

Transition Summits 2012

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The Mission of Public Education (USBE Promises to Keep)

Utah's public education system keeps its constitutional promise by:

- **Ensuring literacy and numeracy** for all Utah children.
- **Providing high quality instruction** for all Utah children.
- **Establishing curriculum with high standards and relevance** for all Utah children.
- **Requiring effective assessment** to inform high quality instruction and accountability.

The Vision of Public Education (USBE Promises to Keep)

Utah's public education system is created in the state Constitution to "secure and perpetuate" freedom.

Freedom, as envisioned in the Utah Constitution, is a promise to future generations that requires:

- Citizen participation in civic and political affairs.
- Economic prosperity for the community.
- Strong moral and social values.
- Loyalty and commitment to constitutional government.

The premise of **Promises to Keep** is that there are essential, core "promises" that leaders in the public education system should be clear about with citizens of Utah; that these "promises" are made as part of the civic compact at work as the citizens of Utah give into our hands resources for the public education system; that citizens should have high expectations regarding our success in the essential "promised" work of public education.

Prosperity 2020

Why is education so important to business?

- We live in a knowledge-based, high-skilled economy. Those with the knowledge and skills to create value will prosper. Decades of research shows a person's earnings and a society's wealth are tied to educational achievement.

- Research also demonstrates Utah is in the midst of an unprecedented economic, demographic and cultural transformation. We are growing and diversifying rapidly. The Utah that once was, is increasingly no more. And our economy, as it melds with the forces of globalization and demographic shifts, is picking winners and losers. Countries, states and individuals that don't create a high-skilled workforce will be left behind.

Utah has the potential to deploy the largest youth population in the country as the greatest workforce in the country. But we can only realize this potential if we boldly address three critical challenges:

- Increasing ethnic/racial diversity
 - Utah is experiencing a generational shift in our ethnic and racial makeup. By 2050, nearly one-third of Utah will be comprised of racial and ethnic minorities. This presents new challenges to our education system. (Source: Bureau of the Census and University of Utah research)
- Test scores lagging peer states
 - Utah's math, reading and science scores are lower than that of states with similar demographics. In addition, Utah's national rankings in test scores have fallen significantly. (Source: Utah Foundation)
- The need for more postsecondary training
 - Two-thirds of all Utah jobs in 2020 will require training beyond high school. Utah will not score the jobs of the future if we don't achieve higher educational attainment. (Source: Georgetown University)

Prosperity 2020: <http://www.prosperity2020.com/faq/>

IDEA - §300.43 Transition services

(a) Transition services means a coordinated set of activities for a child with a disability that—

- (1) 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 postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
 - (2) Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes—
 - (i) Instruction;
 - (ii) Related services;
 - (iii) Community experiences;
 - (iv) The development of employment and other post-school adult living objectives; and
 - (v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.
- (b) 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.

Consider the definition...

A number of key words in the definition capture important concepts about transition services:

- Activities need to be ***coordinated*** with each other.
- The process focuses on ***results***.
- Activities must address the child's ***academic and functional achievement***.
- Activities are intended to smooth the young person's movement into the post-school world.

- Multiple domains are included in the definition – adulthood involves a wide range of skill areas and activities.
- Preparing a young adult to perform functionally across this wide range of involves considerable planning, attention, and focused, coordinated services.
- Activities must be coordinated – not haphazard.
- Services are planned to be in sync with one another in order to drive toward a result.

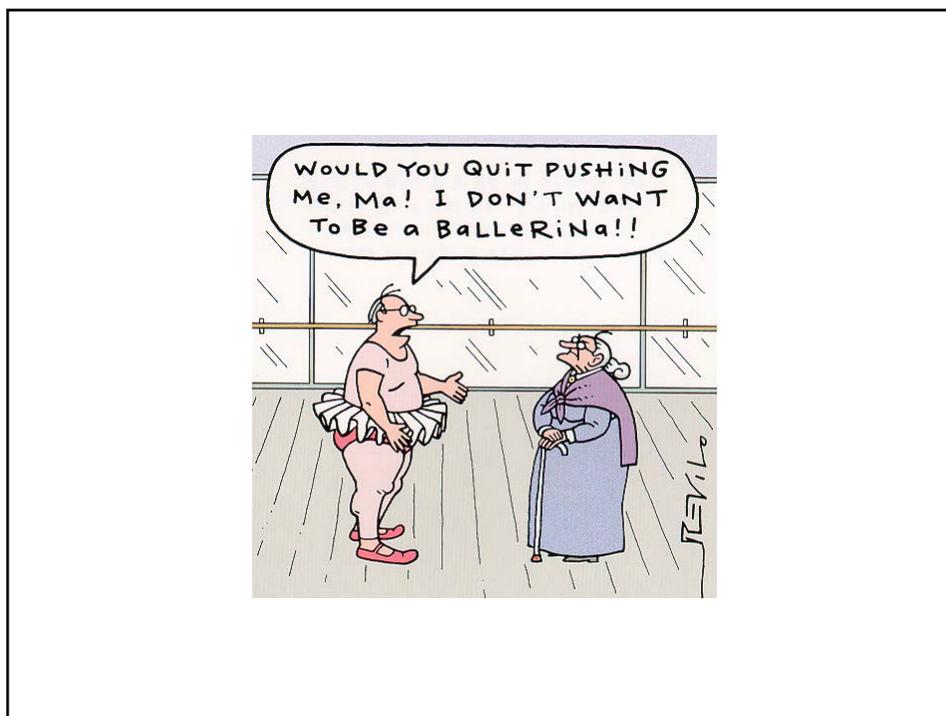
What does “results” mean?

According to the federal government:

- “our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.” [20 U.S.C. 1400(c)(1)]
- Preparing children with disabilities to “lead productive and independent adult lives, to the maximum extent possible” is one of IDEA’s stated objectives. [20 U.S.C. 1400(c)(5)(A)(ii)]

Students at the Heart of Planning Their Transition

- For students, transition activities are personally defined.
- Postsecondary goals that are developed for and with a student must take into account his/her interests, preferences, needs, and strengths.
- To ensure this:
 - The student must be invited to the IEP if a purpose of the meeting is consideration of postsecondary goals and transition services
 - The LEA must take other steps to ensure the student’s preferences and interests are considered if the student is not able to attend (NOTE: student under 18 – parent makes educational decisions, including attending IEP meetings)



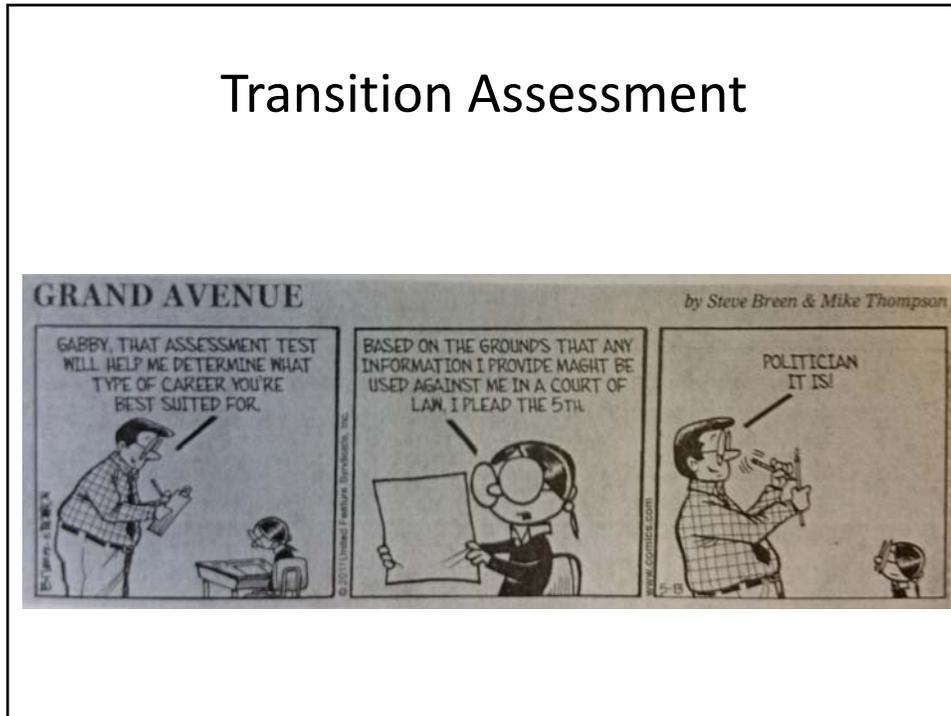
When Must Transition Services Be Included in the IEP

IDEA §300.320(b):

b) **Transition services.** 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—

- (1) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
- (2) The transition services (including courses of study) needed to assist the child in reaching those goals.

Transition Assessment



What to Include in the IEP

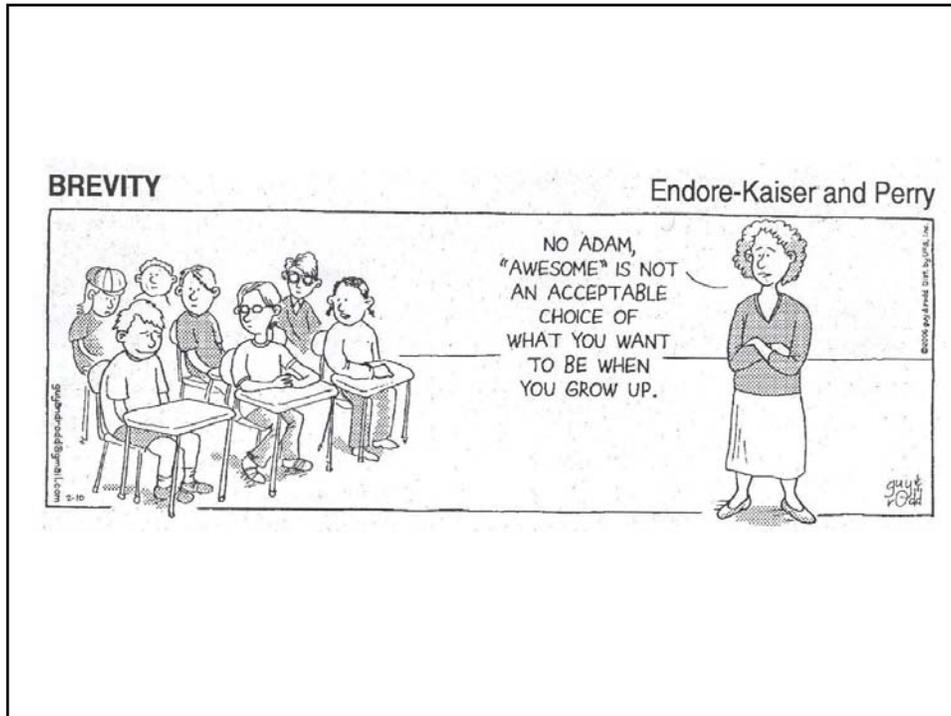
When planning a student's transition, what's included in the IEP must:

- State the student's postsecondary goals (what he or she hopes to achieve after leaving high school);
- Be broken down into IEP goals that represent the steps along the way that the student needs to take while still in high school to get ready for achieving the postsecondary goals *after* high school; and
- Detail the transition services that the student will receive to support his or her achieving the IEP goals.

IDEA Requirements

- *Postsecondary goals must be...*
Appropriate, measurable
- *Postsecondary goals must address...*
Education/Training and Employment, Independent Living Skills, where appropriate
- *Postsecondary goals must also be based on...*
Age-appropriate transition assessment
- *Transition assessment in what...?*
Training, education, employment, independent living skills, where appropriate

- *Transition services include...*
Courses of study
- *Transition services for a student as those that the student needs...*
To assist the child in reaching those goals
- *Agencies that may...*
Provide or pay for transition services to assist the child in reaching those goals
- *What goals?*
The postsecondary goals



Types of Activities

- Coordinated set of activities designed within a results-oriented process
 - 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.

[§300.43(a)(2)]

What does that mean?

The IEP team must discuss and decide whether the student needs transition services and activities (e.g., instruction, related services, community experiences, etc.) to prepare for the different domains of adulthood (postsecondary education, vocational education, employment, adult services, independent living, etc.)

Student-Directed Course of Study



Courses of Study

Once the postsecondary goals have been developed and the present levels of academic achievement and functional performance discussed, the team should have an understanding of the student's vision for the future.

The purpose of this requirement (Course of Study) is to identify courses and educational experiences that will lead to graduation and student desired post- school outcomes

A course of study should include a multi-year description of coursework and other school experiences from the student's current IEP to the anticipated exit year, must be specific and individualized to the student taking into account the student's preferences and interests, and link to the postsecondary goals.

“Other school experiences” may include activities such as: job shadowing; work experience; participation in school clubs or activities; drivers education; or career counseling, e.g. VR counselor.

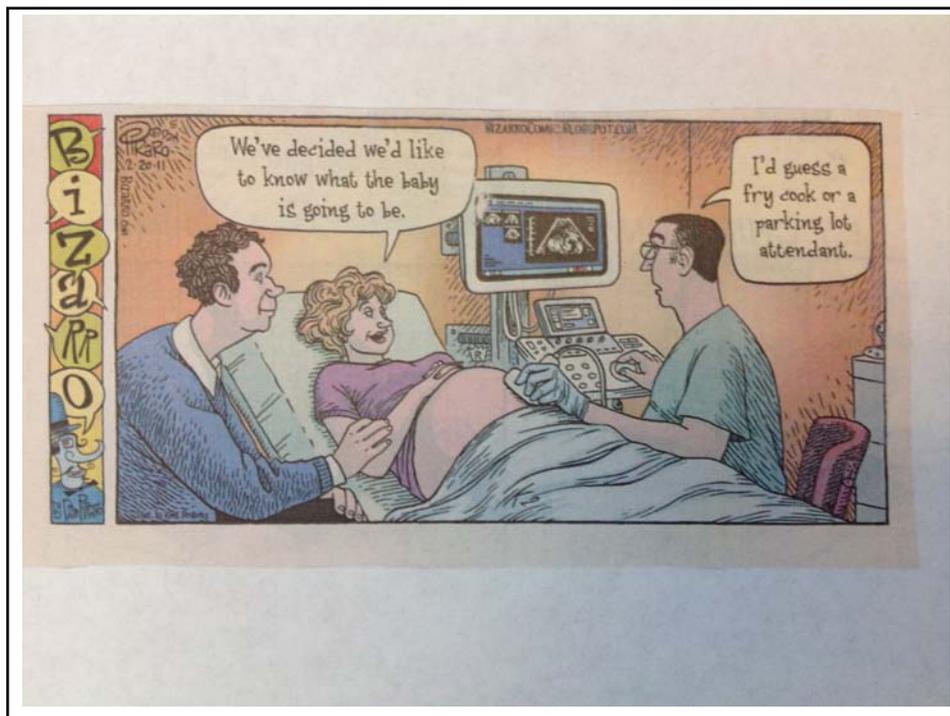
It is acceptable to include “all classes to satisfy all requirements for an XXX High School Diploma” as long as the course of study also meets the requirements stated above, including individualized educational courses and experiences.

Specific elective courses and other school experiences that are aligned with the postsecondary goals should be included.

In Summary: A Quick Overview of Transition

- Transition services are intended to prepare students to move from the world of school to the world of adulthood.
- Transition planning begins during high school at the latest.
- IDEA requires that transition planning start by the time the student reaches age 16.
- Transition planning may start earlier (when the student is younger than 16) if the IEP team decides it would be appropriate to do so.
- Transition planning takes place as part of developing the student’s Individualized Education Program (IEP).

- The IEP team (which includes the student and the parents) develops the transition plan.
- The student must be invited to any IEP meeting where postsecondary goals and transition services needed to reach those goals will be considered.
- In transition planning, the IEP team develops goals for postsecondary education or vocational training, employment, and independent living, where appropriate.
- Transition services must be a coordinated set of activities oriented toward producing results.
- Transition services, including courses of study, are based on the student's needs and must take into account his or her preferences and interests.



Questions or
comments?