

# ***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!!**

**High Expectations + Effective Transition Planning= Positive Outcomes**

**Readiness for College and Careers and Quality Adult Life**

**2014**



Compiled by Sue Sawyer, California Transition Alliance

# ***Transition Planning: The Basics***

## ***From Mandate to Practices that Lead to Successful Outcomes***

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

Following are the primary resources utilized:

National Collaborative on Workforce and Disability– Youth [www.ncwd-youth.info](http://www.ncwd-youth.info)

National Secondary Transition Technical Assistance Center [www.nsttac.org](http://www.nsttac.org)

Transition Coalition [www.transitioncoalition.org](http://www.transitioncoalition.org)

National Office of Special Education programs [www.osep.gov](http://www.osep.gov)

California Department of Education [www.cde.ca.gov/specialeducation](http://www.cde.ca.gov/specialeducation)

National Post School Outcome Center [www.psocenter.org](http://www.psocenter.org)

### **Other References**

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

Indicator 13 language is based on the NSTTAC Indicator 13 Checklist  
Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the child to meet the postsecondary goals (20 U.S.C.1416(a)(3)(B)).

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

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

Copies of this resource are available for purchase at the California Transition Alliance Website [www.catransitionalliance.org](http://www.catransitionalliance.org).

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## **Expectations are changing.**

**This document recognizes that expectations for youth are changing.**

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

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

There is an increasing focus on Employment for All. Employment First initiatives emphasize that work is a right and a responsibility for everyone who is capable of working, including individuals with intellectual and developmental disabilities.

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

There are lots of reasons people work for personal satisfaction and social development. The primary reasons people work are (in order of priority) are:

1. feel good about ourselves
2. be around others
3. continue to learn
4. stay physical active
5. need for money

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

### **The Bad News: National statistics define our challenge**

**20%** of working age adults with disabilities are employed versus **70%** of people without disabilities.

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

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

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

### **The Good News**

**People who are competitively employed are contributing to the economy.**

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

## Secondary Transition Services as Defined in IDEA

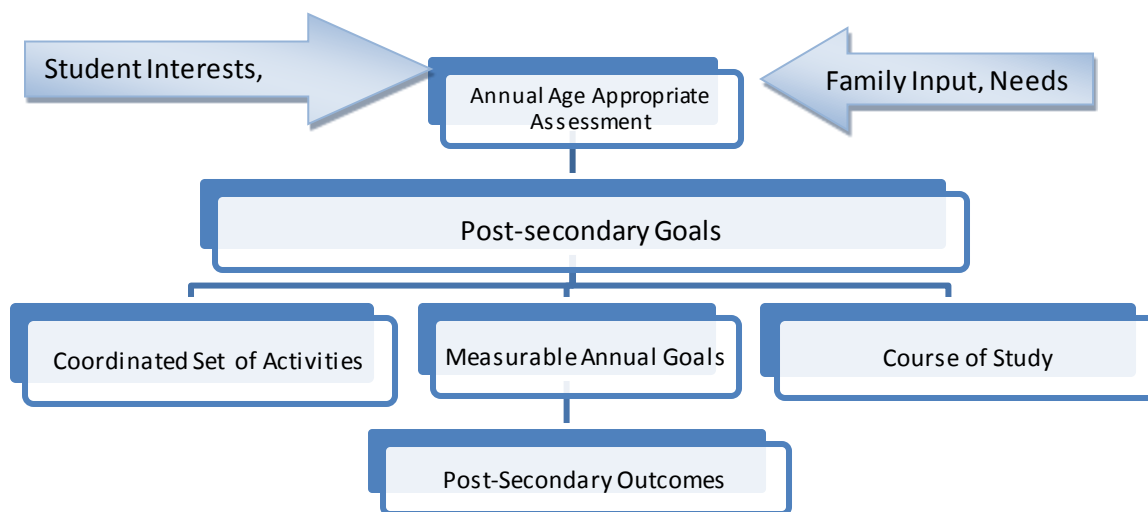
The term “transition services” means a coordinated set of activities for a child with a disability that (34 CFR 300.43(a) 120 U.S.C. 1401(34):

- Is designed to be within a **results-oriented process**, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s **movement from school to post-school activities**:
- Including postsecondary education, vocational education, integrated employment (including supported employment); continuing and adult education, adult services, independent living, or community participation;
- Is based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests; and
- Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

### And includes:

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

### How to Construct the Transition Individualized Education Program



## State Performance Plan

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

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

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

### **The California State Performance Plan Indicator 13: "Achieving compliance with Federal guidelines on the IEP"**

**Schools are required to document that they meet these elements of Indicator 13.**

**In order to be compliant the answer should be "yes" to each of these questions.**

**This tool ensures the IEP is written as required by federal regulations.**

1. Are there **appropriate measurable postsecondary goals** in the areas of education & training, employment, and as needed, independent living?
2. Are the **postsecondary goals updated annually**? Were the goals addressed updated in conjunction with the development of the current IEP?
3. Is there evidence that the measurable postsecondary goal(s) were based **on age-appropriate transition assessment**?
4. Are there **transition services** in the IEP that will reasonably enable the student to meet his/her postsecondary goal?
5. Do transition services **include courses of study** that will reasonably enable the student to meet his or her postsecondary goal(s)?
6. Is (are) there **annual IEP goals related to the student's transition service needs**?
7. Is there **evidence that the student was invited to the IEP team meeting** where transition services were discussed?
8. If appropriate, is **there evidence that a representative of any participating agency was invited to the IEP team meeting** with prior consent of the parent or student who has achieved the age of majority? List not applicable (**NA**) if the agency is not did not participate because of age or grade.



## INDIVIDUAL TRANSITION PLAN

Name: \_\_\_\_\_

Birthdate: \_\_\_\_\_

IEP Date: \_\_\_\_\_

7 Student Invited: ☐ Yes ☐ No If Appropriate, and agreed upon, agencies invited: ☐ Yes ☐ No ☐ Not Applicable  
 Describe how the student participated in the process: ☐ Attended IEP Meeting ☐ Interview ☐ Inventory ☐ Questionnaire 8

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	Transition Service Code as Appropriate: 4
1, 2	Activities to Support Post Secondary Goal: Code 800-890
6	Community Experiences as Appropriate:
Linked to Annual Goal #	Related Services as Appropriate: Other than 800
Person/Agency Responsible:	

Student's Post Secondary Goal Employment (Required):	
Upon completion of school I will	Transition Service Code as Appropriate: 4
1, 2	Activities to Support Post Secondary Goal:
6	Community Experiences as Appropriate:
Linked to Annual Goal #	Related Services as Appropriate:
Person/Agency Responsible:	

Student's Post Secondary Goal Independent Living (As appropriate):	
Upon completion of school I will	Transition Service Code as Appropriate: 4
1, 2	Activities to Support Post Secondary Goal:
6	Community Experiences as Appropriate:
Linked to Annual Goal #	Related Services as Appropriate:
Person/Agency Responsible:	

- Postsecondary Goals
  - Education and training
  - Employment
  - Independent Living
- Update Annually
- Age appropriate assessment
- Transition services
- Course of study
- Annual goals directly related to postsecondary goals
- Student Invited to the IEP
- Representative of agency that provides post-school transition support invited to the IEP.

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

- Assessments
- Invitations to student
- Invitation to agencies

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.

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

SANTA CLARA COUNTY  
INDIVIDUAL TRANSITION PLAN

Page \_\_\_\_ of \_\_\_\_

Name \_\_\_\_\_ Birth Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ IEP Date \_\_\_\_/\_\_\_\_/\_\_\_\_

District Graduation Requirements:	
Course of Study	
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.	
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.	
Completed: _____	Pending: _____
Diplomas: <input type="checkbox"/> Yes <input type="checkbox"/> No	5
Certificate of Completion: <input type="checkbox"/> Yes <input type="checkbox"/> No	Anticipated Completion Date: ____/____/____
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	

## Focus on Outcomes

### SPP Indicator 14

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

**What do our students do after they leave high school?**

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

### Definitions of post-school outcomes

<b>Higher Education</b>	<ul style="list-style-type: none"><li>• Enrolled <b>full - or part-time</b></li><li>• <b>Community College</b> (2 year program)</li><li>• <b>College/University</b> (4 – more year program)</li><li>• <b>Completed at least one term</b></li></ul>
<b>Competitive Employment</b>	<ul style="list-style-type: none"><li>• Worked for pay <b>at or above minimum wage</b></li><li>• <b>Setting with others who are nondisabled</b></li><li>• Average of <b>20 hours a week</b></li><li>• <b>90 days</b> at any time in the year since leaving high school</li><li>• Includes <b>military</b> service</li></ul>
<b>Other Postsecondary Education or Training</b>	<ul style="list-style-type: none"><li>• Enrolled <b>full-or part-time</b></li><li>• <b>Education or training program</b> (e.g., Job Corps, a dult education, workforce development program, vocational technical school that is less than a 2-year program.</li><li>• <b>Completed at least 1 term</b></li></ul>
<b>Other Employment</b>	<ul style="list-style-type: none"><li>• Worked for pay (including below minimum wage)</li><li>• Self Employment</li><li>• Work in a family business (farm, store, fishing, ranching, Catering, etc...)</li><li>• <b>90 days</b> at any time since leaving high school</li></ul>

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



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

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

### **1. Talk about it before students leave school.**

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

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

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

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

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

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

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

### **5. Making Contact**

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

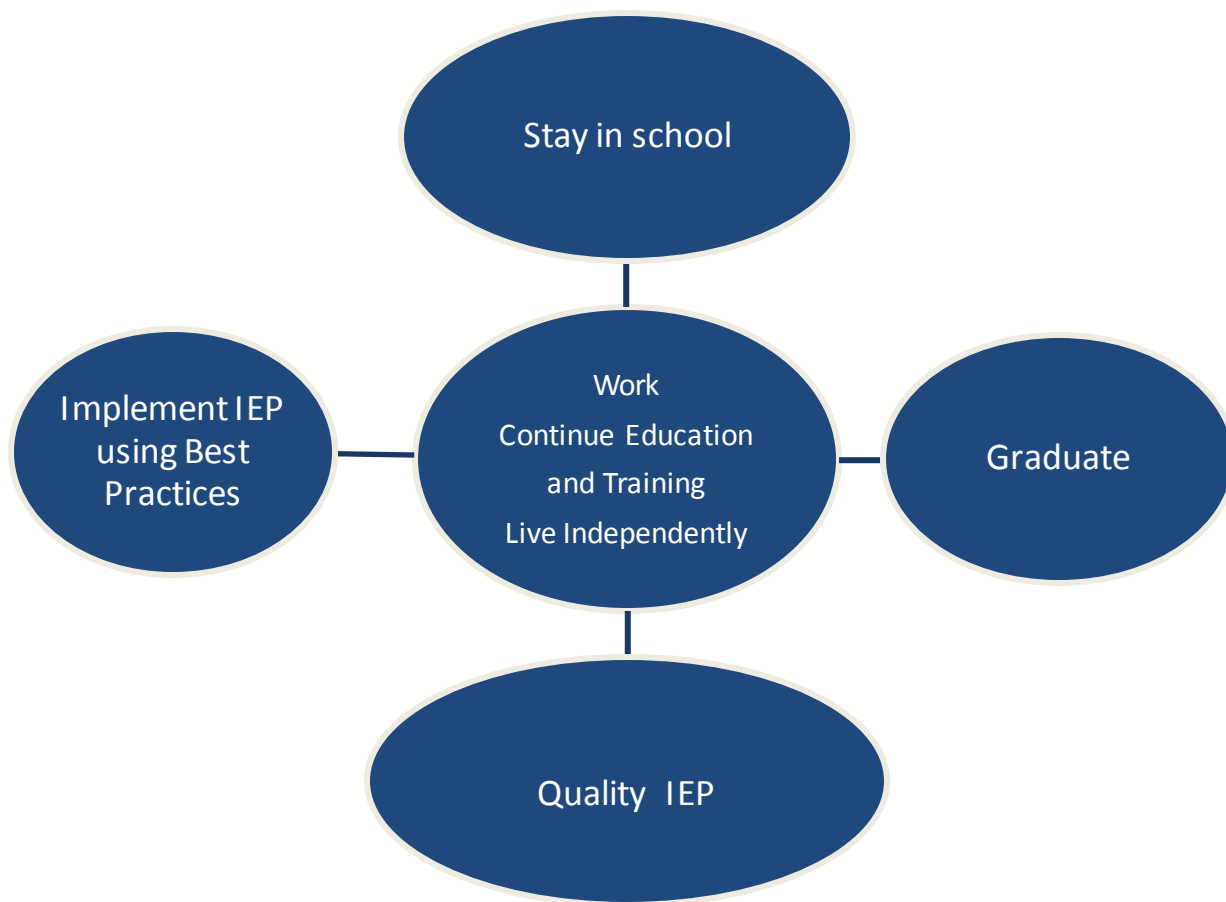


**Do you use your information about student outcomes to improve your transition services?**

## Factors that Lead to Positive Outcomes for students with IEPs

### SPP Indicator 17

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



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

Research tells us these are the promising practices that lead to positive outcomes in education and employment **and** independent living.

<b>Factor/Topic</b>	<b>Education</b>	<b>Employment</b>	<b>Independent Living</b>
<i>Career Awareness</i>	✓	✓	
<i>Community Experience</i>		✓	✓
<i>High School Diploma</i>		✓	
<i>Interagency Collaboration</i>	✓	✓	
<i>Occupational Courses</i>	✓	✓	
<i>Parental Involvement</i>		✓	
<i>Program of Study</i>		✓	
<i>Self Advocacy</i>	✓	✓	
<i>Social Skills</i>	✓	✓	
<i>Transition program</i>	✓	✓	
<i>Vocational Education</i>	✓	✓	
<i>Work Study</i>		✓	
<b><i>Inclusion in general ed.</i></b>	✓	✓	✓
<b><i>Work Experience</i></b>	✓	✓	✓
<b><i>Independent Living Skills</i></b>	✓	✓	✓
<b><i>Student Support</i></b>	✓	✓	✓

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

## **Transition Prepares Youth for their Adult Roles**

**Productive Worker, Contributing Citizen, Responsible Family Member, Lifelong Learner**  
**And Life Settings: Work, Home, Community and the Classroom (the learning environment)**

**1A Mandates: Write appropriate, measurable postsecondary goals.** IDEA 2004 Section 614(d)(1)(A)VIII

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

What should measurable postsecondary goals look like?

Use this formula to state the goal:

After high school I will \_\_\_\_\_  
Behavior where/how

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

These postsecondary goals are examples of behaviors that are based on IDEA guidelines:

**Postsecondary education / training goals**

Required

- Enroll at a college or university
- Earn an occupational certificate
- Enroll in vocational training (ROP, beauty school, pet grooming, trucking school, .....)
- Enter the military for training in....
- Enter an apprenticeship
- Complete on the job training
- Enter Community based training ...

(May list major, industry, or job of interest as goals mature).

**Employment Goals**

Required

- Get a competitive job - work full time / part time
- Get a job - Supported Employment
- Get a job - Integrated Work Activity
- Start a business - Entrepreneurship
- Attend a Work Activity Program
- Do volunteer work in the community

**Independent Living**

As Needed

- Live independently
- Live with family, roommates
- Live independently with supportive services
- Live in group home
- Manage finances, household
- Access community – independently, use
- Use Public transportation,

**2A: Mandates: Update Goals Annually**

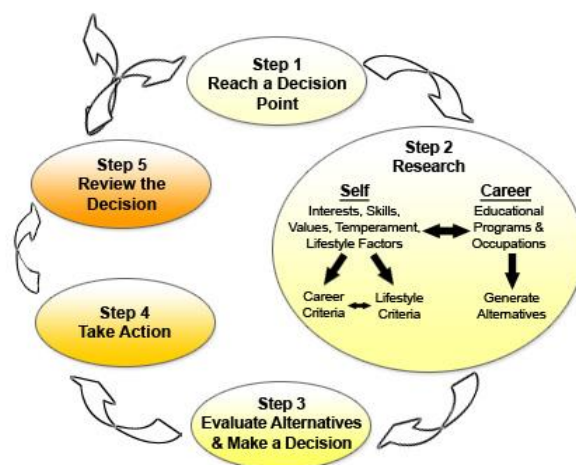
**Goals will change as students gain experience, opportunities, training and work experience.**

**They should change from general to specific as students grow and mature.**

## 1B. Best Practices: Writing Appropriate Measurable Postsecondary Goals

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

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



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



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



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



Incorporate industry standards and common core academic standards in postsecondary and annual goal statements.



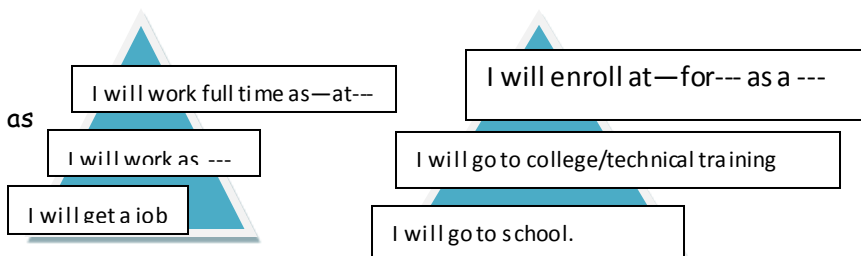
Validate goal statements annually using annual career / transition assessment data. Encourage students to present their goals through authentic assessments.



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



Goals move from general to specific as Students mature.



## 2B. Best Practice: Update goals annually

*Goals need to be reviewed annually- students mature and have new experiences-their goals mature.*

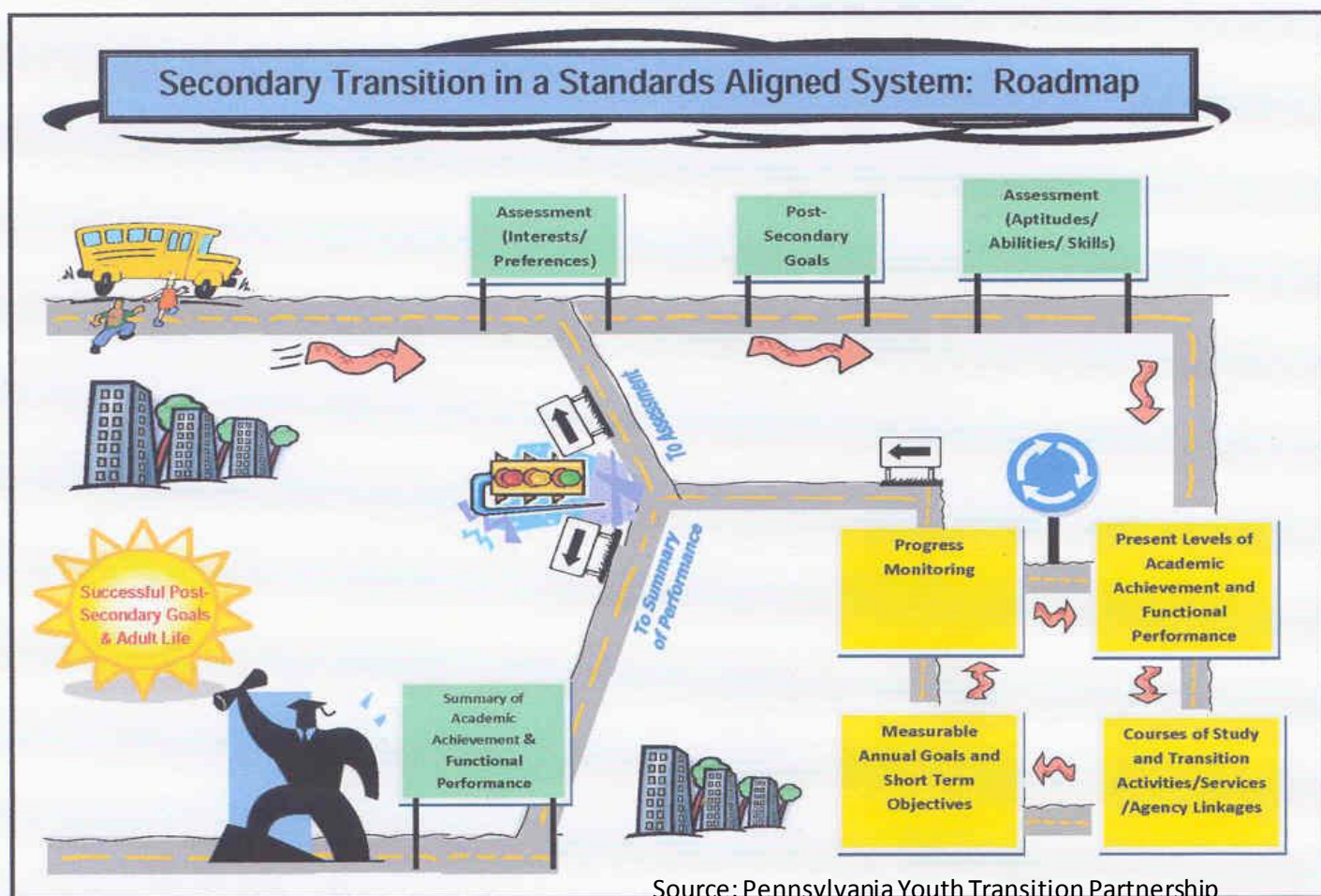
### 3A. Mandates: Goals are based on age appropriate assessments.

Basic assessment strategies include interest surveys, computerized information systems, portfolios, observation and interviews. There are an array of free tools and resources available. Transition assessment includes career/vocational assessments and an evaluation of other transition issues (readiness for transition, life skills, resources, and eligibility for support systems).

Assessments are conducted annually to form the basis of the transition plan.

**Federal IDEA Guidance:** Each year, the transition assessments should be revisited in a more specific manner, targeting the student's development. For students in grades nine and ten, a career exploration measure or interest inventory is typically satisfactory. For an older student, a vocational skills assessment is more appropriate. Assessment should address all three components of transition- employment, postsecondary education and training, and independent living.

As students move closer to leaving high school, it is important to address issues related to transition in terms of readiness for transition, availability of resources, and eligibility for services.





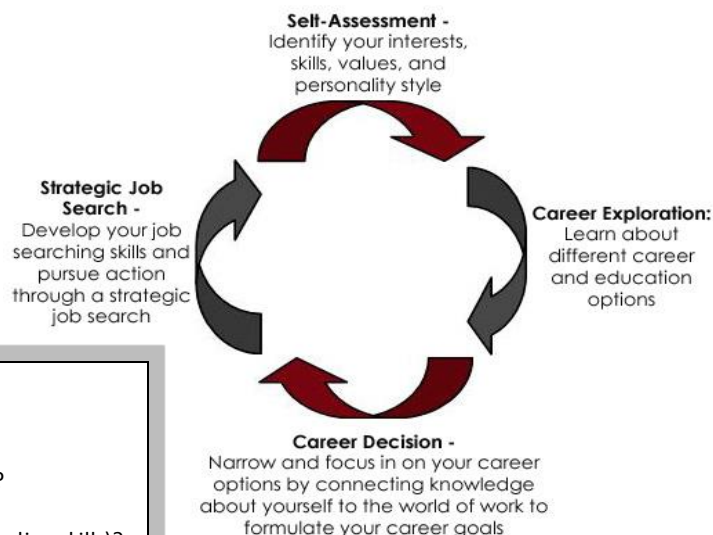
**3B. Best Practices: Goals are based on age appropriate transition assessments.  
Person-Centered Planning is the key to quality transition planning and preparation.**

Assessment should lead to self-discovery.

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

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

*Assessment is most effective  
when it leads to  
reflection, exploration  
and preparation!*



Hints for choosing career / vocational assessments:

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

**Some of the Most Common and Easily Accessed Assessment Resources**

<b>California Career Resource Network (CalCRN)</b> California Career Zone California Career Planning Guide Career Surfer Mobil App <a href="http://www.californiacareers.info">www.californiacareers.info</a>	<b>Drive of Your Life</b> (Online career exploration game for middle school and high school students to learn about themselves and their future.) <a href="http://www.driveofyourlife.org">www.driveofyourlife.org</a>
<b>Casey Life Skills (Rates life skills)</b> <a href="http://www.caseylifeskills.org">www.caseylifeskills.org</a> Transition Health Care Checklist <a href="http://www.portal.state.pa.us">http://www.portal.state.pa.us</a>	Two CA Sites that received national recognition for career development resources for youth with disabilities TIPs for Success <a href="http://www.shastacareerconnections.net">www.shastacareerconnections.net</a> Personal Data Wizard <a href="http://www.hrop.org/wizard/">http://www.hrop.org/wizard/</a>
<b>O'NET - (a National databank of career information)</b> <a href="http://www.onetonline.org">www.onetonline.org</a> <a href="http://www.mynextmove.org">www.mynextmove.org</a> <b>Employment Development Department (EDD)</b> Labor Market Information      Work Smart Occupational Guides              Local job information <a href="http://www.edd.ca.gov/lmid">www.edd.ca.gov/lmid</a> A fun new way to develop a resume <a href="http://www.sliderocket.com/blog/2011/09/how-i-landed-my-dream-job-with-a-presume/">http://www.sliderocket.com/blog/2011/09/how-i-landed-my-dream-job-with-a-presume/</a>	Resources for Individuals with ID/DD  E Jam Environmental Assessment <a href="http://www.transitioncoalition.org">www.transitioncoalition.org</a>  How I want to Spend My Time <a href="http://www.dds.ca.gov/ConsumerCorner/docs/HowIWantoSpendMyTime_English.pdf">http://www.dds.ca.gov/ConsumerCorner/docs/HowIWantoSpendMyTime_English.pdf</a> Skills for Paying the Bills Curriculum <a href="http://www.dol.gov/odep">www.dol.gov/odep</a>
	California Career Briefs offer career assessment, career exploration activities and career curriculum resources. <a href="http://cacareerbrieffs.com">http://cacareerbrieffs.com</a> <a href="http://www.cacareercafe.com">www.cacareercafe.com</a>



#### **4A. Mandates:**

**IEPs are required to list transition services that will be provided to help youth achieve their transition goals.**

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

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

820 – College Awareness

830 – Vocational Assessment, Guidance, Career Assessment

840 – Career Awareness, Self-Advocacy, Career Planning

850 – Job Coaching

860 – Mentoring, Sustained coaching

865 – Agency Linkages

870 – Travel/Mobility

890 - Other coordination, Linkage

900 - Other special education, Related Services

#### 4B. Best Practices: Transition Services

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

##### Evidence-Based Best practices tell us:

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

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



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



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



**Inclusion in General Education:** Students who participate in regular education placements, and in career technical and occupation specific classes, are more likely to be engaged in post-high school education, employment and independent living. Teachers collaborate with core academic and Career-Technical Education (CTE) Teachers.



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



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



**Integrated work: This** is the national focus for individuals with ID/DD issues.



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

## 5A. Mandates: Course of Study

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

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

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

### **EC Section 56390**

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

### **EC Section 56026**

Age Out of the K-12 system at age 22

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

## 5B. Best Practice: Course of Study

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

### Postsecondary Education Goal

**If the Postsecondary Education Goal** is to enroll at a college or university, the postsecondary institution entrance requirements influence the course of study.

This chart reflects the generic courses with commonly used course titles

Grade 9	Grade 10	Grade 11	Grade 12
English I Social Science (personal growth, geography) Math (Algebra I) Science (Biology) PE Elective	English II Social Science (History) Math (Intermediary Algebra) Science (Physical Science) PE Elective	English III Social Science (American Gov) Math (Geometry) Science (chemistry) Elective Elective	English IV Social Science (Economics) Elective Elective Elective Elective

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

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

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



The Certificate of Completion is defined by the district. It is increasingly important that the certificate is meaningful for the next environment (work, home, community and college). Some programs have created "Work Ready Certificates".

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

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

**State "the attached course of study lists classes and graduation requirements that prepare --- -- for postsecondary education and employment goal" on the IEP in course of study and attach a document, such as the counselor education and career plan, to the IEP.**

## **6A. Mandates: Annual IEP Goals**

### **Federal Guideline**

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

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

### **A Transition Plan has two types of goals:**

#### **Post-Secondary Goals**

Measurable statements of what the student will achieve after leaving high school.

**Post = AFTER**  
**Secondary = HIGH SCHOOL**

#### **Measurable Annual Goals**

What will be worked on this year to help build the student's skills in achieving the post-secondary outcome?

**Annual = EACH YEAR**  
**May be a statement in the transition plan of the IEP or in the academic goals.**

Outcomes are achieved after students leave secondary education and are defined as employment, education/training and independent living.

Outcome data is based on post-secondary follow-up.

## 6B Best Practices: Annual Goals

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



The formula for writing annual goals is SMART

**S**pecific **M**easurable **A**ction **R**ealistic/Relevant **T**ime Limited



Contextual Learning is a methodology that teaches academic standards in the contextual of their application to work, education and independent living.

For example, the student's postsecondary goal is employment.

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



Triangulating goals is a strategy that takes the post-school employment goal and uses career information (ONET) and Common Core Anchor Standards to inform the post-school education goal and annual goals.

**Example:**

Student Post-secondary Employment Goal:  
After high school, I will work full time taking care of animals.

**O'NET / My Next Move** tell us Animal Care Takers: Feed, water, groom, bathe, exercise, or otherwise care for pets and other nonfarm animals, such as dogs, cats, ornamental fish or birds, zoo animals, and mice. Work in settings such as kennels, animal shelters, zoos, circuses, and aquariums. May keep records of feedings, treatments, and animals received or discharged. May clean, disinfect, and repair cages, pens, or fish tanks.

Skills required include basic skills, communication skills and hand dexterity. This job requires a high school diploma and training.

### Post Secondary Education Goal

Earn Assistant Dog Groomer Certificate

Course of Study

### Annual Goals Could Address:

HS Diploma/Academic Skills,  
Career Technical Skills,  
Interpersonal skills  
Career Exploration, / Research  
Work Experience

Goal Language can be informed by  
Common Core Anchor Standards  
O'NET, SCANS, Blooms Taxonomy.

Resources that Inform the IEP and the Development of Goals		
Common Core Anchor Standards	SCANS /21 <sup>st</sup> Century Skills	O'NET / My Next Move
Career Clusters Essential Standards	Smarter Balance Assessment	Alternative Assessments

## **7A. Compliance Requires:**

## **Student Participation in the IEP**

IDEA requires that the IEP is based on the individual child's needs, taking into account the child's strengths, preferences and interests.

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

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

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

Transition planning is about the student's movement from high school to post-school life. It is based on the student's plans for the future. Therefore the student's input is essential. The needs and desires of the student and family are the core of the planning process.

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

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

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



## 7B: Best Practices: Student participation in the IEP

Self-Advocacy and Self Determination are essential skills for students with disabilities.

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

- ❖ Planning the IEP includes laying the foundation for the meeting by identifying strengths, needs, establishing goals, considering options and preparing resources to use at the IEP meeting.
- ❖ Drafting the IEP provides practice in **self-advocacy skills** - includes having students write a draft of their IEP that reflects their strengths and needs as well as interests and preferences.
- ❖ Participating in the IEP Meeting: Demonstrate self-advocacy skills. Student has the opportunity to share interests, preferences and needs and participate in the process of developing the transition plan.
- ❖ Implementing the IEP: Evaluate their own progress toward achieving goals.

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

### Characteristics of Self Determined People

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

*From A Practical Guide for Teaching Self-Determination, Sharon Field, Jim Martin, et al,*

Employ Self-Advocacy strategies to prepare students to participate actively in the IEP.



- **Inventory your strengths**- areas to improve or learn, goals and choices for learning or needed accommodations. Students complete an inventory sheet they can use at the IEP meetings.
- **Provide inventory information** (Use inventory, portfolio, presentation video, etc.)
- **Listen and respond**- learn the proper times to listen and respond.
- **Ask questions**- teach students to ask questions when they don't understand something.



- **Name your goals**- students name the goals they would like to see in their IEP.

**Implement Student Led IEPs.**

## **8A. Mandates:**

### **An invitation to representatives of any participating agency (ies) to attend the IEP team meeting**

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

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

Many agencies have age or grade criteria for engagement. If it is too early for outside agency involvement, the IEP can reflect that it is not applicable at this time.

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#### **The GAO Report entitled STUDENTS WITH DISABILITIES Better Federal Coordination Could Lessen Challenges in the Transition from High School**

From the July 2012 report to the Ranking Member, Committee on Education and the Workforce, House of Representatives

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

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

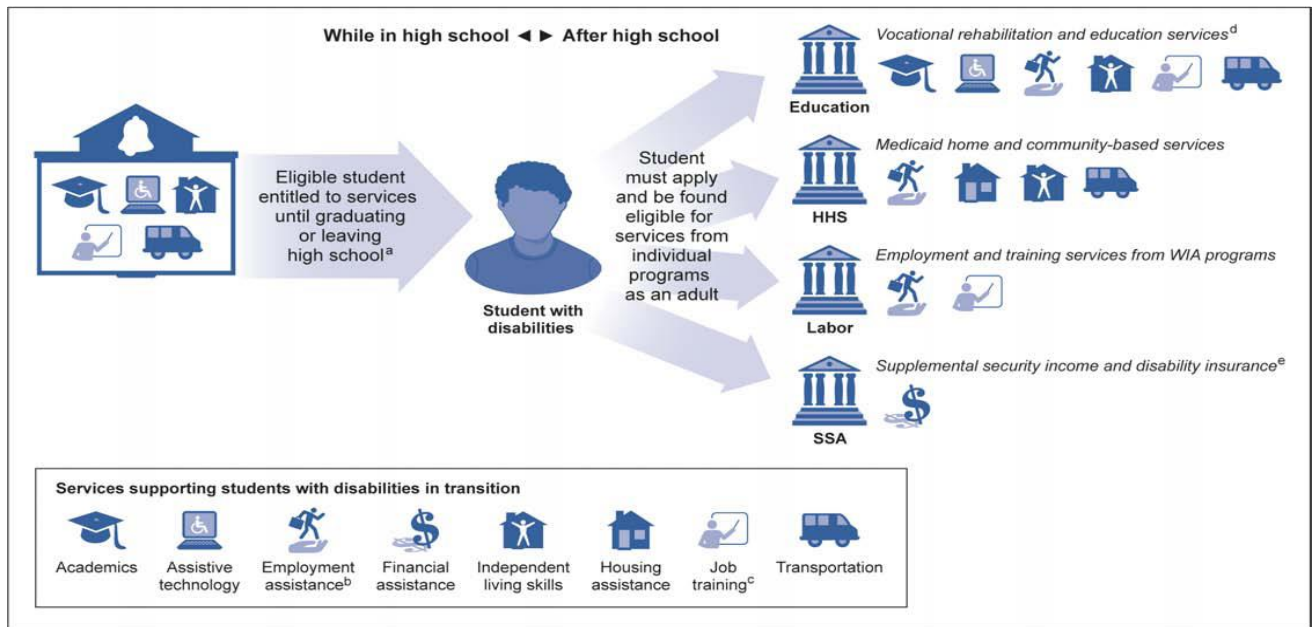
- Lack of coordination of services among programs: Schools are required to invite agencies that provide transition services to IEP meetings, but agencies are not required to attend.
- Delays in services because of differing definitions of disabilities and eligibility criteria; differing assessment requirements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

## 8B. Best Practices: Parent/Family and Interagency Collaboration

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

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

**This chart demonstrates some of the issues.**



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

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

	Employment	Education/Training	Independent Living
For All	<b>Department of Labor</b> <ul style="list-style-type: none"> <li>Employment Dev. Dept.</li> <li>WIA / One Stops</li> <li>California Conservation Corps</li> <li>Job Corps</li> </ul>	Community College Universities Military Technical Training Regional Occupation Program	Social Services Public Transportation City and County Housing Health Departments
Disability Specific	Department of Rehabilitation Regional Centers Vendedored programs	Community College-Disabled Student Programs and Services (DSPS)	ILS programs Dial a Ride/Ride on Demand Social Security-SSI



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

Compiled by Sue Sawyer, California Transition Alliance, 2014

## Notes







## Essential Life Skills for All Teens

### Independent Living Skills

#### At Home Skills

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

#### Financial Literacy

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

#### Citizenship

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

### Use Technology at Work, Home, Socially

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

### Food Skills

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

### Personal Appearance Skills

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

### Health and Wellness

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

### Self Determination & Self Management

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

**Believe in Yourself**

### Transportation Community Access

#### Drive/Maintain Car & Driver's License

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

#### Use Public Transportation

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

#### Community Access

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

### Social / Recreation

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

### Postsecondary Options

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

### Employability Skills

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

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

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

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SOURCES: 21<sup>st</sup> Century Life Skills, Casey Life Skills, Ready by 21, Employment Literacy: SCANS 21<sup>st</sup> Century Skills, Equipped for the Future, California Career Planning Guide



