



Rights and Responsibilities of Transition

Alameda County Transition Information Fair

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Presented by:

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Post-Secondary Transition Agenda for today



- Importance of Transition Planning
- Quick Review: Legal Requirements of IDEA 2004
- Transition Checklist
- Implications for the Future





Legal Requirements Under IDEA 2004

- The term 'transition services' means a coordinated set of activities for a child with a disability that--
 - (A) is designed to be 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**.
 - (B) is based on the individual child's needs, taking into account the child's strengths, preferences, and interests.
 - (C) includes **instruction, related services**, community **experiences**, the development of **employment** and other post school **adult living objectives**, and, when appropriate, acquisition of daily living skills and functional vocational evaluation. (20 U.S.C. Section 1401(34))
- (**Note:** underlined words were added to IDEA 2004)

The ITP within the IEP

- Transition services 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:
Appropriate measurable postsecondary goals based on age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and the transition services (including courses of study) needed to assist the student in reaching those goals. (34 C.F.R. 300.320)



The Sudden Impact of Adulthood

- o Without appropriate planning and continued collaboration with the IEP team, students leaving the IDEA system can be unprepared to manage their new-found responsibility, independence and freedom.
- o Many continue to need support to navigate the terrain of an adult environment that may include employment, education, vocational training.
- o Self advocacy, independent living and soft skills training continue to need development.



KEEP
CALM
AND
WELCOME TO
ADULTHOOD

The importance of self

In order for a student to become self-determined:

- They must work toward becoming self-aware as much as possible
- Recognize that self-acceptance is a life-long process
- Focus on strengths, understand one's own disability and the challenges or barriers that come with it.
- Focus on accommodations and/or modifications needed to break down these barriers.
- Understand that the law requires proof of a disability in order to qualify for services in the adult community.



Transition Matters because ...

Youth are given adult rights at the age of 18.

Transition plans include 3 important domains to prepare for in adult life including:

- ✓ Education
- ✓ Employment
- ✓ Independent Living

Supports and additional training is needed.

- ✓ Adults with disabilities have higher rates for underemployment and unemployment than their peers who do not identify as disabled.
- ✓ The standard of living can fall behind those who do not identify themselves as disabled.



The I.E.P. process



•School districts are required to invite representatives of any agency that is likely to provide transition services in an IEP meeting. If the representative does not attend, the school district must take steps to obtain the agency's participation in the planning of transition services. (34 C.F.R. Sec. 300.344(b)(3). RCEB can only be invited by the adult student, parent or holder of educational rights.

The Transition Meeting

- IDEA 2004 requires a transition plan 'beginning not later than the first IEP to be in effect when the child is 16, and updated annually thereafter'. This means that the transition meeting needs to take place before his/her 16 birthday.



- Transition meetings are generally held during the annual or triennial IEP.
- Team members do have the right to call an IEP meeting at any time.



The Transition Meeting


- In order to plan for a child's yearly IEP after 16, one must first have an idea where the child is headed in life which flows from a detailed transition plan.
- The ITP will state the appropriate transition assessments that have been used
 - Interviews
 - Surveys
 - Input from student, parent, service providers.
- Goals are written to address transition areas of
 - Education
 - Employment
 - Independent living as appropriate
- A course of study is clearly represented with transcripts included.

Transition Team Participants

- Legally required participants include:
 - Parent (under the age of 18 or if invited by the adult student)
 - Or Adult Student
 - Special Education credentialed teacher
 - General Education credentialed teacher
 - LEA - Administrator
 - DIS providers

- **At the discretion of the parent and/or adult student or in collaborative agreement with the team:**
 - Employment Development Department/One-Stop
 - Community college
 - University
 - Social Security
 - Independent living center
 - Department of Developmental Disabilities
 - Supported living/supported work
 - Services/Regional Center
 - Community agencies
 - Mental Health Services
 - Parent organization
 - Social Services
 - Department of Rehabilitation
 - Probation





What skills are important to transition success?

- The CALSTAT Transition guide states that the following minimum skills are necessary for today's workplace
 - the ability to read at a basic level (9th grade and up for college level classes that will provide credit toward certificates or degrees)
 - the ability to perform mathematical operations
 - the ability to work with persons of various backgrounds
 - the ability to communicate orally and in writing

These skills should be developed through a student's school career whenever possible.

Skills Development

- Whenever possible, students need to develop these competencies in the least restrictive environment. The IEP process provides this direction.
 - Curriculum linked to common core state standards
 - Appropriate accommodations and modifications for access
 - Regular High school diplomas, where possible
 - Self-advocacy training
 - Preparation in order to leave the system with his/her same age peers or when their Course of Study has been completed.



SUCCESS
LOADING...



Skills Development

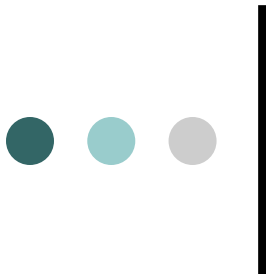
- Vocational education services can be included within the IEP in several ways even prior to development of the ITP.

- Examples of areas where vocational objectives could be written into an IEP include:

- personal responsibility
- social competence,
- Social awareness/skills
- physical and mental health
- Mobility
- Grooming
- Self-help

- As your child moves toward secondary school age and to adulthood, vocational education services should be included in the ITP through training experiences in the classroom and in the community.





Workforce Innovation and Opportunity Act

(WIOA) Information

On July 22, 2014 the Workforce Innovation and Opportunity Act (WIOA) was signed into law. This landmark federal legislation makes significant changes to vocational rehabilitation and independent living programs in California and across the United States. WIOA, which replaces the Workforce Investment Act of 1998 and amends the Rehabilitation Act of 1973, is designed to help job seekers access employment, education, and support services to succeed in the modern labor market. The law will also encourage workforce development programs to help match employers with skilled workers needed to compete in the global economy.

To help you stay up-to-date on WIOA, we have created this section on DOR's website to share information, as it is known and available.

We encourage all interested groups and individuals to comment on WIOA implementation at the federal level and participate in conversation with us and our federal government partners on the new law and the exciting opportunities it will bring to DOR and our consumers.

If you have comments on DOR's implementation of WIOA, please contact WIOA@dor.ca.gov.

Transition Checklist



- ✓ Student (16+) should be invited to participate in process.
- ✓ IEP team members may request an IEP at any time.
- ✓ Transition goals should be embedded into the IEP document within the ITP.
- ✓ Students and Families may invite representatives from local agencies such as RCEB, private service providers.
- ✓ ITP should be based on person centered planning.*
- ✓ Work experience and community based assessed should be based on student's interests and ability as determined by age appropriate transition assessments.

* The CalSTAT guide, Transition to Adult Living, available at www.calstat.org/info.html describes at length the person centered planning process.

Transition Checklist



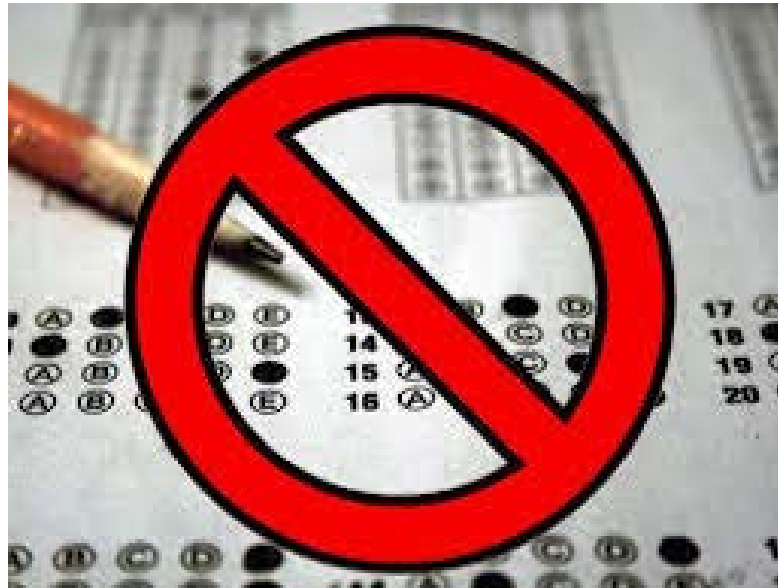
- ✓ IEP's should help student develop functional education and employment skills that are transferable to the next phase of their life.
- ✓ Goals should support the skills needed for transitioning and be reflected in the areas of education, employment and independent living as appropriate.
- ✓ Goals should incorporate all necessary transition services, as ITP services can end when goals are met or course of study is completed.
- ✓ Progress should be documented and measurable.

Some points adapted from Jennifer Graham and Pete Wright, "Transition Planning: Setting Lifelong Goals", www.wrightslaw.com

High School Exit Exam



- Currently the state is in flux with exit exam requirements.
- Families will be notified through their case manager when we information is passed along.



Certificate of Completion

- Students who achieve their IEP goals during high school but do not meet graduation requirements for a general diploma can still receive a *certificate of completion*.
- Students who do not receive a general diploma may be entitled to continue to receive services until the age of 22.
- Students have the right to participate in a graduation ceremony if they receive a certificate of completion.
- Students can attend a community college without a general diploma.
- The Regional Center system may not provide certain services as long as a student continues to receive services under the IDEA.
- Collaboration with all team participants is vital during the ITP years.



Transition Planning should mean ...

1. Long-term collaborative planning that starts before 16 (if needed)
2. Measurable goals in all areas of need to provide educational benefit.
3. Appropriate accommodations





Transition planning should mean....



A Summary of Performance (SOP)

- IDEA required
 - Documented progress on goals and transition needs is completed as the student exits services, ie; receives a diploma, meets course of study requirements or is 22 years of age.
- SOP can be part of the annual review or a stand alone meeting.
- No new evaluation is required for the development of the SOP, it must contain the following:
 - Academic achievement and functional performance
 - Recommendations of accommodations needed to support the adult in the next setting

Ready for college *or not...*

- Transition plan reflects receiving a high school diploma and intention of attending college
- Student must have certain levels of academic competency to read and comprehend college texts. College placement tests determine most appropriate classes.
- Student should know how to self advocate
- Student must understand no modifications of content in college, only accommodations



Ready for Community College or Vocational programs

- Transition plan reflects either a high school diploma, certificate of completion or age 22.
- Student receives support through the ITP to research, access and apply for community programs.
- Student may be concurrently enrolled at the Community College
- Student may be taking or has taken R.O.P.
- Student may have previous work or volunteer experience through the ITP



Planning for the Future

Final Thoughts and Suggestions for Transitioning Youth

Guide students so that they are ready to commit to a plan that includes responsibility for academics, independent living skills and social and emotional self-management to the best of their ability



Get adequate support from appropriate systems to make it work. Listen, respect and appreciate the student's desires.



Available Resources:



- ✓ [Local School Agency](#)
- ✓ www.ncset.org – National Center on Secondary Education And Transition
- ✓ www.pacer.org – Pacer Center
- ✓ www.idonline.org – Learning Disabilities Assoc.
- ✓ www.rceb.org – Regional Center of the East Bay
- ✓ www.rehab.cahwnet.gov – Dept. of Rehab
- ✓ www.ssa.gov – Social Security
- ✓ www.db101.org – Tools and information on employment health coverage and benefits.