STEPS FOR SUCCESSFUL SECONDARY TRANSITION PLANNING:

ONGOING SECONDARY TRANSITION PROCESS INCLUDING PROGRESS MONITORING & ASSESSMENT

PEAL Center Services

- Outreach
- Resources
- Individual Assistance
- Training
- Leadership Development
- Partnerships

2020-21 - Transition Tuesdays Webinar Series
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

Participants will be able to:

- Discuss the secondary transition process elements and how it applies to the IEP
- Discuss the importance of ongoing transition planning
- Describe how the topic aligns with the Transition Discoveries Guide
- Describe how to navigate the secondary transition process in Pennsylvania
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 Courses of Study ✓
- Transition Services & Activities aligned to Post-Secondary Goals ✓
- Measureable Annual IEP Goals aligned to Post-Secondary Goals ✓
- **Ongoing Secondary Transition Process including Progress Monitoring & Assessment** ✓
- BONUS: The Move to Adult Healthcare
Youth Should Drive the Process!

- Encourage youth to consider and plan for their dreams and goals
- Hold realistic but high expectations
- Provide choices, encourage expression of preferences, and ways to communicate
- Empower youth to lead their own IEP Process and create a vision for their future
- Utilize appropriate natural supports, accommodations, and assistive technology
Interagency Collaboration is Essential

- Consider the student and their needs to determine when a specific agency would be helpful
- Document agency invitation on IEP Invitation and in the Present Educational Levels section of the IEP
- Get to know your local agencies
- Family members and youth should understand what services and supports agencies can offer

Assessment: The Big Picture

- Results from initial assessments should be the starting point for transition planning
- Driving force for determining individualized services that help ensure students with disabilities have the skills needed to achieve in-school and post-school goals
- Serves as a guide for instruction and activities, while simultaneously helping students make informed choices and take charge of their transition planning process
Participation in Assessment

- Family participation
  - Knowing their child’s strengths, interests, goals, and needs

- Student participation
  - Understanding their disability, discussing their strengths, abilities, and vision for the future

- Team participation including the family and student
  - Discussing effective studying test-taking, time-management, and social skill strategies

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
Considerations

• 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.

Courses of Study

• A “coordinated set of activities” that helps students move from high school to identified post-secondary goals

• Must be meaningful to the student’s future and will motivate them to complete school

• Promote graduation by meeting district standards

• Align with Post-secondary goals

• Reflect the current year’s courses
Post-School Goal: After graduation from high school, Camilla will obtain a job working at the airport and work toward becoming a full-time flight attendant.

<table>
<thead>
<tr>
<th>24 credits Standard Diploma</th>
<th>Courses</th>
</tr>
</thead>
</table>
| 9th Grade                   | English I  
Math  
Science  
Foreign Language/Elective  
Introduction to Hospitality and Tourism  
Elective course |
| 10th Grade                  | English II  
Math  
Science  
World History  
Physical Education  
Technology for Hospitality and tourism |
| 11th Grade                  | English III  
Math  
Science  
U.S. History  
Foreign Language/Elective  
Travel & Tourism Marketing & Management |
| 12th Grade                  | English IV  
Math  
Science  
US Government/Economics  
Health  
Hospitality & Tourism Entrepreneurship |

What are Transition Services & Activities?

- Action steps that support the student’s movement towards Post-Secondary goals
- Slated to occur during period of current IEP (may cross school years)
- Each Post-Secondary goal area must have:
  - At least one SERVICE tied to a Measurable Annual Goal to address skill deficit (e.g., reading, writing, behavior, organization, etc.)
  - At least one ACTIVITY- other activities that help the student reach his/her goal
### Services

- Address skill deficits
- Lead to measurable annual goal & progress monitoring

### Activities

- Help student achieve Post-Secondary goals
- Don't need measurable annual goals

#### Examples:

- Build vocabulary skills
- Improve writing conventions
- Learn to board a bus
- Comprehend figurative language
- Initiate peer interaction
- Improve skills with budgeting, time management, algebraic equations, etc.
- Follow three-step directions
- Practice Self-Advocacy skills

- Visit a college or job fair
- Complete a virtual tour
- Complete career portfolio
- Job shadow 4 hours per 9 wks.
- Meet with guidance counselor to review graduation plan
- Senior project
- Group or individual meeting with OVR counselor
- Support for voter registration

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**Post-School Goal:** After graduation from high school, Camilla has a goal of working in the airline industry, possibly as a flight attendant.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Activities including pre-employment transition services to be provided in collaboration with Vocational Rehabilitation</th>
</tr>
</thead>
</table>
| 9th    | • Career Assessments  
          • Exploration of careers in aviation via O’NET  
          • Vocational Interest inventory with discussion of results  
          • Career-specific guest speakers  
          • Job exploration counseling  
          • Instruction in self-advocacy |
| 10th   | • Structured Interview with a flight attendant  
          • Virtual tour of airport  
          • Participate in opportunities provided with career and technical student organizations (e.g., Future Business Leaders of America)  
          • Workplace readiness training |
| 11th   | • Job shadow at airport  
          • Participate in workplace readiness training to develop social skills, i.e., communication, problem solving, decision making, conflict resolution |
| 12th   | • Internship at airport  
          • Job exploration counseling |
Measurable Annual Goals:

- Are at the core of a student’s individualized education program
- Must provide a clear description of the skills the student needs in order to access, participate, and make progress in the general educational curriculum
- Relate directly to the areas of need identified in the Present Levels of Academic Achievement and Functional Performance section of the IEP

Measurable Annual Goals Must Be Skill-Building

Goals must focus on an area of need that will allow full participation for the student to be able to:

- Access
- Participate
- Make progress in the general curriculum and the life of the school/community
- Make progress towards their post-secondary goals
IDEA 2004 Requirement:
Summary of Academic Achievement and Functional Performance

“For a child whose eligibility under special education terminates due to graduation from secondary school with a regular diploma, or due to exceeding the age of eligibility, the local education agency shall provide the child with a summary of the child’s academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child’s postsecondary goals.”

300.305 (e)(2)(3)
The SAAFP should:

- Be completed during the final year of a student’s high school education
  - Within 60 days of issuance of the Notice of Recommended Educational Placement (NOREP)
- Be useful and relevant
- Summarize individual student abilities, skills, needs and limitations
- Provide recommendations to support successful transition to adult living, learning and working

The SAAFP should:

- Be designed to assist the student in identifying supports in postsecondary settings, the workplace, and the community.
- Help the student better understand the impact of his/her disability and articulate individual strengths and needs as well as supports that would be helpful in post-school life

http://www.pattan.net/category/Resources/PaTTAN%20Publications/Browse/Single/?id=4fc67d808b0332f6650000a2
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.

- Tip Sheets and Activities for families, students, and teachers and additional resources.

- Website: www.transitiondiscoveries.org
Pennsylvania’s Agencies that Support Transition

Department of Education
- BUREAU OF SPECIAL EDUCATION (BSE)
  - PA Training and Technical Assistance Network (PaTTAN)
  - Intermediate Units (IUs)
  - Local Education Agencies (LEA): School Districts/Charter Schools

Department of Human Services
- OFFICE OF DEVELOPMENTAL PROGRAMS (ODP)
  - INTELLECTUAL DISABILITY SERVICES (ODP-ID)
    - Local County Mental Health/Intellectual Disability (MHID) Offices
  - BUREAU OF AUTISM SERVICES (ODP-Autism)
    - Autism Services, Education, Resources & Training (ASERT) Collaborative

Department of Labor & Industry
- OFFICE OF VOCATIONAL REHABILITATION (OVR)
  - Co-located Local Bureau of Vocational Rehabilitation Services (BVRS) and Bureau of Blindness and Visual Services (BBVS) District Offices

Agency Help and Support for Secondary Transition

<table>
<thead>
<tr>
<th>Public System</th>
<th>Chain of Command</th>
<th>Extra Support</th>
<th>Formal Procedures</th>
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<tbody>
<tr>
<td><strong>BSE</strong></td>
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<tr>
<td>2. Special Education Director and/or Principal</td>
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| **ODP-ID**     |                  |               |                   |
| 1. Supports Coordinator (SC) | ODP Customer Service Hotline • (888) 565-9435 | 1. File an Appeal 2. Fair Hearing (Waiver Services); Review under Local Agency Law (Base Services) |
| 2. SC Supervisor | | |
| 3. Administrative Entity | | |

| **ODP-Autism** |                  |               |                   |
| 1. AAW Supports Coordinator/ACAP Provider | Bureau of Autism Services (BAS) • (866) 539-7689 | 1. File a Formal Complaint 2. Fair Hearing |
| 2. BAS clinical/regional staff brought in as needed | | |

| **OVR**        |                  |               |                   |
| 2. VR Supervisor | | |
| 3. District Administrator(s) | | |
PA Local Transition Coordinating Councils

- Pennsylvania’s transition community has a rich history of helping youth and young adults successfully transition from school to adult life.

- Since 1990 our state’s Local Transition Coordinating Councils (LTCCs) have played an instrumental role in this process.

- There are over 50 Local Transition Coordinating Councils (LTCCs) operating across Pennsylvania.

- https://www.pattan.net/assets/PaTTAN/64/64b3d878-f247-41b7-9130-b1fb906cb179.pdf

PA Local Transition Coordinating Councils

- With cross-stakeholder representation, many meet several times throughout the year to share information and resources.

- Some Councils hold interagency staffings to identify potential supports and services that may be available for transitioning youth. Others focus on the development and delivery of projects, products and activities.

- For youth, families, and all other transition stakeholders, the LTCCs are a primary contact for local supports and resources related to secondary transition.
PA-BSE-OVR – Memorandum of Understanding (MOU)

- Link to recent webinars and related resources

- [https://www.pattan.net/Graduation-Post-Secondary-Outcomes/Educational-Initiatives/Additional-Resources/Office-of-Vocational-Rehabilitation](https://www.pattan.net/Graduation-Post-Secondary-Outcomes/Educational-Initiatives/Additional-Resources/Office-of-Vocational-Rehabilitation)

Save the Date – Upcoming Events

**Working Together for Successful Transition to Adult Life:**
Solutions for Graduates and Graduating Students with IEPs and 504 plans after COVID-19 closures

- June 2, 2021
- 2:00-4:00 PM
- Kristen Ahrens (ODP)
- Shannon Austin (OVR)
- Carole Clancy (BSE)

Save the Date – Upcoming Events

- Transition to Graduation Conference
  - In Spanish
- July 13, 2021 – HUNE
  https://docs.google.com/forms/d/e/1FAIpQLSfPkJFcrfM1g49diEaDyPf_H8rA5PW_LBvDBznYTd6B7BFhw/viewform?gxids=7

Save the Date – Annual PA Transition Conference

- 2021 PA Community of Practice Transition Virtual Conference
- Navigating the Future: A Lifetime Trip
- August 11-12, 2021
- https://www.pattan.net/Training/Conferences/PA-Community-on-Secondary-Transition-Conference

Oh Yes! It's FREE
A Few Additional Resources

- Center for Parent Information and Resources
  www.parentcenterhub.org
- National Technical Assistance Center on Transition: the Collaborative
  http://www.transitionta.org/
- The Guideposts for Success: A Framework for Families Preparing Youth for Adulthood
  www.ncwd-youth.info/family-guideposts-information-brief
- The Transition Coalition
  http://transitioncoalition.org/transition

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

BONUS SESSION!

- The Move to Adult Healthcare
- June 22nd

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

All Roads Lead to NTACT:C

Visit our website [http://www.transitionta.org](http://www.transitionta.org)

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!