

# **IDEA Transition Overview:**

**K-12 to Postsecondary Education and  
Employment – Successes and Barriers**



# IDEA's purpose includes...

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

- ▶ [34 CFR 300.1(a)] [20 U.S.C. 1400(d)(1)(A)]

# IEP Requirements

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; ...



# IEP Requirements (continued)

- ▶ The transition services (including courses of study) needed to assist the child in reaching those goals; and
- ▶ Beginning not later than one year before the child reaches the age of majority under State law, ...a statement that the child has been informed of the child's rights under Part B..., if any, that will transfer to the child on reaching the age of majority under §300.520

[34 CFR 300.320 (b) and (c)]



# “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...academic and functional achievement...to facilitate the child’s movement from school to post-school activities, including...



# “Transition Services” (continued)

- ▶ Postsecondary education,
- ▶ Vocational education,
- ▶ Integrated employment (including supported employment),
- ▶ Continuing and adult education,
- ▶ Adult services,
- ▶ Independent living, or
- ▶ Community participation;



# “Transition Services” (continued)

- ▶ 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, acquisition of daily living skills and provision of a functional vocational evaluation.

[34 CFR 300.43 (a)] [20 U.S.C. 1401(34)]



# “Transition Services” (continued)

Transition services for children with disabilities 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.

[34 CFR 300.43 (b)]



# Inviting the Youth to the IEP

The LEA must invite a child with a disability to attend the child's IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals...

[34 CFR 300.321(b)] [20 U.S.C. 1414(d)(1)(B)]



# Inviting Agency Reps to the IEP

...to the extent appropriate, and with consent, [the LEA] must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services to attend the child's IEP Team meeting.

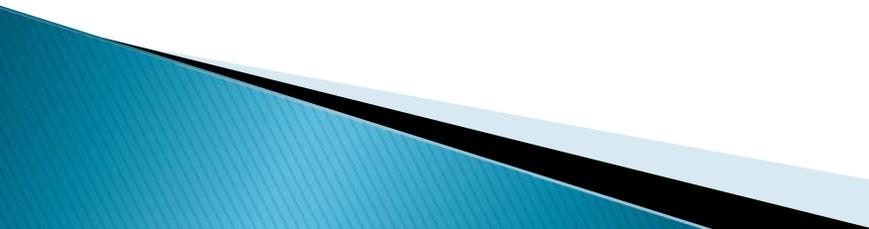
[34 CFR 300.321(b)(1) and (3)] [20 U.S.C. 1414(d)(1)]



# Summary of Performance

...a public agency must provide the child with summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.

34 CFR 300.305(e)(3)



# IDEA and Work Placements

June 2012 – OSEP's response to Spitzer-Resnick, Swedeen, and Pugh –

- ▶ Work placement can be an appropriate transition service, depending on the individual needs of a student, but is not a required component of all IEPs that address transition services.
- 

# IDEA and Work Placements

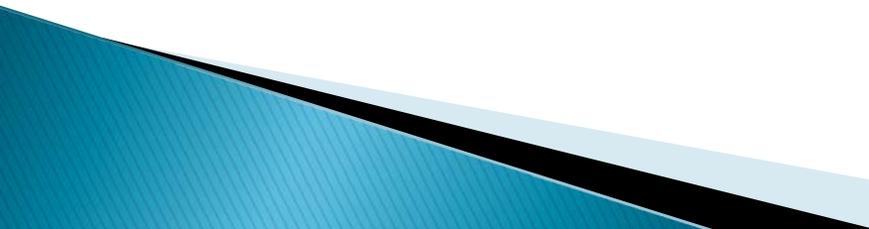
According to the LRE requirements in IDEA, each public agency must ensure that --

- To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and ...

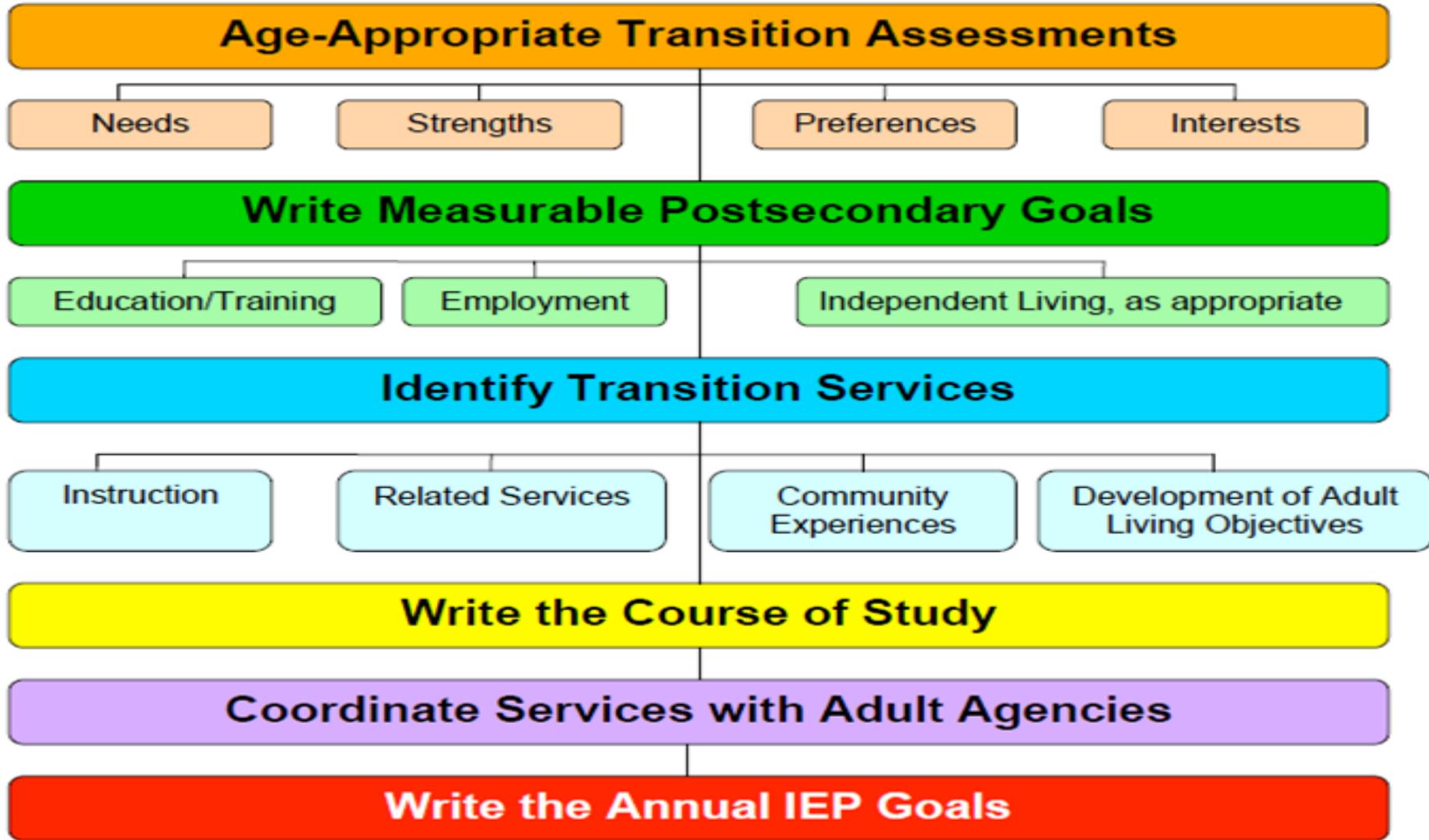
# IDEA and Work Placements

- Special classes, separate schooling, or other removal of children with disabilities from the regular education environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

# IDEA and Work Placements

- ▶ Placement decisions, including those related to transition services (including work placement), must be based on these LRE principles and made by the IEP Team.
  - ▶ IDEA does not prohibit segregated employment, but the LRE provisions would apply equally to the employment portion of the student's program and placement.
- 

# TRANSITION SERVICES FLOW CHART



# Education and Training Goals

- ▶ After graduation from HS, Lissette will attend the Workforce Development Program and complete a non-degree program in food service at Montgomery Community College
- ▶ After high school, Lissette will participate in weekly instruction on independent living skills at the local Independent Living Center in her community

# Employment Goals

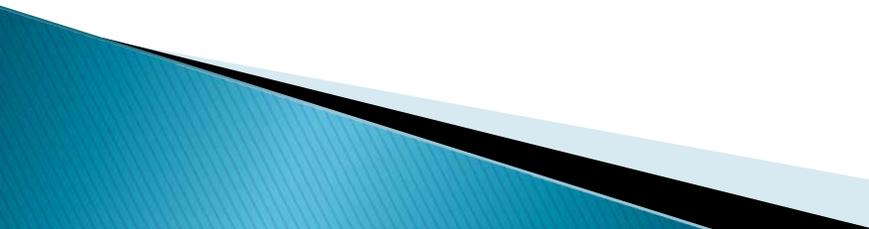
- ▶ After HS, Lissette will work on campus part-time in the food court at the college with supports from VR and the staff at the college.
- ▶ After completion of the Workforce Development Program, Lissette will work as a prep cook at a local restaurant with time-limited supports provided by the Pennsylvania Association for Individuals with Disabilities

# Independent Living Goals

- ▶ Upon completion of HS, Lissette will utilize public transportation, with time limited supports provided through VR.
- ▶ After HS, Lissette will live semi-independently with a roommate in an assisted living apartment with supports provided through Disability Services.

# Examples of Transition Services

## **Education and Training Instruction -**

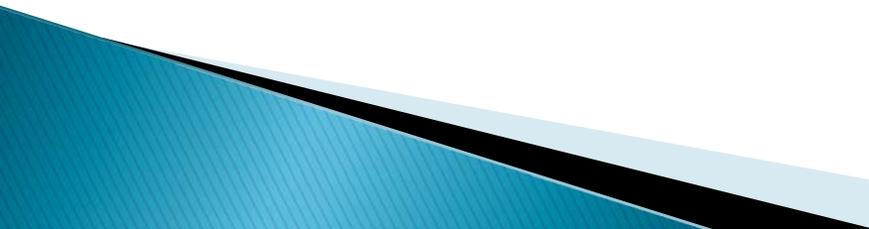
- ▶ Instruction on Community Safety skills
  - ▶ Travel instruction
  - ▶ Math instruction related to money usage
  - ▶ Literacy instruction related to sight word identification
  - ▶ Instruction on community safety and self defense at the YMCA
- 

# Examples of Transition Services

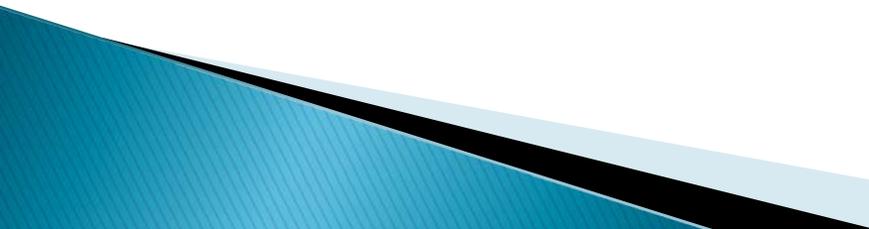
## **Related Services -**

- ▶ Assistive technology services to increase use of voice output device
- ▶ Physical therapy to improve ambulation

## **Employment & Other Postschool Living Obj.**

- ▶ Purchase a monthly bus pass
  - ▶ Learning to use the pull cord to identify her upcoming bus or trolley stop
- 

# Key Partners...

- ▶ Lissette and her Parents
  - ▶ The High School
  - ▶ Employers
  - ▶ The Independent Living Center
  - ▶ The Vocational Rehabilitation Agency
  - ▶ The PA Association for IWD
  - ▶ The Montgomery County Community College's Workforce Development Program
- 

# National Technical Assistance Center on Transition (NTACT):

**Improving Postsecondary Education and  
Employment Outcomes for All Students with  
Disabilities**

The Center is funded for \$2.5 million per year as a collaborative effort with OSEP and RSA beginning January 1, 2015 and ending December 31, 2019.

**David W. Test, PhD, Project Director  
University of North Carolina at Charlotte**

[dwtest@uncc.edu](mailto:dwtest@uncc.edu)

# NACT's Purpose

- ▶ To assist State Education Agencies, Local Education Agencies, State VR agencies, and VR service providers to implement evidence-based and promising practices ensuring students with disabilities, including those with significant disabilities, graduate prepared for success in postsecondary education and employment.
- 

# NTACT's Partners

- ▶ University of North Carolina at Charlotte
  - ▶ University of Oregon
  - ▶ Western Michigan University
  - ▶ University of Kansas
  - ▶ TransCen, Inc.
  - ▶ ...and a cast of many content expert advisors
- 

# NTACT's Outcomes

- ▶ Increased access / participation in rigorous academic preparation so students are prepared for success in postsecondary education
  - ▶ **Increased access / participation in career-related curricula so students are prepared for post-secondary employment and careers**
  - ▶ Improved quality of secondary transition services
  - ▶ Increased use of data-driven decision-making
  - ▶ Increased knowledge / implementation of strategies, including early warning and intervention systems, to reduce drop out and increase graduation
- 

# In-School Predictors by Outcome Area

(Promising practices...)

Predictor	Education	Employment
Career Awareness*	X	X
Community Experiences*		X
Exit Exams/High School Diploma Status		X
Inclusion in General Education	X	X
Interagency Collaboration	X	X
Occupational Courses*	X	X
Paid Employment/Work Experience*	X	X
Parental Expectations	X	X
Parental Involvement		X
Program of Study	X	X
Self-Advocacy/Self-Determination	X	X
Self-Care/Independent Living	X	X
Social Skills	X	X
Student Support	X	X
Transition Program	X	X
Vocational Education*	X	X
Work Study*	X	X

# Work-Based Learning Experiences

(Promising practices )

Type of WBLE	Audiences: Schools, Businesses, Youth Services Professionals, Families, Youth with Disabilities
Career Exploration	<p data-bbox="523 496 1870 808">For each audience and type of WBLE the website contains materials on how to do it, as well as examples of how the WBLE is being done in schools and communities</p> <p data-bbox="846 946 1541 1001">Youth to Work Coalition</p> <p data-bbox="755 1029 1638 1083"><a href="http://www.nsttac.org/ytw/home">http://www.nsttac.org/ytw/home</a></p>
Job Shadowing	
Work Sampling	
Service Learning	
Internships	
Apprenticeships	
Paid Employment	
Mentoring	

# Transition Alliance Program (TAP)

- ▶ funded 50% by school and 50% by VR
- ▶ begins working with freshmen and provides follow along services until the student reaches the age of 25
- ▶ provides an array of work exploration activities, such as job shadowing, informational interviews, community based assessments, unpaid work experiences, and assisting students in getting paid work experience prior to high school exit
- ▶ works closely with VR, parents, and school staff to ensure alignment of activities, including connection to course of study
- ▶ originally started in the 90s, approximately six years ago program was redesigned for earlier student engagement and to increase connections between partners
- ▶ rehab rate is typically close to 80%, average hours worked 35, and wages about \$10/per hour

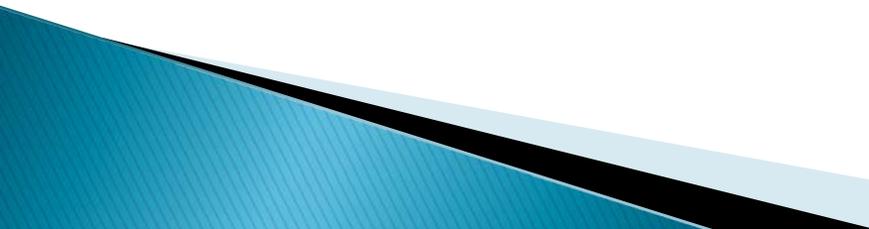
# Model Employment Transition Sites (METS)

- ▶ originally funded through a systems change grant, the project was designed to help the state discover what type of supports, resources, etc., it would take to build an effective employment preparation program in a school district
- ▶ five school districts were selected based on their data, relationship with VR, and their willingness to participate
- ▶ in each site the high school was asked to take the lead to identify, coordinate, and engage community partners
- ▶ schools have been working on their model for the last three years and each site has seen an increase in the number of students getting paid work experience prior to exiting high school

# Common Themes 1.0

- ▶ Having administrative buy-in (e.g., shared vision and responsibility for student outcomes)
  - ▶ Understanding roles and responsibilities of each partner (e.g., flow of services document; implementation infrastructure – how to organize the work, how to communicate among partners, how to coordinate work with student)
  - ▶ Using data – both systems and individual student – to help teams understand how to use data to impact program improvement
  - ▶ Realizing one-model doesn't fit all – each community is unique and composition of school teams look different
- 

# Common Themes 2.0

- ▶ Needing technical assistance with implementing, problem-solving, and field-based training on effective employment development strategies
  - ▶ Examining current curriculum and aligning course content and skill development with local work force needs
  - ▶ Offering summer work experience program( e.g., partnering with community college as intermediary for a summer work exploration program)
  - ▶ Realigning school work experience coordinator's time from part-time to full-time & allowing for flexible a schedule to accommodate night and weekend support of student in jobs
  - ▶ Designing programs to result in seamless transitions from high school to careers
- 

## Outcome #2: Increased access/participation in career-related curricula so students are prepared for post-secondary employment and careers (Resources Available Now!)

- ▶ Evidence-based predictors for employment skills
  - <http://www.nsttac.org/content/employment-skills>
  - [http://www.nsttac.org/sites/default/files/assets/pdf/pdf/ebps/Predictor\\_Self-Assessment.final\\_06\\_24\\_13.pdf](http://www.nsttac.org/sites/default/files/assets/pdf/pdf/ebps/Predictor_Self-Assessment.final_06_24_13.pdf)
- ▶ Youth to Work Coalition
  - Work-based learning resources for schools, businesses, youth service professionals, families , and youth with disabilities
  - <http://www.nsttac.org/ytw/home>

Thank you!