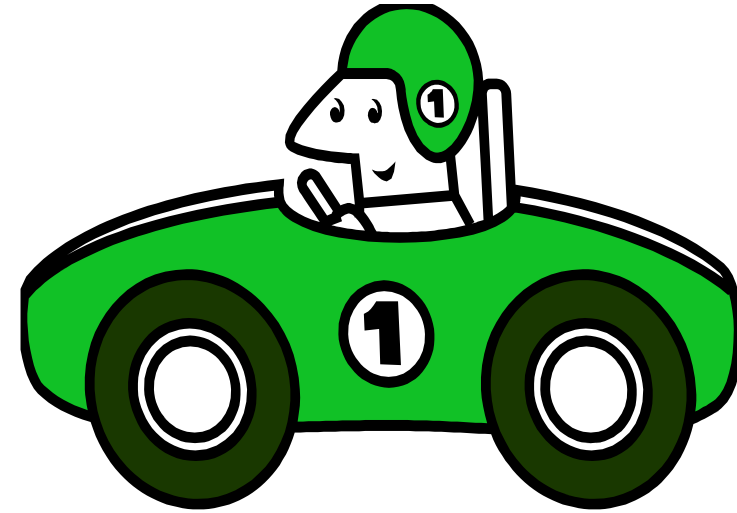
## Do You Know these Students?

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

# Self-determination . . .

## A self-determined person:

- Sets goals
- Makes decisions
- Sees options
- Solves problems
- Speaks up for himself
- Understands what supports are needed for success
- Knows how to evaluate outcomes



(Martin and Marshall, 1996)

# Self Advocacy and Self Determination

- The student participation in the development of the transition plan and participation in the IEP are opportunities to help them develop self advocacy skills they will need in the classroom, the workplace and the community after they leave high school.
- Students need to leave school with an understanding of their disabilities. They need to know when and if they should disclose information. They also need to know what accommodations they need and how to request them.
- Students who struggle with self advocacy will struggle when seeking services from agencies.

# Age of Majority

**When a child reaches the age of majority, he/she should:**

- Understand their disability
- Advocate for themselves
- Understand why they receive special education services
- Participate/lead their IEP meetings
- Be involved in the interpretation of test results
- Review their educational records
- Know their rights under Section 504 and ADA

# How Many Plans Does One Person Need?

**Four Year Plan**

**IEP**



**IPE**

**IPP**

**ISP**

**ISS or ISE**

They all begin with the person at the center

**Whose Plan Is it?**

**Student Success Plan**

# 7. Collaboration and Communication

Transition Planning: The Basics Page 26-28

Infographic Interagency Collaboration

# Participating Agencies

Interagency Collaboration 

The LEA must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services, to the extent appropriate.

[34 CFR 300.321(b)(1)(3)] [20 U.S.C. 1414(d)(1)]

- Evidence of parent consent to invite agencies
- Evidence of student consent, if child has reached the age of majority
- Evidence agencies were invited



# Agency Collaboration



1. All agencies that are invited to the IEP are required to attend.
2. Agencies are required to provide transition services to all youth and adults with disabilities.
3. It is not applicable if agencies refuse to attend the IEP.

# Agency Issues

- Many agencies are supportive of transition, but have guidelines for participation in the IEP meeting that is based on age and grade.
- For example, some agencies stipulate they will attend the IEPs one or two years before students leave school. Therefore it is reasonable to list N/A if a student is too young for services this year-but will receive them in the future. WIOA has an impact on this practice. It stipulates that DOR must attend meetings.
- Some agencies work directly with students, but are unable to attend the IEP meeting. It is important to document the student has been referred and is participating with the agency.

# Education and Adult Agency

## Education is Mandated to:

- Provide services to all students who qualify for special education services.
- Services are based on an assessment of needs.
- In school - parents play a significant role.

## Adult Agencies

- Have different eligibility criteria
- Are not mandated to serve all who qualify.
- May serve specific disability populations
- May have waiting list
- Have a specific menu of services
- Different definitions of disabilities
- After school – youth are adults & have rights to confidentiality.

**WIOA** defines competitive, integrated employment.

It requires One Stop organizations, now called America Job Centers to serve youth with disabilities. It also renews the Rehabilitation Act and places greater emphasis on collaboration with youth, starting at age 14.

# Parents Play a Critical Role in Transition

- Parents support students **who experience** transition.
- Schools prepare students **to** transition.
- Parents are mentors, coaches, advocates, cheerleaders, support systems.
- They need to know how to deal with changing systems, shifting expectations, local and regional resources.
- They are an essential partners as schools develop transition IEPs.

**How do we engage them in the transition process?**

# Reasons Invitations are N/A

There are no transition services listed on the IEP that an agency will pay for or provide.

IDEA Defines post school activities to include these services:

- postsecondary education
- career technical education
- integrated employment
- continuing or adult education
- adult services,
- independent living or community participation.

Parent or student (who has reached age of majority) does not consent to invite the agency(ies).

It is too early to tell if this student will need outside agency involvement.



# Discussion

- Who is expected to attend the IEP from the school/district?
- What agencies are expected to attend the IEP?
- Who decides which agencies should be invited to the IEP?
- What role do parents play in the IEP – and transition?
- If agencies are not located in rural communities, how do LEAs address this issue?
- Are schools required to meet the minimum standard of meeting the mandate or are they required to implement best practices?
- What is the parent role in transition?
- “I know they won’t attend, should I send an invitation anyway?”

# Other Challenges

- The lack of agency presence in rural communities
- Connect with regional offices to establish relationships.
- Services may be provided before and after the IEP.  
Examples: Students may be participating in DOR plans in TPPs.  
Students may be enrolled in dual enrollment courses at college.
- Document the services provided.

# Shifting Focus from Mandates to Outcomes

Locating Hard to Find Youth

Implications for data collection

Using information to evaluate your program, services

# In Conclusion

- Transition is a process, not an IEP.
- Meeting the “mandate” does not = outcomes unless the IEP is implemented using best practices.
- The IEP is a tool to address preparation for transition.
- The essential voices at the IEP are the students.
- Parents are essential to the transition process

**The entire transition team needs to help  
the student develop**

**HOPE**

**Confidence**

**Trust**

# References

- The Law
- National Secondary Transition Technical Assistance Center (NSTTAC) resources
- California Management Information System Guide 2013-14
- Transition Planning: The Basics A guide for secondary transition
- California State Performance Plan
- Transition Mandates Summary
- Reflection on current practice
- Age Appropriate Transition Assessment Document (NSTTAC)
- Sample Courses of Study
- A Continuum of meeting the Mandate to Achieving Positive Outcomes

Questions    Concerns

Evaluation

- Thank you for participating in this workshop!