



## STEPS FOR SUCCESSFUL SECONDARY TRANSITION PLANNING:

## ONGOING SECONDARY TRANSITION PROCESS INCLUDING PROGRESS MONITORING & ASSESSMENT

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



## 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



## Ongoing Secondary Transition Process

### 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.	
24 credits Standard Diploma	Courses
9 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>English I</li> <li>Math</li> <li>Science</li> <li>Foreign Language/Elective</li> <li>Introduction to Hospitality and Tourism</li> <li>Elective course</li> </ul>
10 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>English II</li> <li>Math</li> <li>Science</li> <li>World History</li> <li>Physical Education</li> <li>Technology for Hospitality and tourism</li> </ul>
11 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>English III</li> <li>Math</li> <li>Science</li> <li>U.S. History</li> <li>Foreign Language/Elective</li> <li>Travel &amp; Tourism Marketing &amp; Management</li> </ul>
12 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>English IV</li> <li>Math</li> <li>Science</li> <li>US Government/Economics</li> <li>Health</li> <li>Hospitality &amp; Tourism Entrepreneurship</li> </ul>

## 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

## Activities

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

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

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

Examples:

- 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

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

	<b>Activities</b> including pre-employment transition services to be provided in collaboration with Vocational Rehabilitation
<b>9<sup>th</sup> Grade</b>	<ul style="list-style-type: none"> <li>• Career Assessments</li> <li>• Exploration of careers in aviation via O'NET</li> <li>• Vocational Interest inventory with discussion of results</li> <li>• Career-specific guest speakers</li> <li>• Job exploration counseling</li> <li>• Instruction in self-advocacy</li> </ul>
<b>10<sup>th</sup> Grade</b>	<ul style="list-style-type: none"> <li>• Structured Interview with a flight attendant</li> <li>• Virtual tour of airport</li> <li>• Participate in opportunities provided with career and technical student organizations (e.g., Future Business Leaders of America)</li> <li>• Workplace readiness training</li> </ul>
<b>11<sup>th</sup> Grade</b>	<ul style="list-style-type: none"> <li>• Job shadow at airport</li> <li>• Participate in workplace readiness training to develop social skills, i.e., communication, problem solving, decision making, conflict resolution</li> </ul>
<b>12<sup>th</sup> Grade</b>	<ul style="list-style-type: none"> <li>• Internship at airport</li> <li>• Job exploration counseling</li> </ul>

## 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



## Summary of Academic Achievement and Functional Performance (SAAFP)

In Pennsylvania

### 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:

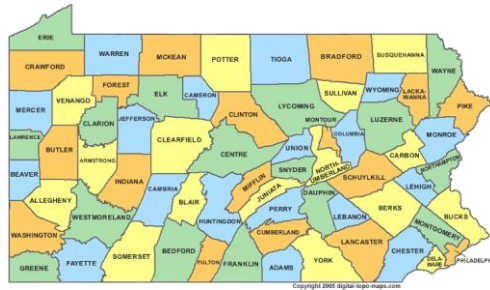
- Be designed to assist the student in identifying supports in postsecondary settings, the workplace, and the community.
- Help the student better understand the impact of his/her disability and articulate individual strengths and needs as well as supports that would be helpful in post-school life

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



## Making it Happen!

In Pennsylvania



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



- 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](http://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

Public System	Chain of Command	Extra Support	Formal Procedures
<b>BSE</b>	1. Teacher, Transition Coordinator, and/or Guidance Counselor 2. Special Education Director and/or Principal	<i>ConsultLine</i> <ul style="list-style-type: none"> <li>• (800) 879-2301</li> <li>• <a href="http://www.odr-pa.org/contact">www.odr-pa.org/contact</a></li> </ul>	1. IEP Facilitation 2. Mediation 3. Evaluative Conciliation Conference 4. Resolution Meeting Facilitation 5. Due Process Hearing
<b>ODP-ID</b>	1. Supports Coordinator (SC) 2. SC Supervisor 3. Administrative Entity	<i>ODP Customer Service Hotline</i> <ul style="list-style-type: none"> <li>• (888) 565-9435</li> </ul>	1. File an Appeal 2. Fair Hearing (Waiver Services); Review under Local Agency Law (Base Services)
<b>ODP-Autism</b>	1. AAW Supports Coordinator/ACAP Provider 2. BAS clinical/regional staff brought in as needed	<i>Bureau of Autism Services (BAS)</i> <ul style="list-style-type: none"> <li>• (866) 539-7689</li> </ul>	1. File a Formal Complaint 2. Fair Hearing
<b>OVR</b>	1. VR Counselor 2. VR Supervisor 3. District Administrator(s)	<i>Client Assistance Program (CAP)</i> <ul style="list-style-type: none"> <li>• (888) 745-2357</li> <li>• <a href="http://www.equalemployment.org">www.equalemployment.org</a></li> </ul>	1. Written Appeal to Bureau Director 2. Informal Administrative Review (IAR) 3. Mediation 4. Impartial Hearing

## 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>

## 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)

Register at:

<http://bit.ly/June2webinar>



## Save the Date – Upcoming Events

- Transition to Graduation Conference
  - In Spanish
- July 13, 2021 – HUNE  
[https://docs.google.com/forms/d/e/1FAIpQLSfPkxYFcrfMlg49diEaDyPf\\_H8rA5PW\\_LBvDBznYTd6B7BFhw/viewform?gxids=7](https://docs.google.com/forms/d/e/1FAIpQLSfPkxYFcrfMlg49diEaDyPf_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>



## A Few Additional Resources

- Center for Parent Information and Resources  
[www.parentcenterhub.org](http://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](http://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




PRESENT

### TRANSITION TUESDAYS!

A WEBINAR SERIES  
Steps for Successful Secondary Transition Planning

**Facebook icon** "If registration is full, the webinar will be streamed on Facebook Live"

Families of youth ages 13-21 with IEPs are encouraged to attend  
Register for the Webinar Series: [bit.ly/TransitionTuesdays2020](http://bit.ly/TransitionTuesdays2020)

#### Schedule of Topics

Sept 22 Youth/Young Adult Driven Planning	Feb 23 Thoughtful Course of Study
Oct 27 Outside Agencies Collaborating with Schools & Families	Mar 23 Transition Services & Activities
Nov 24 Transition Assessment	Apr 27 Measurable Annual IEP Goals & Post-Secondary Goals Aligned
Jan 26 Post-Secondary Education, Employment, & Independent Living Goals	May 25 Ongoing Process including Progress Monitoring & Assessment

Visit [www.pealcenter.org/transitiontuesdays](http://www.pealcenter.org/transitiontuesdays) for more information and to view recorded sessions

### BONUS SESSION!

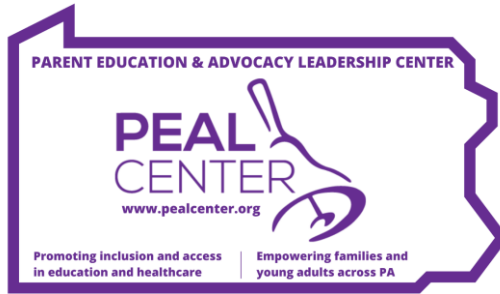
- The Move to Adult Healthcare
- June 22<sup>nd</sup>

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

## All Roads Lead to NTACT:C



# Thank You!



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