Post Secondary Transition

Minnesota Valley Education District

Post Secondary Transition

By age 14 or during grade 9, whichever happens first, the program must address the student's needs for transition from secondary services to...

- Postsecondary Education and Training
- Employment
- Community Participation
- Recreation and Leisure
- Home Living

Transition Assessments

- Once a transition assessment is completed for a student, transition must be addressed on the IEP.

- If a student completes a transition assessment in seventh grade, then transition must be assessed every year beginning with the seventh grade IEP following the assessment.

Transition Assessments

Two or more age appropriate assessments needed. One should be a formal assessment.

*Assessments must be able to provide relevant information about the student related to:

- Employment
- Postsecondary Education and Training
- Home Living
- Community Participation
- Recreation and Leisure Activities

Recommendations for Transition Assessment

- Ansell Casey Life Skills Assessment
- ISEEK (Internet System of Employment and Education Skills): MnCareers Interest Inventory and Career One-Stop Skills Profiler
- O*NET: Interest Profiler
- GPS Life Plan
- Informal Interviews with students, parents, and teachers
- Supervised Work Evaluations

Assessments for Low Students

- Enderly-Severson
- Non Verbal Transition Assessment Reading Free Vocational Interest Inventory: 2
- Informal Interviews with students, parents, and teachers
- Supervised Work Evaluations
- Talk to Jacki Madden at MVED

Transition Goals

Transition aged students' IEPs must include appropriate, measurable postsecondary goals related to:

- Training and Education
- Employment
- Independent Living Skills
(where appropriate)
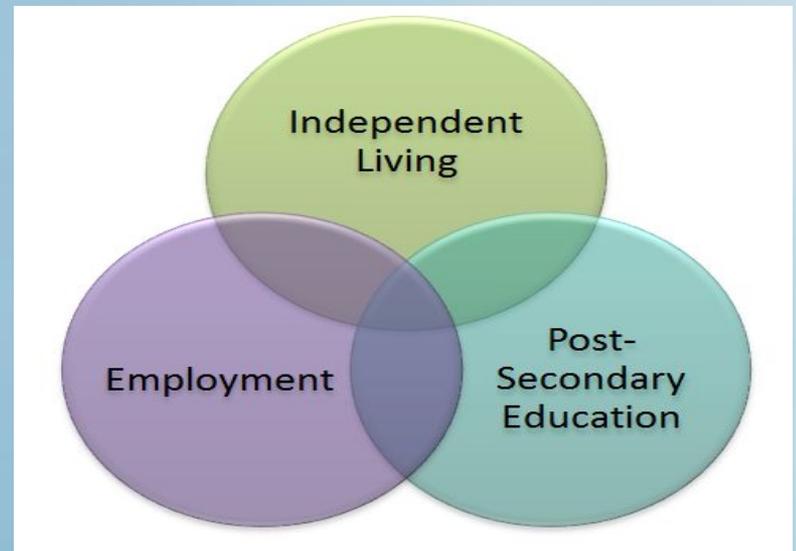
Post-Secondary Goals

- Must be for the student's outcome AFTER high school.
- Must be appropriate (realistic) for the student.
- Cannot say, "hopes to" or "plans to".
- Must have a goal for training/education.
- Must have an employment goal (can be combined with training/education)
- May have independent living goal (if necessary).

Transition Goal Writing

- Postsecondary goals must indicate what a child *"will"* do after high school.
  - 'Hopes to' or 'Plans to' are not acceptable.

  - (Goals wouldn't state, "*Johnny hopes to read at grade level.*")

Goal Writing: Education

Sample of Noncompliance

George is interested in pursuing a two-year degree.

Sample of Compliance

George will attend the Job Corps Center full time after high school and successfully complete their culinary arts programs to obtain a Culinary Arts Certificate.

Goal Writing: Employment

Sample of Noncompliance:

Jamal plans to improve his knowledge of employment by finding three businesses he could apply at.

Sample of Compliance:

Jamal will obtain a part-time position at a restaurant after high school.

Goal Writing: Employment

Sample of Compliance:

After high school, Mia is unsure of what she wants to do as a profession.

Sample of Compliance:

Mia will work part time as an assistant hair stylist at a beauty salon after high school.

Goal Writing: Employment

Sample of Noncompliance:

After high school, Kerry will be a BMX bike racer, work in construction or be an attorney.

Sample of Compliance:

After high school, Kerry will assist his brother in his welding business, focusing on improving BMX bike frames.

Measureable Post Secondary Goals

Post Secondary Education & Training:

Sammy will attend South Central College in North Mankato for Auto Body Repair upon graduating from high school.

Employment:

Sammy will work in an Auto Body Repair shop and farm on his family's farm upon graduation.

Independent Living:

(where appropriate, and may include recreation and leisure, community participation and home living.)
Sammy has no needs in this area.

Annual Goals

Transition-aged students' IEPs must include at least one measurable transition goal with a minimum of two objectives designed to meet the child's postsecondary goals.

- **Every transition-aged student will have at least two or more annual goals-** one academic and one transition related goal.

Annual Goals

- The post-secondary goal(s) generate the annual goals = The annual goals are the 'steps' designed to enable the student to achieve their post-secondary goals.

- Annual goals must reasonably enable the child to meet their post-secondary goal(s) by the end of high school.

Annual Goals

- Annual goals may address transition and academic or functional needs at the same time:

- Example- a child who has academic needs in written expression and a corresponding transition need of completing a college application and essay may have one goal that covers both on their IEP.

Annual Transition Goals

Sample of Noncompliance:

Jamal will improve his self-advocacy skills.

Sample of Compliance:

Jamal will improve his self-advocacy skills from his current level of being able to name his disability (SLD) to being able to describe his academic strengths and weaknesses, including his needed modification in the educational environment 100% of the time when asked by October 2016.

Annual Transition Goals

Sample of Noncompliance:

Paul will be able to understand and use the public bus schedule.

Sample of Compliance:

Paul will improve his ability to understand the metro bus system from his current level of not understanding how to use the bus schedule to being able to correctly respond to questions and scenarios relating to bus schedule maps and schedule times with 90% accuracy by October 2016.

Goal 1: Education

Present Level(s) of Academic Achievement and Functional Performance:

Sammy needs to be able to improve his basic reading skills prior to graduation to meet his educational goal of attending South Central College for Auto Body upon graduating from high school.

Measurable Annual Goal:

Sammy will improve his reading skills from a level of not being able to accurately summarize selected readings at his level to being able to accurately summarize the text, identify the main idea and identify three or more details in selected texts by November 2016.

Objectives:

Benchmarks or Short Term Objectives:

1: Sammy will be able to accurately summarize texts at his reading level 90% of the time by January 2016.

2: Sammy will be able to accurately summarize selected texts presented to him to read and identify the main idea of the text 90% of the time by March 2016.

3: Sammy will accurately summarize, identify the main point and share at least one detail of selected reading texts with 90% accuracy by June 2016.

4: Sammy will be able to accurately summarize and identify the main point of a selected text and identify three or more details from the reading with 90% accuracy by November 2016.

Goal 2: Employment

Present Level(s) of Academic Achievement and Functional Performance:

For Sammy to be successful in his post secondary employment area of becoming an Auto Body Technician, Sammy needs to be able to improve his ability to independently track and complete his independent work prior to graduation.

Measurable Annual Goal:

Sammy will improve his independence in the school setting from a level of needing help organizing his materials daily and paraprofessional support in general education classes to being able to being able to independently organize his materials with the use of a planner and attend class without paraprofessional support by November 2016.

Objectives:

Benchmarks or Short Term Objectives:

1: Sammy will go from a level of being unable to use a planner to being able to write down all of his assignments without prompting by staff 80% of the time by November 2016.

2: Sammy will go from a level of not bringing home his homework to a level of taking home, completing and returning homework 80% of the time by November 2016.

3: Sammy will go from a level of needing a shared paraprofessional in English to support his needs in reading to a level of being able function independently in English with only resource room support by November 2016.

Transition Services

Transition-aged students' IEPs must include transition services (including courses of study, etc.) needed to assist the child in reaching these goals.
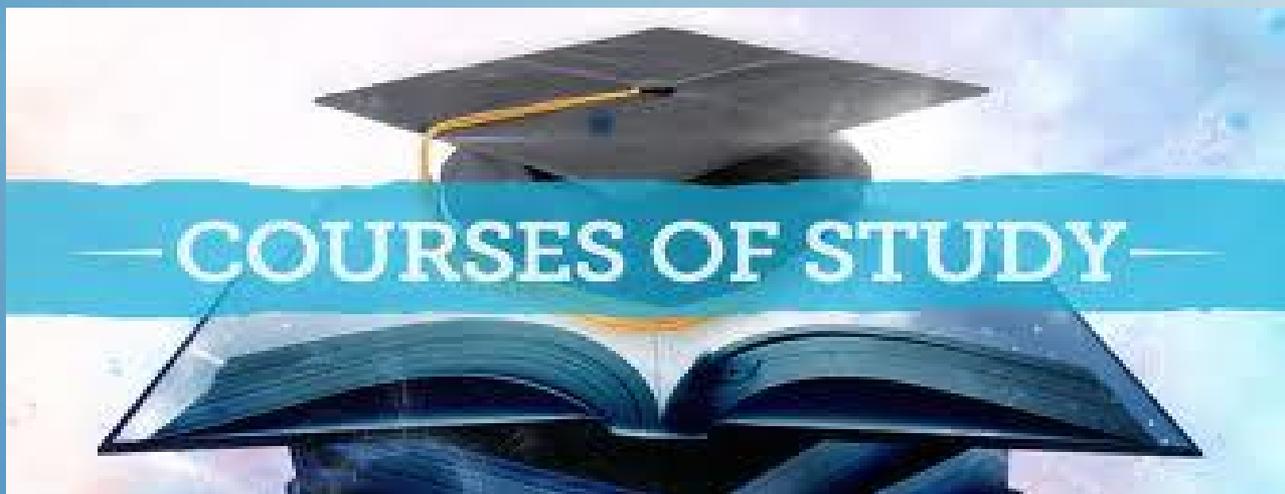
Transition Services

- Transition services in the IEP are 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.

- Transition services must specifically address the annual goals designed to assist the child in meeting his/her postsecondary goals.

Transition Services

Transition services must meet the definition of "results-oriented process" that facilitate the child's movement from school to post-school activities including:

- Post-secondary education
- Vocational education
- Integrated employment (including supported employment)
- Continuing and adult education
- Adult services
- Independent living and/or
- Community participation
- Guardianship must be addressed when the student is 17!

Consider Three Questions:

1. **What experiences must the student participate in this academic year that are necessary for achieving the identified post-secondary goal?**

2. **What services and specific instruction are essential this year for the student to develop skills and knowledge to attain their post-secondary goals?**

3. **Do we know enough about this student's vocational skills to identify an appropriate post-secondary employment goal or design activities to support the identified goal?**

Courses of Study

- Multi-year description of coursework needed to achieve the child's post-secondary goals.
- A minimum of two years should be listed on a student's IEP.
- Projection of future coursework, updated annually
- Not just a list of classes needed to graduate, they *must* correlate to their post secondary goals.

Courses of Study

The courses of study for a child with a moderate or severe disability may be described by course content area:

- Mobility

- Self advocacy

- Personal relationships, etc.

- But it is not acceptable to merely state, "Functional living classes".

Acceptable Courses of Study

- Specific classes (functional or academic)

- Vocational/technical classes

- Job shadowing

- Work-based learning

-Work Experience

- Instruction in daily living skills and/or community participation skills

- Functional living skills must include specific course content, i.e. 'personal relationships', 'self-advocacy', 'mobility', etc.

Courses of Study

Post-Secondary Goal: George will attend the Job Corps Center full time and successfully complete their culinary arts program to attain a Culinary Arts Certificate.

School Year	Grade	Courses of Study
2011-2012	9	Family and Consumer Science (FACS), Business Basics, Basic Geometry, English I, Current Events
2012-2013	10	FACS II, Business Math, Employability Skills, English II, World Culture
2013-2014	11	Advanced FACS, Accounting, Business Communications and Writing, Social Studies, Job Shadow

Transition Services

Transition services are based on the child's needs, taking into account their strengths, preferences and interests and include:

- Specialized instruction
- Work Experiences
- Related services
- Courses of study
- Community experiences
- Special Transportation (reimbursable)
- Paraprofessional/Job Coach Support

Work Experiences

- Are jobs, on-site shadowing, supervised work programs, service learning projects, volunteer activities, etc.

- Anything outside of school or more than 40 hours total must be supervised by a licensed work coordinator.

- In order to do a work experience students *must* participate in a work skills class.

Transition Services

- The development of employment and other post-school adult living objectives.

- If appropriate, the acquisition of daily living skills and the provision of a functional vocational evaluation.

Transition Services

Experiences/services/instruction should be what is necessary for a student to be able to achieve their postsecondary goal.

Service	Activities	Responsible Agency
Instruction (i.e. specialized instruction, regular instruction, career and technical education):	•Participate in Family and Consumer Science Classes	General Education
	•Improve Reading Skills •Improve Social-Interaction Skills	Special Education and Related Services

Transition Services

Sample of Noncompliance:

Independent Living Needs: Howard is 16 and receives services for SLD in math. He would like to live on his own someday in a nice condo and drive a fast car.

Service	Activity	Agency Responsible
The development of employment and other post-school adult living-objectives:	Howard will learn about jobs he likes so he can get a job that pays well and how to live on his own	Howard Howard's parents

Transition Services

Sample of Compliance:

Annual Goal: Howard will improve his understanding of math from a level of 20% understanding as measured by the Consumer Math pre-test to 85% in the Consumer Math post-test by October 2016.

Service	Activities	Responsible Agency
Instruction (i.e. specialized instruction, regular instruction, career and technical education):	Howard will learn about creating a budget, understanding taxes, balancing a checking account, and determining interest charges on credit cards.	Consumer math teacher

Functional Vocational Assessments

If a functional vocational assessment is a needed transition service or activity, the IEP must include this documentation:

- A functional vocational assessment is an assessment that determines a child's strengths, abilities and needs in an actual or simulated work setting or in real work experiences.

Functional Vocational Assessment

Examples:

- An IEP may document the transition activity of a referral to Vocational Rehabilitation (VR).

-or-

- An IEP may document the transition activity of a supervised work assessment through a vendor.

*** In these cases, the child's file must contain a signed parental consent form indicating that the district may contact outside services to make the referral or make the referral the parent's responsibility.***

Outside Agencies

Examples of Outside Referral sources:

- VR

- MVAC

- MRCI

- LifeWorks

- County Case Management

- SMILES

- LEEP

Transition Service Options

- **Vocational Rehabilitation Services (VRS)**
- **Minnesota Valley Action Council (MVAC)**
- **Track to Success**
- **Bridge to the Future**
- **On My Own Program**
- **Occupational Skills Program (OSP) "Life College"**
- **Job Corps**
- **Work Assessments**
- **Supported Work**
- **School Work Experience Programs**

Outside Agencies

- Outside Agencies are listed as other supportive services on the IEP, *DO NOT* include them on the service minutes page.

- If a participating agency, other than the school, fails to provide the transition services described in the IEP, the school must reconvene the IEP Team to identify alternative strategies to meet the transition objectives for the child set out in the IEP.

You don't need the agency to attend but you must plan what to do instead!

Summary of Performance

"The Summary of Performance (SOP) should include recommendations about ways to help meet post-secondary goals.

- **The SOP *must* be completed during the final year of a student's high school**

Summary of Performance

- The SOP is most useful when completed during the transition IEP process when the student has the opportunity to actively participate in the development of the document.

- The document should contain the most updated information on the performance of the student and include both the student's abilities and aspirations."

Graduation PWN

A Prior Written Notice should be completed upon graduation:

- "High school graduation is a **change in placement** for a student with disabilities. A *Prior Written Notice is required* whenever the district proposes or refuses to initiate or **change the** identification, evaluation, **educational placement** or provision of FAPE to the child."

Graduation PWN

- "Before a student receives a signed diploma, the IEP team must meet to review the IEP to assure that:

1. The school district's graduation requirements are met, or

2. The student's instructional annual goals and objective in the student's IEP are attained or a

3. Combination of district graduation requirements and meeting IEP annual goals and objectives."

Sample Graduation PWN

Description of the action(s) proposed or refused by the district:

A Student's team is recommending that they receive their high school diploma from MVED High School and graduate on June 2, 2012.

Sample Graduation PWN

Explanation of why the district proposes to take or refused to take the action:

A Student has met all of the goals and objectives from their most current IEP dated October 10, 2011. They have earned 27 credits and are currently enrolled in a Work Experience Program and working at MRCI during the school day with success.

Sample Graduation PWN

Description of other options the team considered and the reasons why those options were proposed or rejected:

A Student's team discussed delaying graduation for another year, as they are not 21 for eighteen months from June 22, 2012, however this was rejected as it was determined that A Student's needs were being met by outside service providers and their current goals and objectives had been attained.

Sample Graduation PWN

Description of other factors affecting the proposal or refusal:

If A Student does not receive their diploma in June, they will be unable to walk with their peers and that has been their goal to go through commencement with their same age classmates.

Sample Graduation PWN

Description of each evaluation procedure, test, record, or report the district used as a basis for the proposed action or for refusing the requested action:

- **Review of current IEP and Evaluation Report.**
- **Review of Student's grades and transcript from MVED.**
- **Job Evaluation and report from Work Experience Coordinator.**
- **Input from A Student and their parents.**
- **Input from school staff.**

Upcoming/Legislative Changes:

- PLP's

- Career and College Readiness

- WIOA/Olmstead Acts

Personal Learning Plans (PLP)

Beginning in the 2013-2014 School Year all districts must assist ALL students with Post-Secondary Transition Planning:

- Education, college and career interests
- Aptitudes and aspirations
- Develop a plan for a smooth transfer to postsecondary education or employment.

Career and College Ready

- A high school graduate must have the knowledge, skills and competencies to successfully pursue a career pathway including postsecondary credit leading to a degree, diploma, certificate or industry recognized credential and employment.

- ALL school districts must offer the ACT/Accuplacer to students 11th grade and higher.

WIOA/Olmstead Acts

- Changes to funding streams for youth supported employment options
- No sub-minium wages allowed!
- Students must participate in one work based learning experience within the school before they are allowed to participate with outside agencies.
- All students should have one paid work experience before graduation.
- Double number of students enrolled in post-secondary training after graduation.

Questions?