The slide features a large, empty rectangular box at the top. Below it, the title "IDEA 2004 Training Series" is centered in a large, black, serif font. A horizontal line spans the width of the slide, with a small rectangular box at its right end. Below the title, a smaller rectangular box with a thick grey border contains the text "Missouri Department of Elementary and Secondary Education" and "Fall, 2007" centered.

IDEA 2004 Training Series

Missouri Department of Elementary and
Secondary Education
Fall, 2007

The Individuals with Disabilities Education Act was reauthorized and signed into law on December 3, 2004 and final federal regulations were published on August 14, 2006. After publication of the final federal regulations, the State of Missouri revised State Regulations and the Compliance Program Review Standards and Indicators Manual and numerous model forms. This presentation, Keys to Postsecondary Transition Planning, is one in a series of trainings to inform the field of the major changes in state and federal regulations and the implementing changes made in the Compliance Standards and Indicators Manual and the state model forms.

We hope you enjoy this series of trainings and find the information useful in your role as an educator, parent, advocate or other individual interested in the education of children with disabilities.

Other topics in this series are:

Discipline for Children With Disabilities

Special Education Data Collection and Reporting Overview

Finance of Special Education

The Special Education Process and Changes in IDEA

The Special Education Complaint Process

Administration of Special Education

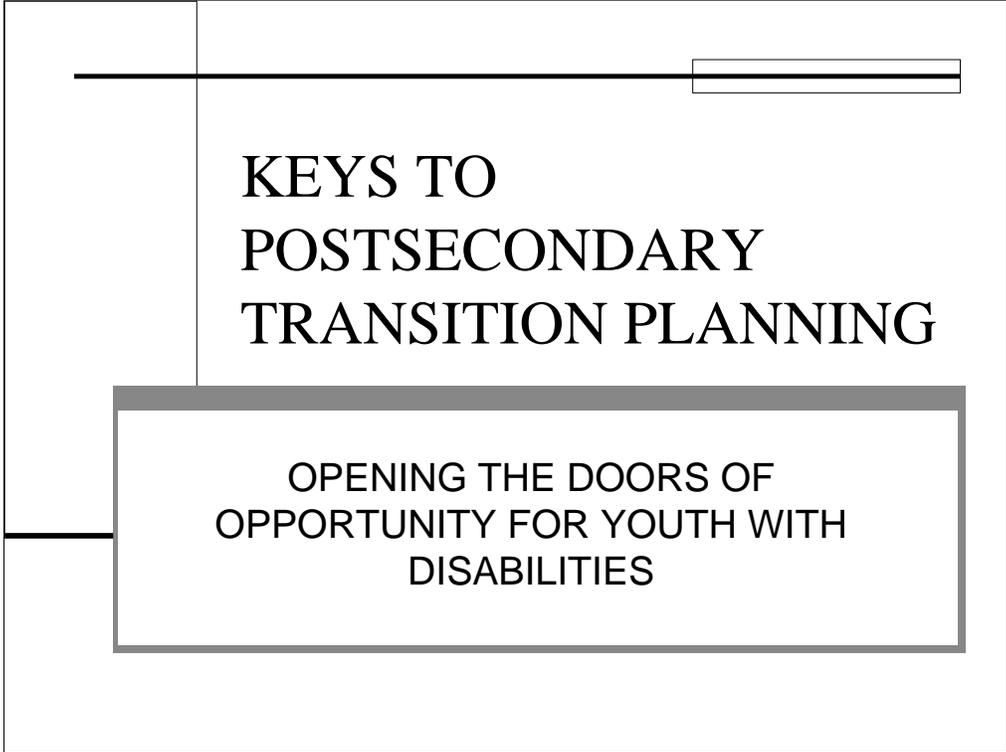
Response to Intervention/Early Intervening Services

Special Education Training Series Fall, 2007

- Resources & handouts
 - <http://www.dese.mo.gov/divspeced/Compliance/index.html>.
- Questions & comments
 - webreplyspe@dese.mo.gov or by calling the Division of Special Education at 573-751-0699

Resources and handouts for each of the presentations in the series can be found at the website shown on the screen. We encourage you to obtain the documents for this presentation prior to viewing.

The Division of Special Education welcomes questions that participants may have after viewing the presentations. Questions can be submitted to the mailbox shown or by calling the Division of Special Education at 573-751-0699.



KEYS TO POSTSECONDARY TRANSITION PLANNING

OPENING THE DOORS OF
OPPORTUNITY FOR YOUTH WITH
DISABILITIES

IDEA 2004 made several changes in the requirements for Post-Secondary Transition planning for students with disabilities. Since the reauthorization, the Office of Special Education Programs' (OSEP) federal technical assistance centers and the Department of Elementary and Secondary Education, Division of Special Education have been developing numerous resources to assist individuals involved with the transition planning process for youth with disabilities. These resources are intended to assist transition planning teams to meet all required transition compliance standards as well as to develop a quality transition plan that will enable youth with disabilities to reach their post-secondary goal.

THIS TRAINING WILL

- Cover the requirements for Postsecondary Transition Planning, especially those changes that resulted from the 2004 Reauthorization of IDEA
- Define terms used in association with Postsecondary Transition
- Discuss the State Performance (SPP) Goals that relate to Postsecondary Transition
- Familiarize the viewer with compliance requirements for postsecondary transition
- Identify tools and resources for districts and IEP teams to assist in developing compliant and effective transition plans

This purpose of this training is to:

Cover the changes in Postsecondary Transition that resulted from reauthorization of the IDEA in December of 2004

Define terms that are commonly used in association with Postsecondary Transition

Discuss the State Performance Plan (SPP) Goals that relate to Postsecondary Transition

Familiarize the viewer with the compliance requirements for postsecondary transition planning, and

Identify tools and resources for districts and IEP transition teams to assist them in developing compliant and effective transition plans.

BEFORE WE BEGIN

It may be helpful for you to have a copy of:

1. The Compliance Program Review Standards and Indicators Manual
2. The National Secondary Transition Technical Assistance Center (NSTTAC) State Performance Plan (SPP) Indicator 13 Checklist and instructions
2. The current State Sample IEP & Supplementary Form C (Transition Form)
3. The current State Sample Meeting Notification Form

We will also refer to:

1. The State Regulations implementing Part B of the IDEA
2. The Federal Regulations implementing Part B of the IDEA

All of these documents can be found at the following websites:

<http://dese.mo.gov/divspeced/Compliance/index.html>

<http://www.nsttac.org/pdf/checklista.pdf>

Before we begin you may want to collect the items shown on the screen as we will be referring to them as we go through the presentation. All of these documents can be downloaded from the websites shown.

Definitions

- Transition Services (CFR 300.43)
- Transition services means a coordinated set of activities for a child with a disability that 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 post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.
- The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's strengths, preferences, and interests, and shall include instruction, related services, community experiences, the development of employment and other post-school adult living objectives and, when appropriate, acquisition of daily living skills and functional vocational evaluation.
- Transition services for students with disabilities may be special education if provided as specially designed instruction, or related services if required to assist a student with a disability to benefit from special education.

Understanding the definition of Transition Services is the first step to understanding the process of transition planning for youth with disabilities.

Transition services are defined in the federal regulations in section 300.43.

According to the federal regulations...

Transition services means a coordinated set of activities for a child with a disability that is

- Designed within a results-oriented process
- Focused on improving the academic and functional achievement of the child 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
 - 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,
 - The acquisition of daily living skills and
 - Provision of a functional vocational evaluation
- Transition Services may be special education, if provided as specially designed instruction, or a related service, if required to assist a child with a disability to benefit from special education.

•As you see, we have included some key words in the definition.

•The first term is POST-SCHOOL ACTIVITIES: It is important to remember that when we are talking about transition for high school youth with disabilities, we are talking about transition from school to POST-SCHOOL ACTIVITIES, or what the child will be doing AFTER High School, either after graduating with a regular diploma or aging out of the system at age 21.

•The next terms are COORDINATED SET OF ACTIVITIES & RESULTS-ORIENTED PROCESS: It is very important that the activities identified for the child's transition plan be coordinated and that they are focused on an end result (the child's post-secondary goal or goals).

•Last, is the part of the definition that requires the plan be BASED ON CHILD'S NEEDS AND THEIR STRENGTHS, PREFERENCES AND INTERESTS: This will be particularly important when we talk about the requirement that the plan be based on age-appropriate transition assessments.

Why is transition planning important?

IDEA lists the following as some of the main purposes of the Act:

“to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and **prepare them for further education, employment, and independent living**”

“as the graduation rate for children with disabilities continue to climb, providing **effective transition services to promote successful post-school employment or education** is an important measure of accountability for children with disabilities”

“Almost 30 years of research and experience has demonstrated that the education of children with disabilities can be made more effective by having **high expectations** for such children...in order to meet developmental goals and, to the maximum extent possible, the challenging expectations that have been established for all children; and be prepared to **lead productive and independent adult lives...**”
(emphasis added)

The preamble to the IDEA lists a number of things that Congress believed were important when they drafted the law. Many of those have to do with preparing students with disabilities for the future—for education, training, employment and independent living.

Statistics show that individuals with disabilities are less likely than their non-disabled peers to be employed or continuing their education one year after graduation. Effective transition planning can help close this gap by helping youth with disabilities develop an effective plan for their future. When youth with disabilities have a well-designed transition plan they can, with our help, successfully reach their goals.

Why is transition planning important?

- Let's look at some statistics for youth with disabilities...
 - Attend postsecondary school less than ½ that of their peers in the general population
 - Youth in the general population are more than four and one-half times as likely as youth with disabilities to be taking courses in a 4-year college
 - The rate of employment for youth with disabilities is substantially below the 63% employment rate for youth in the general population
 - Up to 2 years after high school, about three-quarters of youth with disabilities still are living with their parents
 - Failure to complete high school is associated with a variety of negative consequences for youth with disabilities in their early postschool years.
 - Source: Wagner, M., Newman, L., Cameto, R., Garza, N., & Levine, P. (2005) *After high school: A first look at the postschool experiences of youth with disabilities. A report from the National Longitudinal Transition Study-2 (NLTS2)*. Menlo Park, CA: SRI International.

While many things have improved for youth with disabilities over the past few years, there are still a number of areas in which they are not achieving outcomes comparable to their non-disabled peers. Effective transition planning can have a significant impact on assisting youth with disabilities to achieve better postschool outcomes and to lead productive and independent lives.



State Performance Plan (SPP) & Annual Performance Reports (APR)

- SPP and APR required by IDEA 2004
 - <http://dese.mo.gov/divspeced/SPPpage.html>
- Set of 20 performance indicators established by US Department of Education (14 apply to districts, 4 of those apply directly to Postsecondary Transition)
 - Performance Targets set for 2005-06 through 2010-11
- Public reporting of state and district performance required
 - <http://dese.mo.gov/schooldata/>

Another reason why transition planning is important has to do with the Missouri State Special Education Performance Plan (SPP) and the Annual Performance Report (APR).

IDEA 2004 required each state to develop a State Performance Plan covering 20 performance indicators. This was completed in December of 2005. Each year on February 1, the state must submit an Annual Performance Report on how the state is progressing toward meeting the targets in the SPP. In addition, the state must report publicly its own performance, as well as the performance of each public agency on meeting the targets. Information regarding the SPP and APR can be found on the DESE website at the address shown on the screen. Each agency's report for performance on the SPP Indicators can be found with the agency's report card on the DESE website.

As you can see, 14 of the 20 indicators apply directly to districts. Of those 14, 4 address postsecondary transition. Those are indicators 1,2,13 and 14.

SPP Indicators relating to Postsecondary Transition

- 1 **Graduation**--% of youth with IEPs graduating with a regular diploma
- 2 **Dropout**--% of youth with IEPs dropping out
- 13 **Secondary Transition with IEP Goals**--% of youth age 16+ with IEP with measurable annual IEP goals and transition services
- 14 **Secondary Transition/Post School Outcomes**--% of youth who had IEPs, are no longer in secondary school and who have been employed, enrolled in postsecondary school or both, within 1 year of leaving high school.

Indicator number 1 addresses graduation. The goal is to increase the % of youth with disabilities graduating with a regular diploma.

Indicator number 2 addresses dropouts. The goal is to decrease the % of youth with disabilities dropping out of school.

Data for measuring these two indicators are collected annually through Core Data.

Indicators number 13 addresses the transition plans that are in students' IEPs. This is basically a compliance indicator and looks to see that IEPs for youth 16+ contain a transition plan, that the plan has measurable goals and transition services that will reasonably enable the child to reach their postsecondary goal.

Data for this indicator are collected through the special education monitoring process as part of a district's Missouri School Improvement Program (MSIP) review.

Indicator 14 addresses postsecondary outcomes and looks at the % of youth with disabilities that are employed, enrolled in postsecondary training/education or both within 1 year of leaving high school.

Data for this indicator are collected annually through Core Data.

By developing and implementing compliant and effective Transition Plans for youth with disabilities, IEP teams can have a significant positive effect on the above indicators both within the local district and in the State as a whole.

WHAT THE REGULATIONS SAY ABOUT TRANSITION PLANNING

- The federal regulations reference post-secondary transition in several places:
 - IEP Content (CFR 300.320)
 - IEP Team (CFR 300.321)
 - Parent Participation (CFR 300.322)
 - Development, review, and revision of IEP (CFR 300.324)

The next thing we want to address are the regulatory requirements for postsecondary transition. The state and federal regulations include requirements for Post-secondary transition in a number of places. We'll discuss each area separately.

IEP Content (CFR 300.320)

- Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include:
 - Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to
 - Training/Education
 - Employment, and, where appropriate,
 - Independent living skills, and
 - The transition services (including courses of study) needed to assist the child in reaching postsecondary goals.
- Beginning not later than one year before the child reaches the age of majority under State law, the IEP must include a statement that the child has been informed of the child's rights under Part B of the Act, if any, that will transfer to the child on reaching the age of majority.

Let's look at what is required for the IEP content in transition planning:

1. First, The child's IEP must include a transition plan by the time the child turns 16. This may be done by either developing a transition plan to be included in the IEP that will be in effect during the year that the child will turn 16 or you can convene the IEP team prior to the child's 16th birthday to develop the transition plan. Many of you will note that IDEA 2004 made a change in the requirement for the age at which transition planning was required to be done. Prior to IDEA 2004, the mandatory age was 14. IDEA 2004 changed that mandatory age to 16. However, the law and regulations continued to leave in the wording "or younger, if determined appropriate by the IEP team". Best practice tells us that for many, if not most or even all, youth with disabilities, beginning to plan for their post-high school activities should begin well before their 16th birthday, however, this would be a decision of the IEP team.
 2. Next, the child's transition plan must be reviewed and revised, if determined necessary, at least annually.
 3. The content for the transition plan must include at least one measurable, postsecondary goal for education or training, employment and independent living, if appropriate. The goals must be based upon age-appropriate transition assessments that have been conducted in the areas of training, education, employment and independent living skills.
 4. Finally, the transition plan must identify the transition services that the child will need to enable them to meet their post-secondary goal. The services can be in one or more of the following areas:
 - Instruction
 - Related services
 - Community experiences
 - The development of employment and other post-school adult living objectives; and, if appropriate,
 - The acquisition of daily living skills and
 - Provision of a functional vocational evaluation
- Also included with the transition services, the IEP must include the courses of study that the child will need to reach their goals.
 - Another piece of IEP content relates to the requirement that the IEP include a statement that at least one year before the child reaches the age of majority (in Missouri that is age 18) that the child has been informed of the rights that will transfer to him or her upon reaching the age of 18, unless guardianship has been awarded by a court of competent jurisdiction. Basically, unless guardianship has been awarded, all rights previously afforded the parent will transfer to the child.

IEP Team (CFR 300.321)

- The public agency must invite a child with a disability to attend the child's IEP Team meeting if a purpose of the meeting will be consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals.
- To the extent appropriate, with consent of the parents or a 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.

The next area in which postsecondary transition is mentioned is the IEP team.

In addition to all of the other required participants in an IEP meeting, when postsecondary transition is a purpose of the meeting, the public agency **MUST** invite the child to attend. Also, when appropriate, the agency must invite representatives of any participating agency that may be responsible for providing or paying for transition services. It is important to remember that before these representatives are invited, written consent must be obtained from the parent or the child if they have reached the age of majority.

Parent Participation (CFR 300.322)

- Meeting notification
 - Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined to be appropriate by the IEP team, the meeting notification must indicate that
 - A purpose of the meeting will be consideration of the postsecondary goals and transition services, and
 - That the agency will invite the student, and
 - Identify any other agency that will be invited to send a representative

The regulations address the content of the notification that is sent for the IEP meeting. When postsecondary transition is going to be addressed in an IEP meeting, the notification must state that consideration of postsecondary goals and transition services is one purpose for the meeting, the notification must state that the student will be invited to attend, and it must identify any other agency that will be invited to send a representative to the meeting. This last requirement will only need to be met if the parent or student has given written consent for the public agency to invite a representative of another agency.

Development, review and revision of IEP (CFR 300.324)

- Failure to meet transition objectives
 - If a participating agency, other than the public agency, fails to provide the transition services described in the IEP, the public agency must reconvene the IEP Team to identify alternative strategies to meet the transition objectives for the child set out in the IEP.
- Rule
 - Nothing in IDEA relieves any participating agency, including a State vocational rehabilitation agency, of the responsibility to provide or pay for any transition service that the agency would otherwise provide to children with disabilities who meet the eligibility criteria of that agency.

The next area addresses what is to happen if another public agency fails to provide or pay for transition services that are identified in the child's IEP.

It is important to remember, that in the transition plan, unlike most other areas of the IEP, there may be agencies other than the public agency that have been identified to provide and pay for some of the transition services. However, the public agency (generally the public school district) is still the responsible agency for ensuring that all provisions in the IEP are implemented. For this reason, if another agency fails to provide the transition services, the responsible public agency needs to reconvene the IEP Team and identify alternative strategies to meet the child's transition objectives.

The "rule" stated on this slide speaks to responsibilities of other agencies for providing services to transition-age youth. It simply states that those agencies must meet their obligations to provide &/or pay for any transition services required of their agency, even though the youth is also receiving transition services through an IEP under the IDEA.

What can districts do to ensure that transition plans are compliant and effective?

The National Secondary Transition Technical Assistance Center (NSTTAC) SPP Indicator 13 Checklist.

The National Secondary Transition Technical Assistance Center has developed a checklist to use as a tool to help states collect data for State Performance Plan Indicator 13, commonly known as the SPP Indicator 13 Checklist. As was stated earlier, Indicator 13 is a compliance indicator that measures the percent of youth aged 16 or above whose IEPs include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet their postsecondary goals. This is data that the State is accountable for and must report to the US Department of Education annually. It is data for which school districts in the state are also accountable.

The Indicator 13 checklist addresses six essential components of transition planning. Missouri is using the NSTTAC checklist as a tool for monitoring IEPs for compliance and effective postsecondary transition plans. Local districts can use the Indicator 13 checklist to ensure that their transition plans are compliant and will reasonably enable high school youth with disabilities to achieve their postsecondary goals.

Lets go through the checklist questions.

Checklist Question 1

Is/are there a measurable postsecondary goal or goals that covers

1. education or training,
2. employment, and;
3. independent living, if determined necessary.

The postsecondary transition plan must include a statement of what the child will do after graduation from high school in the areas of education or training, employment, and, if needed, independent living. This statement or goal must be written in measurable terms.

How do we ensure that transition plans include measurable postsecondary goals?

2. use appropriate transition assessments to identify the child's strengths, needs and preferences.
4. use measurable (observable) language in the goal.
5. write the goal for an activity that will occur after high school (postsecondary).

What do we have to do to make sure that we write transition plans that include measurable postsecondary goals in the appropriate goal areas?

We have to prepare children to make decisions about their own futures.

We must help children learn about their own strengths, preferences, interests and needs. In doing so, we will learn the information that we need to write an effective transition plan. Ideally, the IEP team should begin talking to children about transition planning well before they turn sixteen.

Family involvement is critical to learning about a child. Parents are a valuable resource for transition planning because often they have already been talking with the child about their future and they know about the child's strengths, needs, preferences and interests.

Transition assessment is also a valuable tool. Teams can use both formal and informal assessment to learn about the child's aptitudes and abilities. Don't forget about transition planning when it is time for a child's triennial reevaluation. Consider whether any formal transition assessment is needed when a child who is involved in or will soon begin transition planning is being reevaluated. Formal assessment can be completed as part of the triennial reevaluation process.

Be sure to think ahead so that you have time to gather any information that you'll need for transition planning before its time for the annual IEP meeting.

At the meeting, make sure you use measurable language when you write the goals.

Make sure you are writing a goal that will occur after graduation. Its okay to use stem statements such as, "After graduation" to begin the goals.

Form C: Post-Secondary Transition Plan This plan was developed considering the individual student's needs, preferences and interests. This plan must be completed, beginning not later than the first IEP to be in effect when the student turns 16, and updated annually.	
EDUCATION/TRAINING (REQUIRED)	
POSTSECONDARY GOAL(S)	(What the child will do after graduation from high school.)
TRANSITION SERVICES	(May include: instruction, related services, community experiences, the development of employment and other post-school adult living objectives, acquisition of daily living skills or provision of a functional vocational assessment that will be provided before graduation to help the child reach the stated postsecondary goal)
Responsible Agency/Person	List Transition Services
School	
Student	
Parent	
Outside Agency (specify agency) _____	
<u>COURSE OF STUDY</u>	Attach four year plan or list courses below: (Courses enrolled in this school year) (Courses to be completed before graduation)

What does this look like on the IEP? The State Sample IEP, Form C is the form on which the Postsecondary Transition Plan is documented.

Form C has three sections. The first section of Form C is for the combined areas of Education and Training. Write the education and/or training goal or goals in the first box, next to the phrase "Postsecondary goal."

As mentioned before, the goal can begin with a stem statement such as "upon graduation."

Remember...the action or outcome must be something that will occur after the child leaves high school and the goal must be measurable.

The postsecondary goals for employment and independent living will go in the same location in their respective sections of form C.

CHECKLIST QUESTION 2

Is (are) there annual IEP goal(s) that will reasonably enable the child to meet the postsecondary goal(s)?

For each postsecondary goal there must be at least one annual IEP goal in the IEP that will help the student make progress toward the stated postsecondary goal. This does not necessarily mean that there must be separate annual IEP goals for each postsecondary goal. But, the annual goals should relate to the postsecondary goals. Reaching the annual goals should help the child progress toward the postsecondary goals.

■ 3. IEP Goal			
Annual Measurable Goals			
Annual Goal #: _____			
■ For students with Post-secondary Transition Plans, please indicate which goal domain(s) this annual goal will support: ■ Post-secondary Education Post-secondary Training Employment Independent Living ■ Progress toward the goal will be measured by: (check all that apply)			
■ Work samples	■ Curriculum based tests	■ Portfolios	■ Checklists
■ Scoring guides	■ Observation chart	■ Reading record	■ Other:
Comments:			

What will this look like in the IEP?

Look at the annual goal page of the state sample IEP form.

Find the phrase, “For students with postsecondary transition plans, please indicate which goal domain this annual goal will support,” and check the box or boxes for the appropriate postsecondary goal domain.

A measurable annual IEP goal may be related to more than one postsecondary goal domain area.

Check the box for the appropriate goal domain area for each annual measurable IEP goal.

Checklist Question 3

Are there transition services in the IEP that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?

Checklist Question 3 asks if there are transition services in the IEP that focus on improving the academic and functional achievement of the child to facilitate movement from school to post-school?

What are transition services?

- Instruction
- Related services
- Community experience
- Development of employment and other post-school adult living objectives
- Acquisition of daily living skills
- Provision of a functional vocational evaluation, if appropriate

This is a listing of different types of transition services including examples. Dr. Ed O'Leary's Transition Outcomes Program training is the source for these examples:

The first type of transition service is Instruction. An example is: Instruction in self-advocacy

The next type of transition service is Related services. An example is: Mobility training and orientation from school, home, work, church, community sites

The next type of transition service is Community experience. An example is: Assist the child to identify appropriate recreational activities at the recreation center or YMCA

The next type of transition service is Development of employment and other post-school adult living objectives. An example is: Teach the child appropriate behaviors and skills for the workplace.

The next type of transition service is Acquisition of daily living skills. An example is: Teach the child to purchase items at a variety of stores

The final type of transition service is Provision of a functional vocational evaluation, if appropriate. An example is: Develop a vocational profile based on functional information

There should be at least one transition service that is designed to help the child meet each postsecondary goal.

Transition services can be provided at school, at home or in the community.

Transition services can be provided by a teaching professional, a parent, or a transition specialist, just to name a few, or transition services can be self-directed by the student.

How do we include transition services in the transition plan?

- Think about what skills the child will need to develop, in or out of the classroom, in order to reach the postsecondary goals
- Provide transition services that will help the child develop those necessary skills
- Think about connections that the child will need to make in order to reach the goals
- Provide transition services that will help them make those connections

How do we include transition services in the transition plan?

Think about what skills the child will need to develop, in or out of the classroom, in order to reach the postsecondary goals

Provide transition services that will help the child develop those necessary skills

Think about connections that the child will need to make in order to reach the goals

Provide transition services that will help them make those connections

This is where preparation will pay off. If you have done your homework, that means appropriate transition assessment, you will already have a pretty good idea of what the child knows and can do and what he or she will need to learn to do in order to reach the postsecondary goals. When you know this you will be able to determine what transition services the child will need.

<p>Form C: Post-Secondary Transition Plan This plan was developed considering the individual student's needs, preferences and interests. This plan must be completed, beginning not later than the first IEP to be in effect when the student turns 16, and updated annually.</p>	
<p>EDUCATION/TRAINING (REQUIRED)</p>	
POSTSECONDARY GOAL(S)	(What the child will do after graduation from high school.)
TRANSITION SERVICES	(May include: instruction, related services, community experiences, the development of employment and other post-school adult living objectives, acquisition of daily living skills or provision of a functional vocational assessment that will be provided before graduation to help the child reach the stated postsecondary goal)
Responsible Agency/Person	List Transition Services
School: Special Education Communication Arts Teacher	Assistance with completing college applications
Student	
Parent	
Outside Agency (specify agency)	
COURSE OF STUDY	Attach four year plan or list courses below: (Courses enrolled in this school year) (Courses to be completed before graduation)

What will this look like in the IEP?

Form C has a section to record the transition services for each postsecondary goal in it's respective section.

List services in the right hand column next to the person or agency responsible for providing each service.

This is an example of how a transition service will look on Form C.

Transition services will be listed in the Transition Services Section appropriate for each postsecondary goal.

The column on the left, labeled, "Responsible Agency/Person," lists parties who may be responsible for providing a transition service or services to help the child progress toward the above-mentioned postsecondary goal.

You will list the transition service in the right column, labeled, "transition service," next to the person or agency that is responsible for providing the service.

For example, a transition service that consists of the child receiving instruction on how to compose an essay to be included with a college application will be listed in the education/training section of form C. The person responsible for provision of the transition service could be the child's communication arts and special education teachers. The transition service could be described as assistance with completing college applications.

Form C: Post-Secondary Transition Plan

This plan was developed considering the individual student's needs, preferences and interests. This plan must be completed, beginning not later than the first IEP to be in effect when the student turns 16, and updated annually.

EDUCATION/TRAINING (REQUIRED)

POSTSECONDARY GOAL(S)	(What the child will do after graduation from high school.) John will earn a bachelor's degree in drafting and design.
TRANSITION SERVICES	(May include: instruction, related services, community experiences, the development of employment and other post-school adult living objectives, acquisition of daily living skills or provision of a functional vocational assessment that will be provided before graduation to help the child reach the stated postsecondary goal)
Responsible Agency/Person	List Transition Services
School / Special Education Communication Arts Teacher	Assistance with completing college applications Monitor student's progress in researching colleges and entrance requirements
Student	Research colleges of interest and their entrance requirements
Parent	Facilitate John in visiting campuses of choice
Outside Agency (specify agency) _____	
<u>COURSE OF STUDY</u>	Attach four year plan or list courses below: (Courses enrolled in this school year) Communication Arts III, Geometry, American History, Study Skills (Courses to be completed before graduation) Communication Arts IV, Calculus, World History

Here is an example of what the Education/Training section of Form C may look like for a college-bound student.

The services and courses of study included in this section are the designed to help him reach his goal of earning a bachelor's degree in drafting and design.

EMPLOYMENT (REQUIRED)	
POSTSECONDARY GOAL(S)	(What the child will do after graduation from high school.) John will be employed as a draftsman for an architectural engineering firm.
TRANSITION SERVICES	(May include: instruction, related services, community experiences, the development of employment and other post-school adult living objectives, acquisition of daily living skills or provision of a functional vocational assessment that will be provided before graduation to help the child reach the stated postsecondary goal)
Responsible Agency/Person	List Transition Services
School / Nichols Career Center	Instruction in drafting
Student	Research employment opportunities in drafting
Parent	
Outside Agency (specify agency)	
COURSE OF STUDY	Attach four year plan or list courses below: (Courses enrolled in this school year) Study Skills, FACS, Fundamentals of Drafting I (Courses to be completed before graduation) Fundamentals of Drafting II

Here is an example of what the Employment section of Form C may look like for a college bound student.

The services and courses of study included in this section are the designed to help him reach his goal of getting a job as a draftsman.

Checklist Question 4

For transition services that are likely to be provided or paid for by other agencies with parent (or child once the age of majority is reached) consent, is there evidence that the representatives of the agency(ies) were invited to the IEP meeting?

Checklist Question 4:

For transition services that are likely to be provided or paid for by other agencies with parent (or child once the age of majority is reached) consent, is there evidence that the representatives of the agency(ies) were invited to the IEP meeting? Consider whether there are any transition services that are likely to be provided or paid for by an outside agency.

Before inviting a representative from another agency you must obtain consent for release of personally identifiable information, either from the parents or the child who has reached the age of majority. After obtaining consent you will contact a representative of the other agency and invite the representative to the IEP meeting to participate in transition planning.

How do we know if it is appropriate to invite other agencies?

- Know the child and what services are needed to reach the postsecondary goals
- Know what agencies are in your community and what services they provide or pay for
- Match the child's needs to services that will help meet those needs

How do we know if it is appropriate to invite other agencies?

Know the child and what services are needed to reach the postsecondary goals.

Know what agencies are in your community and surrounding area and what services they provide or pay for.

Match the child's needs to services that will help meet those needs.

For example, a child who wants to be competitively employed after high school may need a functional vocational assessment. This can be provided, to students who qualify, by Vocational Rehabilitation Services. After obtaining consent for release of information, you will contact VR and begin the referral process.

What does this look like in the student's file?

- The student's file must contain documentation that consent was obtained for release of information
- The IEP meeting notification must list representatives of outside agencies who were invited
- Any transition service that another agency agrees to provide must be recorded in the transition plan
- If the other agency fails to provide or pay for the transition services, the IEP Team must be reconvened to address alternative strategies for ensuring that the child's transition needs are addressed

What does this look like in the student's file?

When its appropriate to invite representatives of other agencies, the meeting notice must indicate that these representatives were invited to attend the meeting. The State Sample Meeting Notice has a place to list the name and role of the agency representative.

The student's file must contain a copy of the signed consent for release of personally identifiable information that was provided by the parent or the child if he or she has reached the age of majority. The consent form must document that consent was provided prior to the date of the meeting invitation.

If a representative of an outside agency is identified to provide a transition service, that transition service must be listed on form C in the appropriate section for the postsecondary goal it is supporting. The service must be listed in the transition services section in the row that indicates that the outside agency is responsible for its provision. If the other agency fails to provide or pay for the transition services, the IEP Team must be reconvened to address alternative strategies for ensuring that the child's transition needs are addressed

<Insert District Information>
NOTIFICATION OF MEETING

To: _____
 ___ Parent(s)/Guardian(s) ___ Adult Student (age 18+ or emancipated minor)
 ___ Student (required when postsecondary transition is a purpose of the meeting)

This is to confirm that a meeting with you has been scheduled for _____
 (Date)

at _____ at _____
 (Time) (Location)

The current state sample meeting notification also includes a check-box in which to document that the child was invited to the IEP meeting. Checking this box means that the child was given a copy of the meeting notification or was verbally invited and notified of the time, place and purpose of the meeting.

Checklist Question 5

Is there evidence that the measurable postsecondary goal(s) were based on age-appropriate transition assessment(s)?

IDEA 2004 requires that the measurable postsecondary goal(s) be based on age-appropriate transition assessment(s)? There must be documentation of the assessments that were administered either in the IEP or in the child's file.

What is age-appropriate transition assessment?

- Age-appropriate means that the assessment reflects a child's chronological age rather than developmental age (Wehmeyer, 2002, Teaching Students with Mental Retardation.)

Age-appropriate means that the assessment reflects a child's chronological age rather than developmental age (Wehmeyer, 2002, Teaching Students with Mental Retardation.)

Two types of Assessment

- **Formal**

- Formal Transition Assessments have been tested for reliability and validity and may include standardized assessments

- **Informal**

- Informal assessment are instruments that are not standardized and have generally not been tested for reliability and validity, but can still help the IEP team clarify the student's postsecondary goals and needed transition services. Some examples of information assessments are:

- Surveys
- Behavior Observations
- Situational assessments
- Rating Scales
- Curriculum-based assessments
- Checklists
- Person-centered planning
- Environmental assessments
- Medical appraisal

There are two basic types of transition assessment: Formal and informal assessment.

Formal Transition Assessments have been tested for reliability and validity and may include standardized assessments.

The resources for this presentation contain a listing of some of the more commonly used formal transition assessments.

Informal assessment can include anything that helps the IEP team clarify the student's postsecondary goals and needed transition services. Common informal assessments include: personal interviews conducted with the child or the parent.

Surveys

Behavior observations

Situational assessments

Rating scales

Curriculum-based assessments

Checklists

Person-centered planning

Environmental assessments

Medical appraisal

What steps must be taken to include transition assessment in transition planning?

- Plan ahead so assessment information is available when the child turns 16
- Use triennial reevaluations to address transition needs – especially the need for formal transition assessment.
- Use assessments commonly available to all students.

It is important that you begin your transition assessments early enough so that the information is available for the IEP team to use when developing the first IEP to be in place when the child turns 16. You also need to look at what assessments need to be done at least annually as you talk about transition planning annually once the child reaches age sixteen.

Be sure to think about the use of the triennial reevaluation that occurs closest, but prior to, the child's sixteenth birthday to assess what kind of formal or informal transition assessment is needed. If any formal assessment is needed it can be done as part of the reevaluation process at that time.

If you follow this practice you should have useful transition assessment information available when it comes time to write the IEP that will be in effect when the child turns sixteen.

Don't forget that you will need to get consent prior to administering any individual formal assessment. Individual formal assessment should be conducted in the context of a reevaluation.

Your school district may be conducting transition assessment for all students at certain grade levels. Be sure to talk to your district's guidance department to see what types of assessment they do, when they do it and to ask for copies of the results so that you may use this information for transition planning, as well. Some examples of commonly administered assessment that are available to all students are the Kuder Interest Inventory, the PLAN Test and the ASVAB.

What does this look like in the IEP?

- Results of age-appropriate assessment should be included in the PLEP

What does this look like in the IEP?

The use of age-appropriate transition assessment should be documented in the Present Levels of Academic Achievement and Functional Performance. The State Sample IEP Form contains a prompt for documenting the results of age-appropriate transition assessment.

Checklist Question 6

Do the transition services include courses of study that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?

Checklist Question 6. focuses on the requirement that the transition services include courses of study that improves the academic and functional achievement of the child to facilitate their movement from school to post-school.

What is a course of study?

- “a multi-year description of coursework (necessary) to achieve the student’s desired post-school goals.” (Storms, O’Leary, & Williams, 2000, Transition Requirements, p.8)

We get lots of questions about the course of study. Storms, O’Leary and Williams have defined courses of study as, “a multi-year description of coursework (necessary) to achieve the student’s desired post-school goals.”

Again, planning is critical.

The child and IEP team must work closely with the school guidance counselor to make sure that the student is enrolling in classes that will enable him to graduate and help him reach his postsecondary goals. Each child should have a four-year plan. It may be necessary to revise this plan over the course of a child’s secondary education as their interests and plans for the future may change.

It is important that the IEP team know what classes the child will be taking during the semesters that the IEP will be in effect and which postsecondary goals each class is supporting. It is also important that the child’s special education teacher &/or casemanager keep in close communication with the child’s guidance counselor to be sure that the course of study is being taken by the student. If critical courses are added or more importantly dropped from the student’s course of study, this is a time when the IEP team needs to know and reconsider the child’s transition plan.

What will this look like in the IEP?

The IEP team will use the designated spaces on Form C to list the courses or the course of study will be attached to the Form C and the IEP.

What will this look like in the IEP?

Form C has a place to list the courses of study that are supporting each postsecondary goal domain area.

You can either list the appropriate courses for each domain area in the appropriate section for each domain area or you can attach a four year plan that lists the specific classes that support the postsecondary goals.

Even when you attach a four-year plan, you may find it necessary to list some courses on form C. This will be the case if the four-year plan only lists classes in which the child is earning required credits for graduation. For example, if a child is receiving transition services in study skills class, but study skills class isn't listed on the four-year plan, then study skills class should be listed on form C.

Conclusion

- Watch for the availability of Missouri's Online Transition Training Module
- Watch SELS messages for updates
- Attend training provided by your RPDC
- Contact the Compliance section with questions (573-751-0699)
- Visit the Postsecondary Transition section of the SPP Information Resource page on the DESE website (available soon – watch SELS)

In conclusion, I want to leave you with a list of resources:

Coming soon, Missouri will have an online postsecondary transition training module developed by the University of Kansas Transition Coalition. This will be a great resource for school districts as it will present a very well-rounded approach to meaningful, effective transition planning. The module is being developed to meet Missouri's needs and standards for postsecondary transition planning.

As always, read the Special Education List Serve messages so that you will be informed of any updates as soon as possible. If you are not the primary SELS recipient at your district you can be included on the SELS-2 listserve and receive the same SELS messages in the same timeframe. You can sign up for SELS-2 on the DESE Special Education Division Homepage.

Attend training on various postsecondary transition topics offered at your Regional Professional Development Center.

Call DESE Special Education Compliance when you have questions.

Thank you for your interest in postsecondary transition planning and good luck to you and your students!