STEPS FOR SUCCESSFUL SECONDARY TRANSITION PLANNING:

POST SECONDARY EDUCATION/TRAINING, EMPLOYMENT AND INDEPENDENT LIVING GOALS

2020-21 - Transition Tuesdays Webinar Series

PEAL Center Services

- Outreach
- Resources
- Individual Assistance
- Training
- Leadership Development
- Partnerships
NTACT:C Funders and Partners

- Jointly funded by: The Office of Special Education Programs (OSEP) and the Rehabilitation Services Administration (RSA)
- Five Year Grant: October, 2020 – September, 2025
- Awarded to: University of North Carolina at Charlotte, with multi-site partners
  - East Tennessee State University
  - The George Washington University
  - Portland State University
  - University of Kansas
  - University of Maryland
  - University of Oregon

Outcome of the NTACT:C

- All students and youth with disabilities will be prepared to graduate from high school with the knowledge, skills, and supports for postsecondary education, training, employment, and community engagement, with a focus on:
  - enrollment in postsecondary education
  - credential attainment
  - competitive integrated employment
  - community engagement
Participants will be able to:

- Discuss what families need to know about putting this topic into practice and how this applies to the IEP
- Discuss the importance of Post Secondary Education/Training, Employment and Independent Living Goals during transition planning
- Describe how the topic aligns with the Transition Discoveries Guide

Key Reminders

- Transition services must be addressed in the IEP of the student in the year in which the student turns 14 years of age.
- Secondary Transition planning is a coordinated effort, between families and students, schools, and agencies and support services.
- Planning for a successful Secondary Transition begins with a vision
The Secondary Transition Process

- Eight areas of focus
- 2020-21 Secondary Transition Series for Families

The Secondary Transition Process

- Youth and Young Adult Driven
- Outside Agencies Collaborating with Schools & Families
- Age-Appropriate Transition Assessment
- Post Secondary Education/Training, Employment and Independent Living Goals
- Thoughtful Course of Study
- Transition Services & Activities aligned to Post-Secondary Goals
- Measureable Annual IEP Goals aligned to Post-Secondary Goals
- Ongoing secondary transition process that includes progress monitoring, assessment
Transition Discoveries

- The Transition Discoveries Guide was developed by collecting voices and experiences from youth, families and stakeholders
- Highlights key elements that make a successful transition from high school to adult life
- Collection of indicators and sub-indicators that can be used as a road map to guide your transition plan
- Tip Sheets and Activities for families, students, and teachers
- Additional Resources
- Website is LIVE!  [www.transitiondiscoveries.org](http://www.transitiondiscoveries.org)

Indicators with Post-Secondary Goal Components

- Transition Planning
- Postsecondary Education and Training
- Employment
- Independent Living and Community Engagement
What are Post-Secondary Goals?

- Based on age-appropriate transition assessment (interests, preferences, skills and abilities)
- Not the same as IEP measurable annual goals or events occurring in High School
- Statements that reflect what the student plans to do AFTER High School in each of the three areas:
  - Post-Secondary Education/Training
  - Employment
  - Independent Living
Documenting on the IEP

- Post-Secondary goals need to be listed in the Transition Grid section of the IEP, and should be reflected in Present Education levels:
  - Academic and Functional levels
  - Parental Concerns
  - Strengths and Needs
- Needs to be updated annually (minimally)

Figuring Out the Why

- When the student’s goals do not align with their skill set, a person-driven plan should be considered as a tool.
- When students have “big” goals, figuring out the “why” behind their goal is imperative.
- Utilize the resources available
  - Guidance counselor, transition counselor, teacher, OVR staff, etc.
  - O*NET
  - Job Accommodation Network
Post-Secondary Goal Areas

Post-Secondary Education and Training

Employment

Independent Living

Postsecondary Education & Training Grid

<table>
<thead>
<tr>
<th>Courses of Study:</th>
<th>Postsecondary Education and Training Goals:</th>
<th>Measureable Annual Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service/Activity</td>
<td>Location</td>
<td>Frequency</td>
</tr>
<tr>
<td></td>
<td>Projected Beginning Date</td>
<td>Person(s)/ Agency Responsible</td>
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(Document in Section V)
Post Secondary Education/Training

Example Goals

• Bryan plans to attend a two year technical program.
• LeToya’s goal is to attend a four year college to pursue her interest in working with persons with hearing loss.
• Vicky’s goal is to attend an employment training program for food service.
• Kris plans to attend a nursing school.

Employment Grid

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Employment Goals:

Measureable Annual Goal

Yes/No

(Document in Section V)
Employment Example Goals

• Jessie has a goal of working in the travel industry.
• Steve plans to seek competitive employment possibly in the trucking industry.
• Andre plans to seek employment in Video Production after graduation from college.
• Mark’s goal is to work with computers after graduation.

Independent Living Grid

<table>
<thead>
<tr>
<th>Independent Living Goal(s), if appropriate:</th>
<th>Measureable Annual Goal</th>
<th>Yes/No</th>
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Independent Living Considerations

Does the student have needs related to:
- Communication
- Assistive Technology
- Community and Civic participation
- Financial Literacy
- Relationships
- Transportation
- Recreation and Fitness

Independent Living Specific Considerations

Possible indicators that a student may need goals and services for Independent Living area:
- Behavior and discipline problems
- Communication issues
- Difficulty managing:
  - materials or assignments
  - time and/or money
  - health care needs
- Pregnancy/Teen parenthood
- Involvement of CYF-Children, Youth, and Families
- Substance abuse
- Mental health
- Self-determination, monitoring and advocacy skills
Independent Living Example Goals

- Caroline’s goal is to one day live in her own apartment independently.
- Zack’s goal is to live with his family. He will need supports to access community resources.
- Jill’s goal is to live in a supported apartment, and to access community resources and programs with supports.
- Jeff’s goal is to live on his own once he has established employment. Based on data, the IEP team has determined that a goal and services for the Independent Living area are not needed at this time.

Updating Post-Secondary Goals

- Post-Secondary goals should be reevaluated at least every year to reflect the student’s growth, and goals should be changed when appropriate.
- Data also needs to be collected annually and updated in the Present Levels section of the IEP.
The Voices of Youth

Lily, Shaniya, and Joshua

Post-Secondary Education/Training Goal

- Lilly has a goal of attending a post-secondary college or university after graduation to pursue a career in public speaking and advocacy.

- Shaniya has a goal of attending a two or four year college after graduation.

- Josh has a postsecondary education training goal of on the job training after high school.
Lilly’s Post-Secondary Education/Training Goal

- Lilly has a goal of pursuing a career in the area of public speaking and advocacy after graduation.

Employment Goal

- Lilly has a goal of pursuing a career in the area of public speaking and advocacy after graduation.

- Shaniya has a goal of competitive employment after graduation.

- Josh has an employment goal of competitive employment after high school.
Shaniya’s Employment Goal

Independent Living Goal

- Lilly has a goal of living independently at some point after graduation.

- Shaniya has a goal of living on her own with family support after graduation.

- Josh has an independent living goal of living at home with parental and agency supports after high school.
Josh’s Independent Living Goal

Reminders

• Even with the best plans...
  • Lives change.
  • Adjust your plan as your needs change with time.
• Remember, you are not alone in the process…
  • Use all available resources.
  • Ask for help.
2020-21 Secondary Transition Series for Families

Next Session:
- February 23
- Thoughtful Course of Study

Visit [www.pealcenter/transitiontuesdays](http://www.pealcenter/transitiontuesdays) to review handouts

Collaboration between PEAL and PACEC

- February 11th from 4:00-5:00 pm, with Q&A after
- Hear from a panel about challenges, solutions, and resources that have worked for students in Transition!
Resources

Post-Secondary Goal Resource

• PACER - Student Led Transition Planning Document

Post Secondary Education and Training Post-Secondary Goal

• Pacer-National Parent Center on Transition and Employment – Post-secondary Education
• NTACT - Postsecondary Education and Training Preparation Toolkit
• https://thinkcollege.net
• WINTAC- Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs

Employment Post-Secondary Goal

• O*Net Career Exploration Tools
• Occupational Outlook Handbook
• youthhood.org
• WINTAC Pre-ETS Resources: Job Exploration Counseling

Resources

Independent Living Post-Secondary Goal

• Casey Life Skills (CLS)
• Got Transition
• Preparing for Adulthood: Taking Charge of My Own Health Care
• The ARC Self-Determination Scale
• Charting the LifeCourse
• Money Smart for Young Adults.
• TheMint.org
• Financial Literacy for Teens
All Roads Lead to NTACT:C

New Website is Coming Soon

Visit [www.wintac.org](http://www.wintac.org) or [www.transitionta.org](http://www.transitionta.org) for existing resources until new site is up

Email ntact-collab@uncc.edu or reach out to any NTACT:C partner staff you already have a relationship or connection

Sign up for our listserv by going to the bottom of the homepage at [www.transitionta.org](http://www.transitionta.org) (can join a CoP too)

Thank You!

[PEAL Center Services](http://www.pealcenter.org)

Promoting inclusion and access in education and healthcare
Empowering families and young adults across PA

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