Secondary Transition Planning

Compliance + Evidence-based Practices = Improved Outcomes

Session Objectives

1. Increase knowledge and understanding of the required components of secondary transition plans

2. Learn a transition planning process to help students attain their postsecondary goals and become as independent as possible

3. Develop quality transition plan components for postsecondary goals and SMART annual IEP transition goals

Purpose

To support school districts/LEAs in their efforts to develop and implement secondary transition plans that are both 100% compliant with state and federal regulations and help provide successful transition for students into adulthood.

To help participants become excited about the potential of well written transition plans that help launch students into postsecondary education and/or careers.

Federal Law

"Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP team, and **updated annually**, thereafter, the IEP must include—

(1) Appropriate measureable postsecondary goals based upon **age appropriate transition assessments** related to training, education, employment, and, where appropriate, independent living skills; and

(2) The **transition services** (including **courses of study**) needed to assist the child in reaching those goals."

IDEA Authority: 20 U.S.C. 1414(d)(1)(A) and (d)(6)

Illinois Law

c) Beginning **not later than** the first IEP to be in effect when the child turns **14½**, and updated annually thereafter, the IEP shall include:

 1) **appropriate, measurable, postsecondary goals** based upon **age-appropriate** assessments related to employment, education or training, and independent living;

 2) **the transition services** that are needed to assist the child in reaching those goals, including **courses of study** and any other needed services to be provided by entities other than the school district; and

 3) any additional requirements set forth in Section 14-8.03 of the School Code [105 ILCS 5/14-8.03].

http://www.ilga.gov/legislation/ilcs/fulltext.asp?DocName=010500050K14-8.03

Illinois SPP Indicator 13 Data

FFY	TARGET	ACTUAL
2010	100.00%	86.40%
2011	100.00%	91.20%
2012	100.00%	91.90%
2013	100.00%	93.73%
2014	100.00%	93.07%
2015	100.00%	97.50%
2016	100.00%	98.63%
2017	100.00%	99.17%
2018	100.00%	99.57%

Secondary Transition

A <u>PROCESS</u> of planning and service delivery that enables students who have disabilities to successfully attain their postsecondary goals

Secondary Transition

Postsecondary Education & Training

- *"college" readiness*

- *workforce training programs*
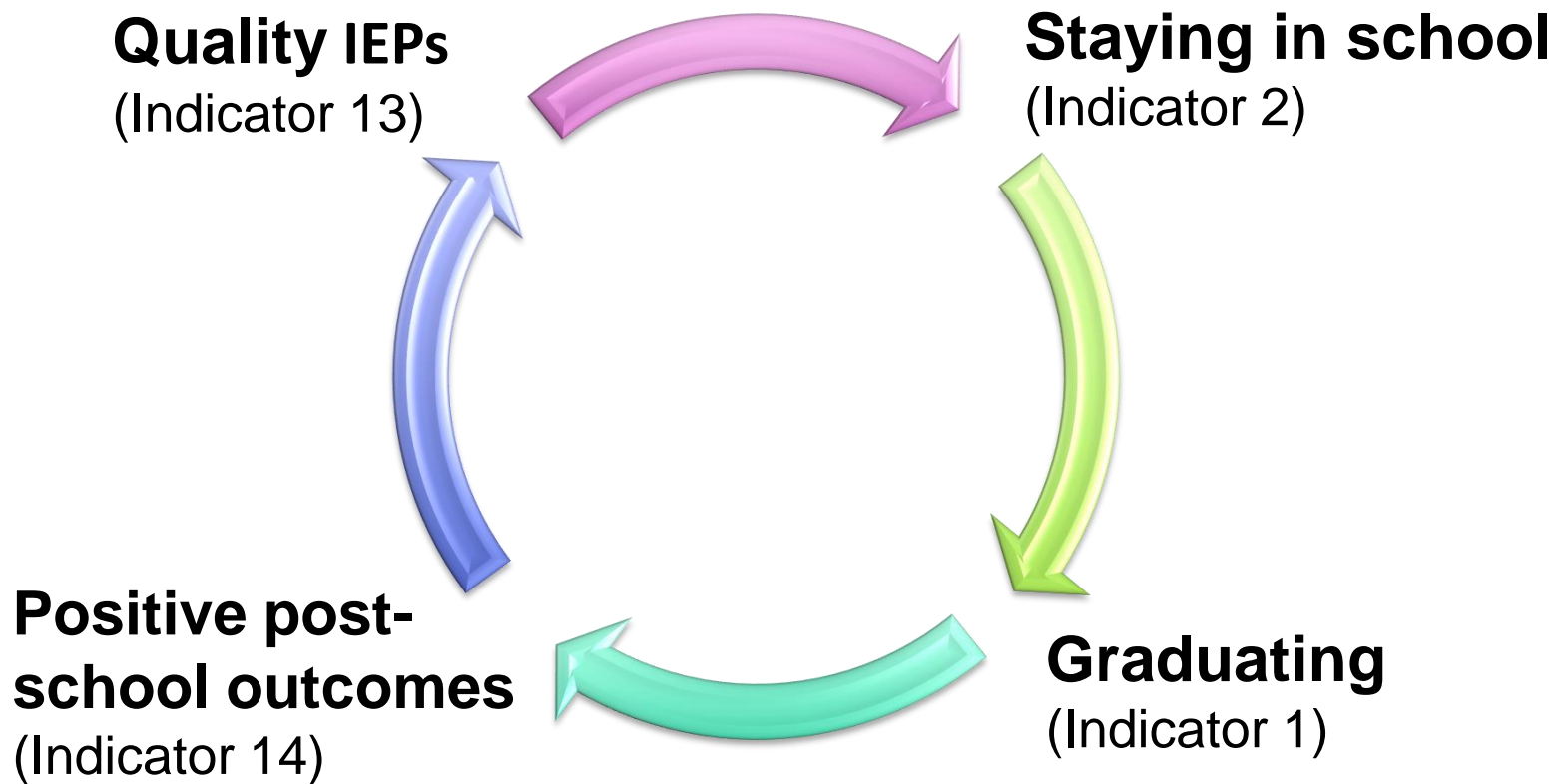
National Forum on Education Statistics (2015)

NTACT
National Technical Assistance Center on Transition

Illinois State Board of Education

Secondary Transition

Quality IEPs
(Indicator 13)

Staying in school
(Indicator 2)

Positive post-school outcomes
(Indicator 14)

Graduating
(Indicator 1)

**Kohler, 2007. National Technical
Assistance Center on Transition (NTACT)**

Predictors of Positive Outcomes

Predictors/Outcomes	Education	Employment	Independent Living
Career Awareness	X	X	
Goal Setting	X	X	
Inclusion in General Education	X	X	X
Paid Employment/ Work Experience*	X	X	X
Parent Expectations	X	X	
Parent Involvement		X	
Self-advocacy/ Self-determination	X	X	

Predictors of Positive Outcomes

Predictors/Outcomes	Education	Employment	Independent Living
Self-care/ Independent Living	X	X	
Student Support	X	X	X
Vocational Education	X	X	
Work Study		X	
Youth Autonomy/ Decision Making	X	X	

*These evidence-based activities are highly correlated with positive outcomes for students after graduation.

Secondary Transition Planning

Employment

Education and/or Training

Independent Living

Middle School vs High School Transition Plans

Middle School	**High School**
• Focus more on assessment and experiences	• Focus on services related to specific employment and post-school living path
• Help students explore and narrow down post-school goals	• Post-school goals relate to a specific career
• Post-school goals relate to general employment category or career cluster	• More detailed and focus includes outside agency supports and services
• Less detailed and focused more on school based supports and services	• School based supports and services

Secondary Transition Planning Process

Age-appropriate Transition Assessments

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Measurable Postsecondary Outcome Goals

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Measurable Annual IEP Goals

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Transition Services, Activities and Course of Study

↓

Linkages to Adult Agencies

Secondary Transition Planning Process

Age-appropriate Transition Assessments

Strengths **Needs** **Preferences** **Interests**

Measurable Postsecondary Outcome Goals

Measurable Annual IEP Goals

Transition Services, Activities and Course of Study

Linkages to Adult Agencies
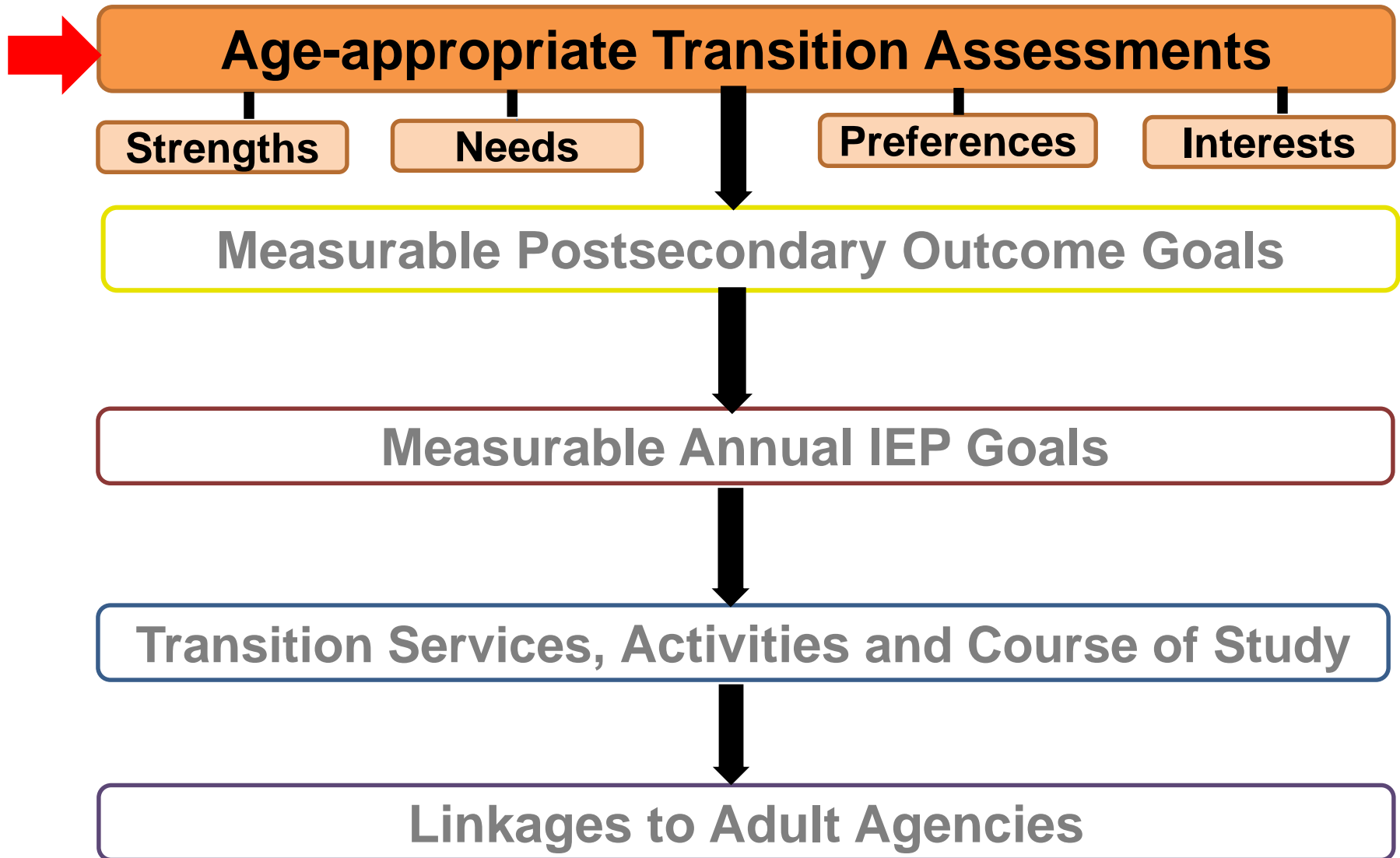
Compliance

Transition assessments must:

Be conducted PRIOR to the IEP meeting	Be age appropriate	Reveal students' strengths, needs, preferences & interests

Evidence-based Practice

- Conduct a comprehensive transition assessment

- Gather information about interests, perceptions, and performance of skills related to the four broad areas:

        (a) <u>academic achievement</u>

        (b) <u>self-determination</u>

        (c) <u>vocational interest and exploration</u>

        (d) <u>adaptive behavior and independent living</u>

Transition Assessments

Formal

Adaptive Behavior Rating Scale

Aptitude Tests

Career Maturity Tests

Employability Tests

Intelligence Tests

Informal

Student and family interviews

Observations

Teacher made checklists

Questionnaires

Surveys

Transition Assessment Examples

TRANSITION ASSESSMENTS	ASSESSMENT TYPE	RESPONSIBLE AGENCY/ PERSON	DATE CONDUCTED
EMPLOYMENT	career Interest inventory online career assessment	LEA, Nonpublic program rep.	8/10/2019
EDUCATION	district assessment statewide assessment college/technical school comparison assessment	See above	5/10/2019
TRAINING	career and technical education assessment job shadow reflection	See above	8/15/19
INDEPENDENT LIVING SKILLS	adaptive skills inventory family interview life skills inventory	See above	8/19/2019

Assessment Resources

https://transitionta.org

National Technical Assistance Center on Transition (NTACT)

https://**iepq**.education.illinois.edu/public/about

IEP-Q Transition Assessment Matrix and assessment resources

Secondary Transition Planning Process

Age-appropriate Transition Assessments

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➡ **Measurable Postsecondary Outcome Goals**

| Employment | Education/ Training | Independent Living |

Measurable Annual IEP Goals

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Transition Services, Activities and Course of Study

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Linkages to Adult Agencies

Compliance

Statement must indicate it will occur after high school

Use results oriented terms such as 'WILL statements'

Postsecondary employment, education and/or training, and independent living goals required

Postsecondary Outcome Goals

A measurable postsecondary goal must be developed and written in the following areas for transition-aged students aged 14½ and above.

| **Employment**	**Education and/or Training**	**Independent Living**
- Paid employment - Integrated competitive supported - Military service	- 2 yr./4 yr. college, technical, vocational/career - On-the job-training, apprenticeship - Independent living skill training	- Health/safety, financial/income - Transportation mobility, social relationships - Self-advocacy, future planning

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Postsecondary Outcome Goal Formula

After HS graduation, **Carlos** **will** **work** **as a repair technician** **at a local appliance store.**

_____ _____ **will** _____ _____ _____

(when) **(student)** **(behavior)** **(how)** **(where)**
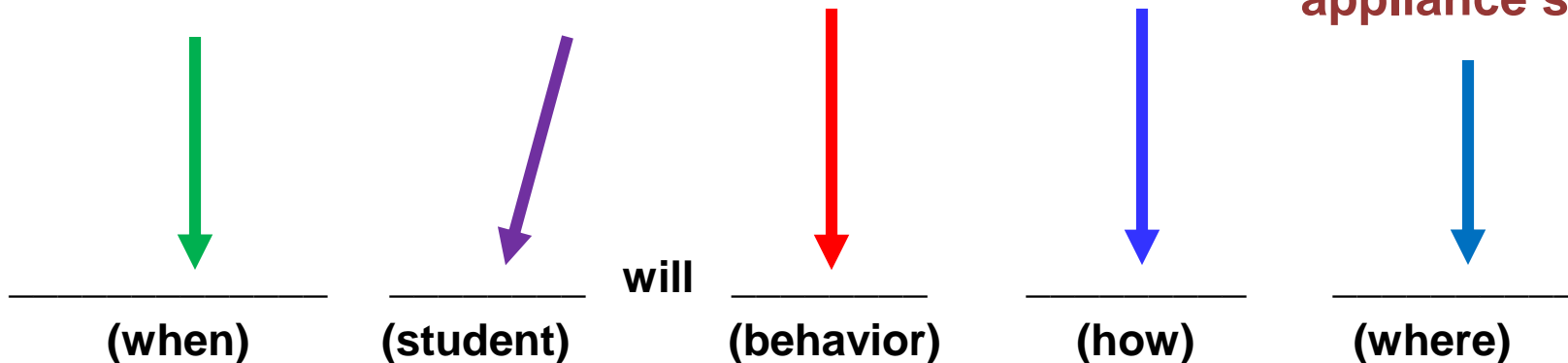
Formula provided by The National Technical Assistance Center on Transition (NTACT)

Postsecondary Outcome Goals
Non-examples and Examples

a) After high school graduation, Jack is thinking about part-time work in the music industry as a DJ.

b) After high school graduation, Jack will work part-time in the music industry as a DJ and be employed part-time as a landscaper.

c) Upon high school graduation, Jill hopes to live with her parents and plans to pay her bills on time.

d) After high school, Jill will live with her parents, develop a monthly budget, and pay her bills on time.

Progression of Postsecondary Outcomes

As a student advances through the grades, postsecondary outcome goals become more specific. (Employment)

8th or 9th Grade	**- After graduating high school, *West* will work as an automotive or diesel mechanic.**
10th Grade	- After high school, *West* will work as an automotive mechanic and receive on-the-job training in his hometown.
11th Grade	**- After high school, *West* will work as a diesel mechanic in a business in his home town after he receives training and certification from a technical school.**
12th Grade	- After high school, *West* will work in his uncle's or other diesel/automotive shop in his hometown and later manage his own repair shop.

Progression of Postsecondary Outcomes

As a student advances through the grades, postsecondary outcome goals become more specific. (Education/Training)

8th or 9th Grade	**- After graduating high school, *West* will attend an automotive training program.**
10th Grade	**-** After high school, *West* will receive a certificate from an automotive mechanic training program.
11th Grade	**- After high school, *West* will attend and receive certification in diesel/automotive mechanics from an automotive/diesel technical school.**
12th Grade	**-** After high school, *West* will receive advanced certification in diesel/automotive mechanics from Quality Tech School to be a mechanic and later manage his own repair shop.

Writing the Postsecondary Outcome Goals

- Base on age-appropriate transition assessments

- Indicate what is to be accomplished after high school

- State what the student will do

- Describe an outcome that will occur not how the student will get there.

Secondary Transition Planning Process

Age-appropriate Transition Assessments

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Measurable Postsecondary Outcome Goals

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➡ **Measurable Annual IEP Goals**

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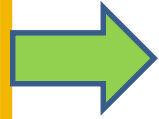**Transition Services, Activities and Course of Study**
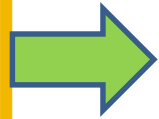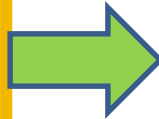
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Linkages to Adult Agencies

Points to Remember

Postsecondary Outcome Goals

1. Located within the transition plan

2. Written to occur **after** high school

3. No objectives or benchmark

IEP Annual Transition Goals

1. Located in the body of the IEP on the annual goal pages

2. Written to occur while **in** school.

3. Must have at least 1 or more objectives or benchmarks for each goal

Annual Goals

A Helpful Formula from NTACT

Given _____ _____ **WILL** _____ _____ _____.

condition   **student**   **behavior**   **criteria**   **time frame**

S M A R T

Specific   Measurable   Attainable   Relevant   Time Based

Non-transition Annual Goal

After given direct instruction in comprehension strategies and provided a nonfiction content area text at the 6th -7th grade reading levels, West will answer verbally and in writing a minimum of 10 inferential questions with 80% accuracy measured by weekly quizzes and charting results, by June 2020.

Annual Transition Goals

Annual goal = what the student can achieve in 12 months!

Measurable Formula:
 Given (condition), (student) **will** (behavior) (criteria) (time frame)

Example:

Employment:

- By November 2010, after given explicit instruction and practice in interviewing skills, Nick will demonstrate professional interview behaviors (pleasant greetings, facial expressions, arm/hand gestures and tone of voice) during mock interviews in 4 out of 5 scenarios with two or fewer prompts as scored using a rubric.

Annual Transition Goals

Annual goal = what the student can achieve in 12 months!

Measurable Formula:
 Given (condition), (student) **will** (behavior) (criteria) (time frame)

Example:

Education:

- Given instruction in real-world situations involving using money to pay for basic items for living (food, clothes and public transportation), Sarah will make basic addition, subtraction and multiplication calculations involving money for 10 situations with 80% accuracy on tests and quizzes by March 2020.

Annual Transition Goals

Annual goal = what the student can achieve in 12 months!

Measurable Formula:
 Given (condition), (student) **will** (behavior) (criteria) (time frame)

Example:

Independent Living:

- By January 2020, to prepare for his postsecondary goal of living independently, Sam will demonstrate the use of the self-advocacy skills of requesting and using his accommodations of preferential seating, AT-speech amplifier, speech-to-text devices, and additional time for tests within the educational and community setting with 90% accuracy based on daily charting and observations.

Secondary Transition Planning Process

Age-appropriate Transition Assessments

Measurable Postsecondary Outcome Goals

Measurable Annual IEP Goals

Transition Services, Activities and Course of Study

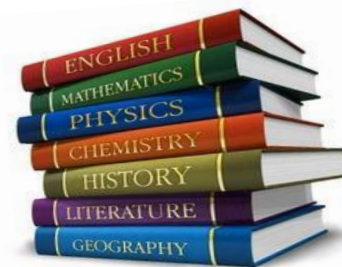| Instruction	Related Services
Employment & Adult Living	Community Experiences
Daily Living/ Functional Vocational Eval.	Linkages

Linkages to Adult Agencies

Transition Services: Instruction

Coursework, educational experiences, skill training and activities/strategies needed to prepare students for post-school living

- Study skills instruction, SAT prep courses
- Arrange & meet with office of disability services at chosen college
- Instruction on appropriate use of the computer and internet
- Written communication skills instruction
- Instruction on strategies to improve reading comprehension
- Community-based instruction
- Social skills instruction
- Time management instruction
- Instruction and practice in self-advocacy
- Instruction on using a calculator to solve math problems

Transition Services: Related Services

Supports needed to participate in instruction and include planning for projected needs after high school

- Assistive technology evaluation
- Work with school health nurse on medication management
- Participate in orientation and mobility services
- Explore options for modifying a vehicle
- Obtain a permit/drivers license or driving capability assessment
- Participate in vocational rehabilitation counseling
- Receive physical and occupational therapy services
- Identify and visit potential post-school providers
  of related services
- Explore city & county transportation options

Transition Services: Community Experiences

Services and activities related to community experiences usually provided outside of the school environment

- Use local community library and postal office
- Learn about and participate in volunteer opportunities (hospital, animal shelter or clinic, park district, Habitat for Humanity)
- Register to vote and participate in the voting process
- Learn about banking and visit the local bank
- Investigate and participate in a community civic organizations
- Practice grocery shopping with support
- Utilize public transportation
- Explore and participate in leisure time activities
- Tour apartments for rent and learn process

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Transition Services - Employment

Development of work-related behaviors, job seeking and retention skills, career exploration and actual employment and other adult living objectives

- Participate in community-based employment
- Internship program, job shadowing
- Use social skills and work-related behaviors
- Interview workers in interested field of employment
- Research specific occupations
- Complete job applications/practice interview skills
- Meet with DRS counselor to determine eligibility
- Develop resume and cover letter writing skills
- Attend career fairs in the community
- Meet with armed forces recruiter

Transition Services – Daily Living Skills and/or Functional Vocational Evaluation

- Participate in a variety of community-based work assessments (functional evaluation)

- Practice and maintain daily personal hygiene

- Use safety skills in the school, community, and home

- Plan and select appropriate clothing for the weather

- Develop a budget and maintain banking records

- Use resources such as transportation, stores, library

- Attend annual doctor/dental appointments

- Learn meal preparation, household maintenance

- Learn and practice laundry skills

- Schedule and participate in Adult Living Classes if available

Transition Services: Linkages to After Graduation Supports

- Make an appointment to meet with the college representative for disability support services and complete application for services

- Contact DHS for eligibility services information

- Contact the Center for Independent Living (CIL) to establish eligibility and develop an independent living plan

- Contact the Office of Developmental Disabilities for eligibility and services information

- Contact the Social Security Administration for eligibility information and apply for SSI, if eligible

- Develop a list of contact information for post-school service providers

- Obtain, complete and submit application for behavioral health services

Example Course of Study

COURSE OF STUDY (address by age 14 1/2)

Identify a course of study that is a long-range educational plan or multi-year description of the educational prog[ram] the student's anticipated post-school goals, preferences and interests <u>as described above</u>.

Year 1	Year 2	Year 3	Year 4
Algebra I	Geometry	Algebra II	Consumer Math
English I	English II	English III	Speech/Jouralism
General Science	Biology I	Chemistry I	Biology II
World Geography	World History	US History/Government	Graphic Design I / Computer Drafting I
PE/Health	PE/Drivers Education	PE	PE
Spanish 1	Spanish 2	Spanish 3	Spanish 4
Foods I & Food 2	Auto Mechanics I and 2	Art I & Art 2	Consumer Education / Adult Living

Example Course of Study

COURSE OF STUDY (address by age 14 1/2)

Identify a course of study that is a long-range educational plan or multi-year description of the educational program that directly relates to the student's anticipated post-school goals, preferences and interests as described above.

Year 1	Year 2	Year 3	Year 4	Extended
Basic Math I	Basic Math 2	Geometry I	Geometry 2	Consumer Math
Life Skills English I	LIfe Skills English 2	Reading I	Reading 2	Reading 3
General Science 1	General Science 2	General Science 3	General Science 4	Adult Living 5
World History 1	U. S. History I	U. S. History 2	Government 1	Careers
Adaptive PE	Adaptive PE	Adaptive PE	Adaptive PE / Health	Work STEP
Cooking 1	Cooking 2	Work Experience I	Work Experience 2	Work STEP
Adult LIving I	Adult Living 2	Adult Living 3	Adult Living 4	Work STEP

Secondary Transition Planning Process

> **Age-appropriate Transition Assessments**

> **Measurable Postsecondary Outcome Goals**

> **Measurable Annual IEP Goals**

> **Transition Services, Activities and Course of Study**

> **Linkages to Adult Agencies**

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Linkages to Adult Agencies

If there are transition services indicated in the IEP that are likely to be provided or paid for by an outside agency:

➤ The district is to identify then invite an outside agency.

➤ Written consent <u>must</u> be obtained from parent/guardian and/or student who has reached the age of majority <u>before</u> inviting the agency.

➤ Each agency must be invited and included on the Notification of Conference form.

➤ An excusal form is not required for outside agency representative nonattendance.
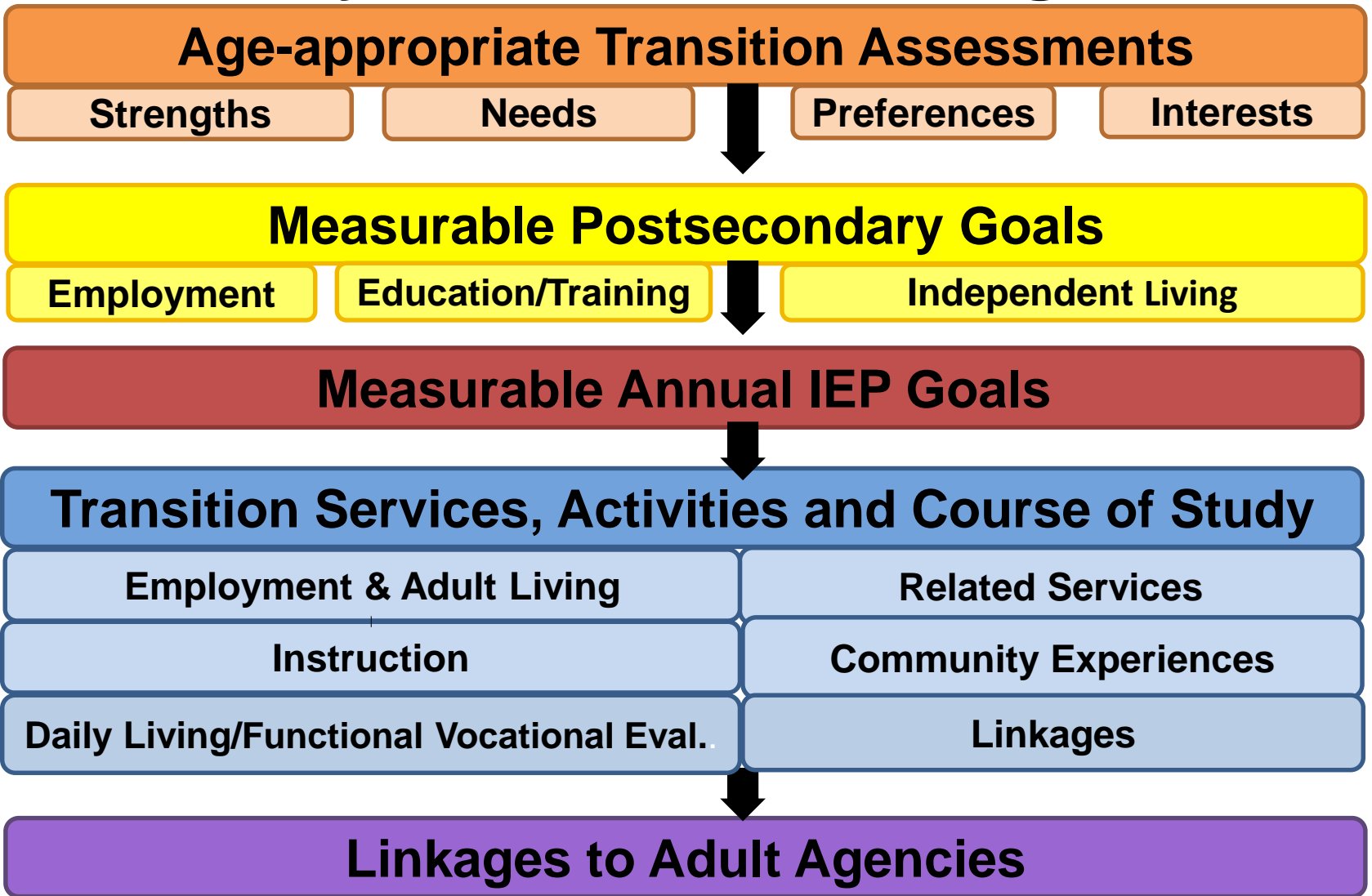
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Linkages to Adult Agencies

Examples of outside agencies that can be invited to the IEP meeting:

➢ DHS/DRS representative

➢ US Military

➢ Social Security Administration representative

➢ Employer

➢ Postsecondary education and training provider

➢ Independent Case Coordination Unit (PAS agency)

➢ Adult service agency

➢ Community Integrated Living *(Arrangements)* (CIL)

➢ WorkNet Center representative

➢ Community leaders - religious leaders and county extension agents

Secondary Transition Planning Process

Age-appropriate Transition Assessments

| Strengths | Needs | Preferences | Interests |

Measurable Postsecondary Goals

| Employment | Education/Training | Independent Living |

Measurable Annual IEP Goals

Transition Services, Activities and Course of Study

Employment & Adult Living	Related Services
Instruction	Community Experiences
Daily Living/Functional Vocational Eval.	Linkages

Linkages to Adult Agencies

Resources

https://www.isbe.net/Pages/Special-Education-Indicator-13.aspx

Illinois State Board of Education secondary transition webpage contains information and resources regarding the SPP Indicator 13 rubric and accompanying documents, consent forms, and more.

https://transitionta.org

National Technical Assistance Center on Transition purpose is to assist state agencies and local Education districts in providing and implementing evidence-based and promising practices ensuring students with disabilities graduate prepared for success in postsecondary education and employment. This website includes a variety of transition resources including examples of transition plans, lesson plans, and more.

https://**iepq**.education.illinois.edu/public/about (Illinois educators register to access)

IEP-Q project was developed and supported by grants from the U.S. Department of Education and from ISBE to assist education professionals to improve IEPs for students. This website includes transition assessment matrix, examples of transition plans, and more.

http://www.wintac.org

The WINTAC is a national center funded to provide training and assistance to State Vocational Rehabilitation Agencies to help them develop the skills and processes needed to meet the requirements of WIOA. This website includes online trainings, teacher resources, and more.

https://autismcollegeandcareer.com

The Autism Training and Technical Assistance Project developed this resource to assist individuals with Autism in their transition from secondary education to postsecondary education or employment. This website includes resources for employers, postsecondary educators, parents, students, and more.

Thank You!

ISBE Special Education Department

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