Secondary Transition: Moving from High School to Post-School Options 2014-2015

The State Education Resource Center & The Connecticut State Department of Education
Goal Writing

- Locate the copy of IEP in your folder
- On the top of Page 4 locate the box titled: “Parent and Student Input and Concerns”
- If you are a parent or family member, write down one Post-School goal/dream you have for your student
- If you are a student, write down one goal/dream you have
- If you are an educator, choose one student and record your goal for him/her
What is Secondary Transition Planning?

Transition Planning assists a student and his/her family in “creating a vision” of what life will look like in the future—
Secondary Transition Planning Process

*What do I want to DO when I leave High School?*

Transition Assessment ↔ Career Exploration

**Post-School Outcome Goal Statements**

- Career/Employment (competitive & integrated)
- Postsecondary Education/Training (if appropriate)
- Independent Living Skills (if appropriate)

**Self-Determination**

- Annual IEP Transition Goals & Objectives
- Curricula/Courses (in least restrictive environment)

**CAREER PATH**

- Student Success Plan
- Adult/Community Services
- Summary of Performance
- Postsecondary Goals

**Life-Long Learning/Higher Education**

**Transition To Adult Life**

CT State Department of Education
State Education Resource Center
Revised 2014
Version 4

SERC 2014-2015
Connecting the Dots
How Can Parents/Families Help Their Student Prepare for Life AFTER High School?
Key Points

- Identify resources and tools for transition planning
- Understand key transition areas on an Individual Education Program (IEP).
- Prepare and participate in Planning & Placement Team meetings.
Guideposts for Success

Family involvement and supports – All youth need parents, families, and other caring adults who do the following:

- Have high expectations
- Remain involved in their lives
- Have access to information about employment, further education, community resources
- Take an active role in transition planning with schools & community partners
- Have access to medical, professional, and peer support networks
How Can **Students** Help in Preparing for Transition

- Record long-term goals and what you need to do to reach them
- Read your IEP and transition services and decide if the plan is being implemented
- Tell your teachers & family that you want to lead your own PPT meeting and ask them to help you learn what to do
- Learn about your civil rights under the law, such as the Americans with Disabilities Act
www.cpacinc.org
Learn about your disability, how to explain to people your strengths, and how to ask for reasonable accommodations

Practice job interviews and/or asking for accommodations

Talk to your doctor and parents about your health care needs so you will be ready to take responsibility for them

Research career choices

Reviewing the CT Individualized Education Program


CONNECITCUT STATE DEPARTMENT OF EDUCATION
Division of Teaching and Learning Programs and Services
Bureau of Special Education

IEP MANUAL AND FORMS

January 2006

SERC - 2014
IEPs MUST: Be a “student-focused” process
Transition Services – IDEA §300.320(b)

- Beginning not later than the first Individualized Education Program (IEP) to be in effect when the child turns 16, or younger
- Updated annually, thereafter
- IEP must include –
  - Appropriate measurable postsecondary goals based upon age-appropriate transition assessments
  - Related to postsecondary education or training, employment, and if appropriate, independent living skills (OSEP- Office of Special Education Programs, 2007)
  - Transition services (including courses of study) needed to assist child in reaching postsecondary goals
Individuals with Disabilities Education Act – IDEA (PL 108-446)

Transition Services **MUST** be:

- “Coordinated” Set of Activities
- Results-Oriented Process
- Movement from School to Post-School Activities (integrated and inclusive)
Present Levels of Performance

The PLoP is the foundation of the IEP
It gives you:

- Current levels of functioning
  - Assessments completed
- Strengths, Interests and Preferences
- Needs
Post-School Outcome Goal Statements (PSOGS)—Page 6

PSOGS drive the IEP & Services Provided

- refers to those goals that a student hopes to achieve after leaving high school school
- NOT the PROCESS of pursuing or moving toward a desired outcome.


SERC 2013-2014
Annual Goals & Objectives– Page 7

Annual Goals tell you what skills the student will be working on during the year to support the post-school goals written.

- There must be at least one appropriate, measurable annual goal for each Post-School Outcome Goal Statement written.
CT CORE Transition Skills

A. Assist with the development of his/her Individualized Education Program (IEP).

B. Attend, participate in and/or facilitate his/her Planning and Placement Team (PPT) meeting.

C. Demonstrate and accept responsibility for his/her independence and activities of daily living.

D. Demonstrate skills needed to access appropriate transportation (both public and private).
CT CORE Transition Skills

E. Explain his/her disability relative to individual strengths, needs, preferences and interests.

F. Identify and ask for accommodations necessary to ensure equal access and full participation in post-school education and/or employment settings.

G. Describe his/her rights and responsibilities under disability legislation (e.g., IDEA, 504, ADA).

H. Demonstrate skills to access appropriate healthcare to meet his/her individual needs.

SERC 2013-2014
CT CORE Transition Skills

I. Demonstrate skills to access community and participate in the community with and without support (recognizing the need for interdependence).

J. Demonstrate skills to access appropriate employment to meet his/her individual needs.

K. Demonstrate skills to access appropriate postsecondary education, training, or lifelong learning opportunities to meet his/her individual needs.

L. Appropriate social interactions and skills to develop and maintain meaningful relationships.

SERC 2013-2014
B. “Attend, participate in and/or facilitate his/her Planning and Placement Team (PPT) meeting.”

- How Does/Can your student work on this goal?
Prepare Your Student for the PPT

Your student is the Most Important Person at the PPT meeting!!

They can:

- Talk about their hopes, dreams, likes & dislikes
- Show their work
- Lead a portion of the meeting
- Create a presentation showing various transition activities completed during the year
Secondary Transition Planning IEP Checklist*
Connecticut State Department of Education

Student: ___________________________ SASID #: ___________ Date of Birth: ________
Case Manager: ______________________ Annual Review Date: ________________


☐ 1. Student/Parents informed about secondary transition/IEP transition planning (e.g., Building a Bridge, IEP Manual)

☐ 2. Student Success Plan: Obtain a copy of the student’s Student Success Plan to ensure that related information (i.e., career planning, academic goals) are coordinated between the two documents.

☐ 3. Reason for Meeting: “Transition Planning” (IEP, Pg. 1, PPT Cover Page)

☐ 4. Student/Parent Input and Concerns (Pg. 4/Present Levels of Academic Achievement and Functional Performance)

☐ 5. Present Levels of Performance (PLOP): (Pgs. 4 & 5) – All areas should be viewed through a “transition lens” – What are the implications for each of the areas listed on pgs. 4 & 5 of the IEP with regard to a student’s transition planning?

☐ 6. Present Levels of Performance (PLOP): (Pgs. 4 & 5) – MUST be Annual Goal for any area with information under “Needs & Concerns” – Conversely, since there MUST be at least 2 transition Annual Goals, there MUST be information under “Needs & Concerns” for the Vocation/Transition row.

☐ 7. PLOP: Vocation/Transition row MUST include transition assessment results and plain-language statement of current performance/skill level in column 1 (Pg. 5). Areas of “Needs and Concerns” Must also be filled in.

☐ 8. Age-Appropriate box: (PLOP- Pgs. 4 & 5) – If this box is checked, please elaborate in the IEP regarding what is meant by “age-appropriate” for that category – What is “age-appropriate” to one person may not be “age-appropriate” to another person working with the same student. Please clarify.

☐ 9. Student is 16 or older and transition planning is required (Pg. 6, #1) – Second box MUST be checked for any IEP in which the student has transition goals/objectives – regardless of age of student.

☐ 10. Student invited to PPT (Pg. 6, #2) – Response MUST BE “YES” and invitation documenting that student was invited must be included in student file. Prefer student to have OWN Invitation vs. being on Parent’s Invitation.

☐ 11. Name and date(s) of transition assessment(s) completed prior to PPT, since last annual review: (Pg. 6, #3)
IEP
Rubric for Secondary Transition
September 17, 2014

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### Secondary Transition Planning & Services

#### Component 1

**Evidence that the student was invited to and participated in his/her Planning and Placement Team (PPT) meeting.**

<table>
<thead>
<tr>
<th>Non-Compliance</th>
<th>Emerging</th>
<th>Compliance</th>
<th>Promising Practice</th>
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<tbody>
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<td><strong>Unacceptable</strong></td>
<td><strong>Emerging</strong></td>
<td><strong>Compliance</strong></td>
<td><strong>Promising Practice</strong></td>
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<td>• A “NO” response to the student being invited to his/her PPT meeting was recorded on page 6, # 2a. <strong>AND/OR</strong></td>
<td>• A “YES” response to the student being invited to his/her PPT meeting was recorded on page 6, # 2a. <strong>AND</strong></td>
<td>• A “YES” response to the student being invited to his/her PPT meeting was recorded on page 6, # 2a. <strong>AND</strong></td>
<td>• There is evidence of a separate written invitation to the student to attend the PPT meeting. <strong>AND</strong></td>
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<tr>
<td><strong>OR</strong></td>
<td>• There is evidence of a written invitation to the student to attend his/her PPT meeting. (Student could be written on parent invitation.) <strong>AND</strong></td>
<td>• There is evidence of a separate written invitation to the student to attend the PPT meeting. <strong>AND</strong></td>
<td>• There is evidence of a separate written invitation to the student to attend the PPT meeting. <strong>AND</strong></td>
</tr>
<tr>
<td>• There are no documented student preferences and interests listed on the Transition Planning page of the IEP (page 6, # 2d). <strong>AND</strong></td>
<td>• The student may not have attended or participated in the PPT meeting but documented student preferences and interests were listed on the Transition Planning page of the IEP (page 6, # 2d). <strong>AND</strong></td>
<td>• The student attended and/or participated in his/her PPT meeting. <strong>AND</strong></td>
<td>• The student participated in and/or facilitated his/her PPT meeting as recorded in PPT Meeting Summary (page 2). <strong>AND</strong></td>
</tr>
</tbody>
</table>

| Majority of the elements = 0 | Majority of the elements = 1 | Majority of the elements = 2 | Majority of the elements = 3 |

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Note: The above table outlines the criteria for assessing the evidence of a student's participation in their PPT meeting. The table categorizes the evidence into Non-Compliance, Emerging, Compliance, and Promising Practice levels. The majority of the elements required to reach each level are indicated in the respective columns.
Coming Soon!

To: Former high school students with disabilities

When: 1 year after graduation and/or exiting high school

What: Post-School Outcomes Survey

Please Respond Promptly
2006 Final IDEA Regulations

A public agency must provide a summary of student’s academic achievement and functional performance. This summary should include recommendations on how to assist the student in meeting his/her postsecondary goals.

Summary of Performance – (SOP)

Purpose of the SOP

- Assist the student in the transition from high school to higher education, training, and/or employment
- Determine the current impact of the disability
- Help establish a student’s eligibility for reasonable accommodations and supports in postsecondary settings
- Enhance student’s self-knowledge and self-advocacy skills
“When I was asked to help my IEP Team write my own SOP, I was amazed at how much I knew about myself and how much I didn’t . . . I had to be brutally honest with myself when critiquing my strengths and weaknesses, because this would be the document that would help or hinder me from receiving adequate technology in the future . . . I found myself really thinking about what I, as a future student without the advocacy of my high school teachers, would need to be independent.”

Olivia Walter  Kochhar-Bryant & Izzo (2006)
The SSP Tool Kit


Mission & Overview

Individualized student-centered plan that engages every student based on their unique interests and strengths helping them to understand the relevancy of education to achieve postsecondary educational and career goals
Transition Planning

Agency participation

IEP Team / PPT – §300.321(b)(3)

With the 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.
## Entitlement vs. Eligibility

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<th>Education System</th>
<th>Adult Service System</th>
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<tr>
<td><strong>Entitlement</strong></td>
<td><strong>Eligibility</strong></td>
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<tr>
<td>All eligible individuals identified as having a disability and requiring specialized instruction, must be served under IDEA.</td>
<td>Having a disability does not guarantee that an individual will meet the eligibility criteria for a specific adult agency.</td>
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<tr>
<td>Waiting lists are not allowed.</td>
<td>Waiting lists may exist and may be very lengthy.</td>
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<tr>
<td>Broad, yet specific, eligibility criteria exist.</td>
<td>Narrow eligibility criteria exist.</td>
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<tr>
<td>Services are designed based on the needs of the individual.</td>
<td>Some services may not be available or exist.</td>
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<tr>
<td>A single provider (the school system)</td>
<td>Often many agencies/services must be sought to meet the needs of an individual.</td>
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</table>
CT State Agencies

- Bureau of Rehabilitation Services (BRS)
  www.ct.gov/brs

- Department of Developmental Services (DDS)
  www.ct.gov/dds

- Board of Education and Services for the Blind (BESB)
  www.ct.gov/besb

- Department of Mental Health and Addiction Services (DMHAS) & Young Adult Services (YAS)
  www.ct.gov/dmhas

- Department of Public Health
  www.ct.gov/dph
CT State Agencies – The Bureau of Rehabilitation Services (BRS)

BRS is committed to assisting students to facilitate the transition from school to work. It is important for school personnel, students and families to understand the role BRS counselors can play during the student’s school career:

- Determining student eligibility, initiating and completing the referral process prior to graduation;
- Getting to know the student and family so they are comfortable in maintaining a relationship with the BRS counselor after graduation;
- Participating in the IEP Team meeting during the last several years of high school to assist in developing appropriate transition goals and objectives;
- Consulting with staff, families and the students on approaches that promote employment experiences while the student is still in school;
Other Outside/Participating Agencies

- Postsecondary education
- Vocational education
- Integrated competitive employment (including supported employment)
- Independent living
- Community participation
- Advocacy Organization Representative
- Assistive Technology Representative
- Employer
- Religious Community Member
- Therapists
# Easing into Secondary Transition: A Comprehensive Guide to Resources and Services in Connecticut

Welcome to Easing Into Secondary Transition: A Comprehensive Guide to Resources and Services in Connecticut. This publication is a collaborative effort between the Bureau of Rehabilitation Services (BRS), the CT State Department of Education (CSDE), the Regional Educational Service Centers (RESGs), the Connecticut Parent Advocacy Center (CPAC), the State Education Resource Center (SERC), Bureau of Education and Services for the Blind (BESB), the Department of Mental Health and Addiction Services (DMHAS), and the Department of Developmental Services (DDS). The intent of this guide is to provide information about professional development opportunities related to secondary transition as well as resources and services available statewide. These opportunities are wonderful resources for districts looking to improve and enhance secondary transition services. This guide captures a sampling of the available statewide offerings related to secondary education and adult services. Please contact the individuals listed for more specific information and to discuss customized services to address your district’s needs.

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<thead>
<tr>
<th>Agency</th>
<th>Contact</th>
<th>Phone #</th>
<th>E-mail</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACES</td>
<td>Vanessa Taragowski</td>
<td>203-498-6849</td>
<td><a href="mailto:vtaragowski@aces.org">vtaragowski@aces.org</a></td>
<td><a href="http://www.aces.org">www.aces.org</a></td>
</tr>
<tr>
<td>BESB</td>
<td>Barry Rita</td>
<td>860-602-4069</td>
<td><a href="mailto:barry.rita@ct.gov">barry.rita@ct.gov</a></td>
<td><a href="http://www.ct.gov/besb">www.ct.gov/besb</a></td>
</tr>
<tr>
<td>BRS</td>
<td>Patti Clay</td>
<td>860-424-4977</td>
<td><a href="mailto:patti.clay@ct.gov">patti.clay@ct.gov</a></td>
<td><a href="http://www.ct.gov/brs">www.ct.gov/brs</a></td>
</tr>
<tr>
<td>CES</td>
<td>Mike Regan</td>
<td>203-365-8800</td>
<td><a href="mailto:reganm@ces.k12.ct.us">reganm@ces.k12.ct.us</a></td>
<td><a href="http://www.ces.k12.ct.us">www.ces.k12.ct.us</a></td>
</tr>
<tr>
<td>CPAC-CT Parent Advocacy Center</td>
<td>Beth Reel</td>
<td>800-445-2722</td>
<td><a href="mailto:breel@cpacinc.org">breel@cpacinc.org</a></td>
<td><a href="http://www.cpacinc.org">www.cpacinc.org</a></td>
</tr>
<tr>
<td>CREC</td>
<td>Liz Battaglia</td>
<td>203-668-2074</td>
<td><a href="mailto:ebattaglia@cerc.org">ebattaglia@cerc.org</a></td>
<td><a href="http://www.crec.org">www.crec.org</a></td>
</tr>
<tr>
<td>CSDE</td>
<td>Patricia L. Anderson</td>
<td>860-713-6923</td>
<td><a href="mailto:patricia.anderson@ct.gov">patricia.anderson@ct.gov</a></td>
<td><a href="http://www.sde.ct.gov">www.sde.ct.gov</a></td>
</tr>
<tr>
<td>DDS</td>
<td>Robin Wood</td>
<td>860-418-6035</td>
<td><a href="mailto:robin.wood@ct.gov">robin.wood@ct.gov</a></td>
<td><a href="http://www.ct.gov/dds">www.ct.gov/dds</a></td>
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<tr>
<td>DMHAS</td>
<td>Linda Guillorn</td>
<td>860-418-6732</td>
<td><a href="mailto:linda.guillorn@ct.gov">linda.guillorn@ct.gov</a></td>
<td><a href="http://www.ct.gov/dmhas">www.ct.gov/dmhas</a></td>
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<tr>
<td>EASTCONN</td>
<td>Denise Resonina</td>
<td>860-576-9714</td>
<td><a href="mailto:dresonina@eastconn.org">dresonina@eastconn.org</a></td>
<td><a href="http://www.eastconn.org">www.eastconn.org</a></td>
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<tr>
<td>EDUCATION CONNECTION</td>
<td>Paul Calaluce</td>
<td>860-567-0863</td>
<td><a href="mailto:calaluce@educationconnection.org">calaluce@educationconnection.org</a></td>
<td><a href="http://www.educationconnection.org">www.educationconnection.org</a></td>
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<tr>
<td>LEARN</td>
<td>Lois Eldridge</td>
<td>860-434-4800</td>
<td><a href="mailto:leldridge@learn.k12.ct.us">leldridge@learn.k12.ct.us</a></td>
<td><a href="http://www.learn.k12.ct.us">www.learn.k12.ct.us</a></td>
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<tr>
<td>SERC (State Education Resource Center)</td>
<td>Jo-Ellen D. Wickwire</td>
<td>860-632-1485</td>
<td><a href="mailto:wickwire@ctserc.org">wickwire@ctserc.org</a></td>
<td><a href="http://www.ctserc.org">www.ctserc.org</a></td>
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<td>Secondary Transition Planning</td>
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<td>Making the IHP a Living Document</td>
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<td>Self-Advocacy &amp; Self-Determination Programs</td>
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<td>Site Visits</td>
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<tr>
<td>Special Education and Related Services (on-site, off-site placement services, independent living planning)</td>
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<td>Statewide Events Calendar and Resources</td>
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<td>Student Success Plans</td>
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<td>Student Consultation and Technical Assistance</td>
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<td>Transition Planning</td>
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<tr>
<td>(special education services implemented)</td>
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<td>Transition/Vocational Assessments</td>
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<tr>
<td>Transition materials and resources in English and Spanish (hard copy, website, newsletter)</td>
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<tr>
<td>Vocational Rehabilitation (on-site, off-site placement services, independent living planning)</td>
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<tr>
<td>What Parents Need to Know about High School Transition Planning and Services</td>
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<td>Young Adult Program</td>
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<td>Community Based Transition Services (18-21)</td>
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<td>Youth Employment and Training Services</td>
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<td>Workshops on Transition-Related Topics</td>
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**SERC 2013-2014**
Transition Resources

Publications

- Building a Bridge
- Transition Resource Manual
- Transition Assessment Resource Manual

Web-based Resources

- www.Connect-Ability.com
- http://www.cpacinc.org/ Connecticut Parent Advocacy Center
- http://www.sde.ct.gov/sde - State Department of Education
- http://www.ctserc.org - SERC State Education Resource Center
Contact SERC Consultants or Visit the SERC Library

SERC LIBRARY, Offers more than 10,000 resources ,
www.ctserc.org/library

- Books
- Instructional materials
- Tests
- Journals
- Online databases
- DVDs, videos, CD-ROMs
- Professional development materials for staff
For Additional Information Please Contact:

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