



Minnesota

Secondary Transition Compliance Toolkit

Working together to improve outcomes for students!

..2009-2010

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Introduction

As you begin the secondary transition planning process, focus on the foundation—the student. As early as possible, the student must be brought into the secondary transition planning process and be encouraged to develop self-advocacy skills based on age-appropriate assessment as well as their interests, strengths, and preferences. The Individuals with Disabilities Education Act (IDEA) mandates that students be invited to the Individualized Educational Program (IEP) meeting if the meeting is to discuss secondary transition planning and that student interests and preferences guide transition services. Expecting and supporting active student participation and leadership of their IEP or Individual Interagency Intervention Plan (IIIP) helps to fulfill the IDEA mandate. By participating in their IEPs/IIIPs, students learn and practice the skills that will allow them to successfully advocate for themselves upon graduating from high school.

Students need repeated opportunities to practice their self-advocacy skills in a supportive environment. The IEP/IIIP process—including preparation, planning, and implementation phases, the process provides an excellent opportunity to teach these skills. Again, it is important for the student to actively participate in the transition planning meetings. This requires advance preparation. As an element of learning self-advocacy skills, students may assist in the development of a secondary transition focused IEP/IIIP that is developed for them, by them. What better way for a student to begin to conceptualize and plan for their future than by being an active part of the overall secondary transition planning process.

As you work through the chapters in this toolkit, think about how you will involve the student in each part of the secondary transition planning process, thus developing their self-determination and self-advocacy skills. These skills are critical to a student's success in postsecondary education, employment, and adult life and are a key component of quality transition programming. The student's secondary transition plan is about *his/her* dreams, goals, and plans for *his/her* future.

The student's role in successful secondary transition planning can include:

- Developing an understanding of their disability, including its effect on learning and work;
- Acquiring the ability to articulate their long-range goals;
- Acquiring the ability to articulate their strengths and abilities;
- Knowing how, when and where to discuss and request needed accommodations;
- Developing personal qualities, such as self-assessment, willingness to take risks; and ability to sustain efforts;
- Developing and using appropriate social skills;
- Developing and using effective studying, test-preparation, test-taking, time-management and note-taking strategies;
- maintaining an ongoing personal file/portfolio that includes school and medical records, IEP/IIIP, resume, and samples of academic work;

- Learning about the rights and responsibilities necessary to prepare for and access postsecondary education and/or training; and ability to identify and access interagency resources that can provide needed support.

Resources for students:

- Student-Led IEPs Website
<http://www.studentledieps.org/>
- Student-Led IEPs: A Guide for Student Involvement
http://cec-live.2rad.net/bk/catalog2/student-led_ieps.pdf

The family's role in successful secondary transition planning can include:

- Being involved in transition planning and ensuring that the student is included in the process;
- Encouraging the student to develop plans for future education and to explore postsecondary options;
- Helping the student select high school courses that meet postsecondary requirements;
- Collaborating with secondary and postsecondary staff to make decisions regarding programs, services, and resources for the student;
- Helping the student collect and maintain an ongoing personal file/portfolio that includes school and medical records, IEP, resume, and samples of academic work;
- Communicating confidence in the student's ability to be successful in postsecondary education and/or employment;
- Fostering self-determination by promoting choice and decision-making skills;
- Encouraging the student to ask questions and express opinions;
- Modeling positive self-advocacy and self-esteem skills; and
- Encouraging the student to develop independence in the learning, study, and living skills critical to success in postsecondary education and employment settings.

Transition planning includes...

- Helping each student identify their interests, preferences, and needs;
- Identifying measurable post school outcomes for each student (e.g., career direction, further education or training, independent living, community access, leisure and recreation skills, needed support services);
- Developing a coordinated set of activities that will help each student reach those outcomes;
- Preparing each student and his/her parent(s) to assume responsibility for accessing services and requesting needed accommodations in the community.

Chapter One:

Legal Requirements to Meet Compliance

The Individuals with Disabilities Education Act (IDEA) ensures that all children eligible for special education 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. The entire IEP/IIP is related to meeting the student's needs in order to accomplish their postschool goal.

The IEP/IIP is an annual commitment to the student and family for services and supports the school and service providers will provide that year. During grade 9, IEP/IIP teams must begin the process of thinking and planning beyond a single year. Minnesota Statute §125A.08 (b)(1) Individualized Education Programs requires that **during grade 9**, the IEP **must** address the student's needs for transition from secondary services to postsecondary education and training, employment and community living. In developing the plan, local education agencies must inform parents of the full range of transition and related services that should be considered. The plan must also include a statement of the needed transition services, including a statement of the interagency responsibilities or linkages or both before secondary services are concluded. Federal Regulation 34 C.F.R § 300.43(a) focuses on improving the academic and functional achievement of a student to facilitate the movement from school to post school activities, including postsecondary education, vocational education, integrated employment, continuing and adult education, adult services, independent living, and community participation.

The student **must** identify measurable postschool goals in the areas of employment, postsecondary education/training and when appropriate, independent living. The IEP/IIP team is then responsible for determining the impact the student's disability will have on the student's ability to achieve these goals and to coordinate the transition services needed to help the student to meet them.

Transition is not just added on to the IEP/IIP. Transition is NOT a service added on at the end of a student's high school career. Secondary Transition Planning is the focus of the IEP/IIP during grade 9 and addresses both academic and functional skills.

Relevant Federal Statute and Regulations Related to Secondary Transition

IDEA 2004 Regulations: 34 C.F.R. § 300.43(a)

The term "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 postschool activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and/or 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 postschool adult living objectives and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

Secondary transition requirements in the IEP: 34 C.F.R. §300.320(b) and (c)

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;
- 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 34 C.F.R. § 300.520 [see 20 U.S.C. 1415(m)].

IDEA regulations require that an IEP team develop the IEP. This team consists of the following individuals: 34 C.F.R. §300.321(a)

- The parents of the child;
- Not less than one regular education teacher of such child (if the child is, or may be, participating in the regular education environment);
- Not less than one special education teacher, or if appropriate, not less than one special education services provider of the child;
- A representative of the local educational agency;
- An individual who can interpret the instructional implications of evaluation results;
- At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
- Whenever appropriate, the child with a disability.

IEP Team Attendance: 34 C.F.R. §300.321(b)(1)

- A member of the IEP Team is not required to attend an IEP meeting, in whole or in part, if the parent of a child with a disability and the local educational agency agree that the attendance of such member is not necessary.
- A member of the IEP Team may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services if the parents and LEA consent, and if the member submits written input into the development of the IEP prior to the meeting.
- A parent's agreement and consent to the above shall be in writing.

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA '04)
requires that the IEP include, among others, the following parts: 34 C.F.R. §300.320(a)

The term individualized education program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with 34 C.F.R. §300.320-300.324, and that must include—

- (1) A statement of the child's present levels of academic achievement and functional performance, including--
 - (i) How the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children); or
 - (ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;
- (2)(i) A statement of measurable annual goals, including academic and functional goals designed to--
 - (A) Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and
 - (B) Meet each of the child's other educational needs that result from the child's disability;
- (ii) For children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives;
- (3) A description of--
 - (i) How the child's progress toward meeting the annual goals described in paragraph (2) of this section will be measured; and
 - (ii) When periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided;
- (4) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child--
 - (i) To advance appropriately toward attaining the annual goals;
 - (ii) To be involved in and make progress in the general education curriculum in accordance with paragraph (a)(1) of this section, and to participate in extracurricular and other nonacademic activities; and
 - (iii) To be educated and participate with other children with disabilities and nondisabled children in the activities described in this section;

(5) An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in the activities described in paragraph (a)(4) of this section;

(6)(i) A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district wide assessments consistent with section 612(a)(16) of the Act; and

(ii) If the IEP Team determines that the child must take an alternate assessment instead of a particular regular State or district wide assessment of student achievement, a statement of why--

(A) The child cannot participate in the regular assessment; and

(B) The particular alternate assessment selected is appropriate for the child; and

(7) The projected date for the beginning of the services and modifications described in paragraph (a)(4) of this section, and the anticipated frequency, location, and duration of those services and modifications.

(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.

(c) Transfer of rights at age of majority. 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 under Sec. 300.520.

(d) Construction. Nothing in this section shall be construed to require--

(1) That additional information be included in a child's IEP beyond what is explicitly required in section 614 of the Act; or

(2) The IEP Team to include information under one component of a child's IEP that is already contained under another component of the child's IEP.

For more information on IDEA 2004, go to <http://idea.ed.gov/explore/home>

Relevant Minnesota Rule Related to Secondary Transition

Minnesota Statute and Rule:

Minnesota Statute §125A.08 Individualized Education Programs

(1) All students with disabilities are provided the special instruction and services which are appropriate to their needs. Where the individual education plan team has determined appropriate goals and objectives based on the student's needs, including the extent to which the student can be included in the least restrictive environment, and where there are essentially equivalent and effective instruction, related services, or assistive technology devices available to meet the student's needs, cost to the district may be among the factors considered by the team in choosing how to provide the appropriate services, instruction, or devices that are to be made part of the student's individual education plan. The individual education plan team shall consider and may authorize services covered by medical assistance according to section 256B.0625, subdivision 26. The student's needs and the special education instruction and services to be provided must be agreed upon through the development of an individual education plan. The plan must address the student's need to develop skills to live and work as independently as possible within the community. The individual education plan team must consider positive behavioral interventions, strategies, and supports that address behavior for children with attention deficit disorder or attention deficit hyperactivity disorder.

During grade 9 the plan must address the student's needs for transition from secondary services to postsecondary education and training, employment, community participation, recreation, and leisure and home living. In developing the plan, districts must inform parents of the full range of transitional goals and related services that should be considered. The plan must include a statement of the needed transition services, including a statement of the interagency responsibilities or linkages or both before secondary services are concluded.

Federal Regulation § 3525.2810 Development of Individualized Education Program Plan

"Individualized education program" or "IEP" means a written statement for each pupil that is developed, reviewed, and revised in a meeting in accordance with this part and that includes: {see link for full text} <https://www.revisor.leg.state.mn.us/rules/?id=3525.2810>

Secondary Transition Due Process Requirement Checklist

What follows is a local districts example of a Due Process Transition Checklist used for completing file reviews. It is presented as a guide. It is minimal in nature.

Age-Appropriate Assessments

- Were age appropriate assessments of secondary transition needs in the areas of Employment, Postsecondary Education, Community Participation, Recreation and Leisure, and Home Living conducted during grade 9?
- Were the areas of evaluation relevant to the student's needs?
- Were the results of the age appropriate assessment documented in the evaluation report?

Content of the Individualized Education Program

- Did the IEP meeting notice indicate that the purpose of the meeting was transition planning?
- During grade 9**, did the meeting notice indicate that the student was invited to the IEP meeting?
- Were measurable postsecondary goal(s) based on age-appropriate transition assessment(s) included?
- Is there a measurable postsecondary goal statement(s) that covers education, employment, and (when appropriate) independent living?
- Do transition services include courses of study that focus on improving the academic and functional achievement of the child to facilitate his/her movement from school to postschool?
- Are there transition services in the IEP that focus on improving the academic and functional achievement of the child to facilitate his/her movement from school to postschool?
- 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 representatives of the agency (ies) were invited to the IEP meeting?
- Will achievement of annual IEP goal(s) reasonably enable the student to meet his/her postsecondary goal(s)?
- Did another agency, aside from the LEA, provide transition services described in the IEP/IIP? If not, did the public agency reconvene the IEP team to identify alternative strategies to meet the transition objectives?

Transfer of Rights (completed at the IEP/IIP meeting held during the year the student will turn 17)

- Did the IEP include a statement that the student has been informed at least one year before he/she reaches age of majority of his/her rights that will transfer upon reaching that age(18)?
- Did the file include documentation that the student and parent have been informed at least one year before the student reaches age of majority of his/her rights that will transfer upon reaching that age (18)?

OSEP Federal Indicators #13 and #14

What are OSEP Indicators?

In an effort to ensure that all states are implementing the requirements of IDEA 2004, the U.S. Department of Education's Office of Special Education Programs (OSEP) established 20 indicators that each state is required to address in evaluating their efforts to comply with IDEA 2004.

NEW 2009 Indicator #13:

The purpose of Indicator #13 is to determine "the percentage of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based on a age appropriate transition assessments, transition services, including courses of study, that will reasonable enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior written consent of the parent or student who as reached the age of majority.

Indicator #13 is a Compliance Indicator. Each IEP reviewed in monitoring must have a "yes" or "N/A" response to each question on the Indicator #13 checklist approved by OSEP (see Appendix) in order to be counted toward meeting this indicator. **Goal has been set nationally at 100 percent.**

Minnesota has developed a technical assistance document through the Continuous Improvement Monitoring Process. The document is intended to help school districts and charter schools meet the requirements of Indicator #13. This checklist is also a means for districts to work toward providing better secondary transition services for youth with IEP/IIPs.

To be in compliance with Indicator #13, you must be able to answer "yes" to the following eight questions:

1. Is there a measurable postsecondary goal(s) that covers education or training, employment, and, (as needed) independent living?
2. Is (are) the postsecondary goal(s) updated annually?
3. Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessment(s)?
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?
6. Is (are) there annual IEP goal(s) related to the student's transition services needs?
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?

8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?

For more information regarding Indicator #13, go to the National Secondary Transition Technical Assistance Center's Website:

<http://www.nsttac.org/Default.aspx?FileName=indicator13>

NOTE: The Indicator #13 checklist does not include all the transition requirements that must be met in the IEP process.

Indicator #13 Transition Requirements EXAMPLES

<p>Measurable Postsecondary Goals: 34 C.F.R. §300.320 (The Student's Future Goals)</p>	<ul style="list-style-type: none"> • Education/Training (required) • Employment (required) • Independent Living (when appropriate, and may include recreation and leisure, community participation, and home living) • Stated as an outcome that occurs after high school, not a process • Use results-oriented terms such as "enrolled in", "will work full-time", "live independently", "attend" • Must be based on student's strengths, preferences, and interests and be derived from age-appropriate transition assessments
<p>Age-Appropriate Transition Assessment 34 C.F.R. §300.320</p>	<ul style="list-style-type: none"> • Provides students and professionals with information to help determine the student's measurable postsecondary goals • Yields data on the student's strengths, needs, preferences, and interests • Can use formal or informal assessments • Update annually • Documented in an evaluation report
<p>Annual IEP Goals</p>	<ul style="list-style-type: none"> • Annual goals and short-term objectives that will help the student make progress toward each of his/her measurable postsecondary goals must be included in the IEP • Are based on identified student needs related to his/her disability • The coordinated set of strategies and activities that are a skill development priority for the next school year and a

	responsibility of special education may be the basis for an annual goal that directly relates to the measurable postsecondary goals
Transition Services 34 C.F.R. §300.320	<p><i>Course of study:</i></p> <ul style="list-style-type: none"> • All coursework and educational experiences that will assist the student in preparing for transition to postsecondary life • Courses of study should align with the student's postsecondary goals • Updated each year <p><i>Coordinated Set of Strategies and Activities:</i></p> <ul style="list-style-type: none"> • When activities are viewed across all areas, there should be a long-range plan of what needs to happen, when it will occur, and who is responsible • The activities/strategies should show that there is a coordinated effort and responsibility for those activities/strategies • Activities should focus on improving the academic and functional achievement of the student to facilitate the movement from school to postschool
Evidence of Coordination 34 C.F.R. §300.320	<ul style="list-style-type: none"> • If there are transition services listed in the IEP that are likely to be provided or paid for by an outside agency with written consent of the parent, or student who has reached the age of majority, the appropriate agency must be identified and evidence provided that the agency was invited to the IEP meeting • Determine if student will need interagency partner's involvement to reach postsecondary goals
Adapted with permission from: North Dakota Department Special Education Department	

Indicator #14

Minnesota is required by the U.S. Department of Education's Office of Special Education Programs to conduct a sampling plan for Indicator #14 and report data as a part of Minnesota's Annual Performance Report and State Performance Plan.

NEW 2009 Indicator #14:

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school. (20 U.S.C. 1416(a)(3)(B))

A new sampling plan for the Postschool Survey will be designed in 2009-2010. Baseline data and targets will be established by 2011.

The definitions of "higher education" and "other postsecondary education or training" are as follows:

Engaged in "higher education" means a student who is enrolled in a two-or four-year degree program provided by a community or technical college (two-year) and/or college/university (four or more year program).

"Other postsecondary education or training" includes all other postsecondary education or training programs. These may include, but are not are limited, to:

- Compensatory education programs
- High school completion document or certificate classes (e.g., Adult Basic Education, General Education Development (GED))
- Short-term education or employment training program (e.g., Workforce Investment Act (WIA))
- Job Corps
- Vocational technical school which is less than a two-year program
- Adult education
- Workforce development

Competitive Employment means that youth have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment. Some other employment means youth have worked for pay or been self-employed for a period of at least 90 days at any time in the year since leaving high school. This includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.)

Transition at a Glance

Age-Appropriate Transition Assessment Examples
<input type="checkbox"/> Interest Inventories
<input type="checkbox"/> Pre-Employment Skills
<input type="checkbox"/> Functional Life Skills
<input type="checkbox"/> Learning Style, Reasoning and Problem-Solving Skills
<input type="checkbox"/> Communication Skills
<input type="checkbox"/> Transition Inventory
<input type="checkbox"/> Self-Determination and Self-Advocacy Skills
<input type="checkbox"/> Assistive Technology
<input type="checkbox"/> Work Experiences (i.e. work habits, transferable skills, and ability to work with others)
<input type="checkbox"/> Community-based evaluation
Identify Measurable Postsecondary Goal (goal for life after high school)
<input type="checkbox"/> Education
<input type="checkbox"/> Training
<input type="checkbox"/> Employment
<input type="checkbox"/> Independent Living (when appropriate, and may include recreation and leisure, community participation, and home living)
Course of Study/Coordinated Set of Activities/Linkages
<input type="checkbox"/> General Education
<input type="checkbox"/> Advance Placement
<input type="checkbox"/> Career-Technical Education
<input type="checkbox"/> Special Education
<input type="checkbox"/> Community-Based Experiences
<input type="checkbox"/> Interagency Linkages and Responsibilities
Annual Goals/Objectives (Note: Only those skills that are the direct responsibility of special education require annual goals.)
<input type="checkbox"/> Must address area of disability
<input type="checkbox"/> Must be specially-designed instruction
<input type="checkbox"/> Must connect with the identified measurable postsecondary goal
<input type="checkbox"/> SMART: Specific, Measureable, Attainable, Results Driven, Time-bound
Age of Majority
Summary of Performance (SOP): 34 CFR §300.305(e)(5). The District shall provide:
<input type="checkbox"/> For a child whose eligibility under special education terminates due to graduation with a regular diploma, or due to exceeding the age of eligibility, the local education agency “shall provide the child with a summary of the child’s academic achievement and functional performance, which includes recommendations on how to assist the child in meeting their postsecondary goals.” 34 CFR § 305(c)(3)

Suggested Activities for IEP/IIIP Teams

<p>Grade 8</p> <p>Assist student in identify interests, learning style, and needed accommodations; begin career exploration; practice self-advocacy and communication skills; organization skills, problem solving skills, practice setting goals; and identify expected graduation date. Explain the secondary transition process to families.</p>
<p>Grade 9</p> <p>Assist student in identify interests; assess aptitudes; identify measurable postsecondary goals; create course of study; continue to exercise self-advocacy and communication skills; research extracurricular activities; attain understanding of disability; and become involved in the IEP/IIIP process. (STUDENT MUST BE INVITED).</p>
<p>Grade 10</p> <p>Assist student in reviewing interests, needs, and measurable postsecondary goals; adjust course of study annually; continue career exploration; invite adult service providers to the IEP transition meeting; attend IEP/IIIP meeting; review graduation status; begin to develop student portfolio (include the latest reevaluation/IEP, transcript, standardized test scores, academic work samples, copy of birth certificates, parent permissions, vocational training agreements, employment history, vocational evaluations, and letters of recommendation when appropriate).</p>
<p>Grade 11</p> <p>Assist student to narrow down possible career options and investigate the type of courses that are needed; review his/her interests, needs, and measurable postsecondary goals; update course of study accordingly; get a job by participating in work experience; apply to adult agency/ies; explore internships and apprenticeship opportunities; review graduation status; update student portfolio; attend IEP/IIIP meeting; arrange campus visits to those schools that interest him/her; take or retake the ACT and/or SAT in the fall; apply to postsecondary learning/training sites; ask for recommendations from teachers, counselors, and others who can comment on his/her abilities and talents. Inform student and parent/legal guardian of the rights that will transfer to the student at age 18 unless the appointment of a legal guardian occurs. Facilitate/encourage student to obtain information from postsecondary institutions regarding academic requirements, eligibility, and services for students with disabilities through site visits or guidance staff.</p>
<p>Grade 12</p> <p>Assist student in completing graduation requirements; finalize contact with adult agency/ies; continue work experience or technical training; create a resume of his/her academic, athletic, and work activities as well as other achievements; finalize a portfolio; complete the Free Application for Federal Student Aid (FAFSA) as soon as possible after January 1; and write a summary of performance at exit.</p>

Chapter 2: Age-Appropriate Transition Assessment(s)

What are Age-Appropriate Transition Assessments?

The Division on Career Development and Transition (DCDT) of the Council for Exceptional Children (CEC) defines transition assessment as an “ongoing process of collecting data on the individual’s strengths, needs, preferences and interests as they relate to the demands of current and future working, educational, living, and personal and social environments.” “Age-appropriate” means a student’s chronological rather than developmental age (Wehmeyer, 2002). To download CEC’s fact sheet on Age-Appropriate Transition Assessments, go to http://www.dcdt.org/pdf/Trans_Assess_Fact_Sheet%20.pdf

A consideration for IEP/IIIP Teams:

Though not required, it is highly recommended that the transition assessment be a part of a student’s three-year evaluation rather than a separate undertaking. Since secondary transition is a key component to the student’s education plan, the student should be assessed in conjunction with all other evaluations in order to present the most accurate picture of the student. This may mean that for some students, their initial transition assessment is completed when they are as young as 13 years old. Keep in mind that an age-appropriate transition assessment must evaluate the following areas of transition, employment, postsecondary education/training, home living, community participation, recreation and leisure. (See Minnesota Rule § 3525.2900)

IDEA:	Minnesota Rule:
<p>http://idea.ed.gov/ 34 C.F.R. §300.320(b) and (c)</p> <ul style="list-style-type: none"> • Employment, • Education/Training, and, • Where appropriate, Independent Living 	<p>https://www.revisor.leg.state.mn.us/rules/?id=3525.2900</p> <ul style="list-style-type: none"> • Employment • Postsecondary Education/Training • Recreation and Leisure • Community Participation • Home Living

The transition assessment process must include gathering information from more than one source. Interviewing only the student is not appropriate.

Formal and/or informal transition assessments should:

- Provide relevant information about the student in relation to key areas for transition planning;
- Provide information about the student’s current levels of functional performance;
- Indicate appropriate accommodations to support student success;
- Provide a basis for the student’s measurable postsecondary goals; and
- Provide a basis for measurable annual goals (IEP/IIIP).

Traditionally a manual with the tool.

Formal: Must have access to manual API

Enderle Severson

Informal assessment consists of gathering existing information on a student, and reviewing and compiling that data so as to make decisions about future goals. This information may include academic data, previous testing, observations, and interviews. Methods used to gather this informal information may include:

- Observation checklists;
- Student self-evaluations;
- Interest surveys; and
- Academic data, including previous testing.

Formal assessments are performed by trained personnel. Standardized and criterion-referenced instruments are administered to the student, including interest tests, aptitude tests and hands-on work samples.

What kind of information can be gathered for age-appropriate transition assessments?

- Individual/family stated interests; (e.g., informal questionnaire)
- Functional life skills;
- Academic skills;
- Aptitudes in skills such as mechanical, spatial, numerical and clerical;
- Learning ability, reasoning and problem-solving skills and learning style;
- Communication skills;
- Self-awareness and self-advocacy skills;
- Physical strengths and limitations;
- Healthcare needs;
- Learning style;
- Assistive Technology needs;
- Work experiences, including work habits, transferable skills, and ability to work with others; and
- Community-based evaluation

Types of Formal Transition Assessments:

- Curriculum-based assessments;
- Transition inventories;
- Learning styles assessments;
- Work samples;
- Interest inventories; and
- Career exploration tools

What are examples of age-appropriate transition assessments?

Educational: individual classroom-based assessments; grade or school-wide assessments; academic assessments (reading, written language, mathematics); reports of observations made by teachers, employers, parents or school personnel.

Employment: ratings of employability, vocational interest inventories, functional skills assessments, structured assessments in the work setting, evaluations of interview

experience, work skills assessments (e.g., punctuality, work completion, social skills, ability to accept criticism, appropriate appearance for work), employer references.

Training: Armed Services Vocational Aptitude Battery (ASVAB), computerized skills assessments, Minnesota Career Information Service (MCIS), self-determination scales, and vocational readiness ratings.

Independent Living Skills: daily living skills assessments, assistive technology evaluations, and independent living skills assessments.

Transition assessment results must become:

- Integrated within the Evaluation Report; and
- Incorporated into the Present Levels of Academic Achievement and Functional Performance (PLAAFP) in the IEP/IIIP.

Examples of Formal (F) and Informal (I) Age-Appropriate Assessments

(This list is meant to be used as a guide and is not inclusive of the wide range of age appropriate assessment tools)

Name of Instrument	Description	Link	Fee	F/I
Ansell Casey Life Skills Assessment	A free and easy to use tool to help youth prepare for adulthood. Addresses work/study habits; money management; self-care; social development; daily living tasks; housing and community resources.	http://www.caseylifeskills.org/	NO	F
Brigance Life Skills/Employability Skills Inventories	The Life Skills Inventory evaluates the basic skills and functional life skills in the context of real world situations. Employability Skills Inventory assesses basic and employability skills in the context of job seeking and on-the-job.	http://www.curriculumassociates.com	YES	F
Brigance Transition Skills Inventory (TSI)	The TSI helps educators easily assess daily living or career and job-seeking skills to help students transition from high school to community.	http://www.curriculumassociates.com (Out in November, 2009)	YES	F
Career Exploration Inventory	Interest levels in 15 career clusters.	http://www.jist.com	YES	I
Career Game/Red Hot Job	Measures students' career exploration skills.	http://www.careergame.com/07-workbooks.htm	YES	I
Career Voyages	Career information and choices on high growth industries and high	http://www.careervoyages.gov/		I

Name of Instrument	Description	Link	Fee	F/I
	demand occupations for varying levels of education or training.			
Checklist of Adaptive Living Skills (CALs)	Measures Personal Living Skills, Home Living Skills, Community Living Skills and Employment Skills.	http://www.riverpub.com/products/cals/index.html	YES	F
C.I.T.E. Learning Styles Inventory	Learning Style Inventory	http://www.wvabe.org/CITE/cite.pdf	NO	I
COP System Picture Inventory of Careers (COPS-PIC)	The COPS-PIC provides job activity interest scores using pictures only, yielding measurement of the 14 COP System clusters for non-readers.	http://career-lifeskills.com/copsystem-24/cops-pic-118/cops-pic-picture-inventory-of-careers-handscoring-keys-11-1204.html	YES	I
Full Life Ahead	A Workbook and Guide to Adult Life for Students and Families of Students with DisAbilities. There are informal interviews within the guide.	http://www.fulllifeahead.org/default.aspx?Page=5318b192-37f5-42a3-8240-ddca21dd7969	YES	I
Harrington-O'Shea Career Decision-Making System (Revised)	Self-scored career planning assessment of abilities, interests and work values	http://ags.pearsonassessments.com/group.asp?nGroupInfoID=a12633	YES	F
Inventory for Client and Agency Planning (ICAP)	Measures Motor skills, personal living skills, community living skills, social and communication skills, and broad independence as well as eight categories of maladaptive behavior.	http://www.riverpub.com/products/icap/index.html	YES	F
It's My Choice	iTransition is a free, online transition curriculum to help students who are deaf or hard of hearing prepare for life after high school.	http://www.pepnet.org/transition.asp	NO	I
JIST	A variety of tools: Career and Life Explorer, Barriers to Success Inventory, ONet.	http://jist.mw.net/shop/home	YES	I
Life Centered Career Education (CEC)	The Main Components: Daily Living Skills, Personal-Social Skills, and Occupational Guidance and Preparation.	http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalTraining/LCCE/LCCE_what.htm	YES	F
Minnesota Internet System for Education and Employment	Minnesota's gateway to career, education, employment and business information.	http://www.iseek.org/sv/index.jsp	NO	I

Name of Instrument	Description	Link	Fee	F/I
Knowledge (ISEEK)				
NEXT™ Transition Skills System	A process of identifying, teaching and tracking essential transition skills over multiple years.	http://store.ablenetinc.com/next/	YES	I
Occupational Aptitude Survey and Interest Schedule (OASIS)	The OASIS-3 Aptitude Survey measures six broad aptitude factors that are directly related to skills and abilities required in more than 20,000 jobs listed in the <i>Dictionary of Occupational Titles</i> .	http://www.proedinc.com/store/index.php?mode=product_detail&id=10130	YES	F
Pictorial Inventory of Careers (PIC)	The Digital Pictorial Inventory of Careers is an affective domain interest assessment which requires no reading. PIC measures career interest by using Digital Quality Live Action Videos of real life work scenes, instead of paper pencil tests.	http://www.talentassessment.com/programs_pic.php	YES	I
Reading Free Vocational Interest Inventory 2 (RFVII 2)	The newly revised RFVII 2 measures the vocational interests of special populations. It uses pictures of individuals engaged in different occupations to measure the vocational likes and dislikes of students and adults who do not read.	http://www.creativeorgdesign.com/tests_page.htm?id=202&title=ReadingFree_Vocational_Interest_Inventory_Revised_Individual	YES	F
Social Skills Improvement System Rating Scales	A targeted assessment of individuals and small groups to help evaluate social skills, problem behaviors and academic competence.	http://ags.pearsonassessments.com/group.asp?nGroupInfoID=a3400	YES	I
Talent Assessment Program	Reading-free assessment of functional aptitudes. Consists of 10 hands-on tests, such as form perception, ability to follow patterns, color discrimination, and tactile discrimination.	http://www.talentassessment.com	YES	I
Ten Sigma	<i>Targeting Transition</i> is an evidence-based program that provides practical materials and comprehensive training to enhance transition success	http://www.tensigma.org/	YES	I
Work Keys	Work Keys tests skills in problem solving, communication, and teamwork. Identifies the skill levels needed to do specific jobs. eight foundational skills: applied mathematics, applied technology,	http://www.act.org/workkeys	YES	F

Name of Instrument	Description	Link	Fee	F/I
	listening and writing, locating information, observation, reading information, and teamwork			
Vineland Adaptive Behavior Scales	Standardized tool that measures personal and social skills used for everyday living.	http://ags.pearsonassessments.com/group.asp?nGroupInfoID=a3000	YES	F

Assessments which incorporate education, employment, training, and independent living skills:

Name of Instrument	Description	Link	Fee	F/I
Ashland Interest Assessment	Designed to assist adolescents or challenged individuals in identifying satisfying careers. Written at the grade three reading level	http://careerlifefskills.com/careerassessments79/ashland-interest-assessment-aia-hand-scorable-booklets-11-2063.html	YES	F
Comprehensive Adult Student Assessment System (CASAS)	CASAS contains a variety of instruments to measure functional reading, math, listening, speaking, and higher order thinking skills in everyday adult life and work contexts.	http://www.casas.org	YES	F
COACH	COACH is designed for use with student's ages 3-21 that are attending school and are identified as having moderate, severe or profound disabilities.	http://www.brookespublishing.com/store/books/giangreco-3238/faq.htm#2	YES	F
Enderle-Severson Transition Rating Scale	Transition Rating Scales	http://www.estr.net/	YES	F
Going To College	Going-To-College is an online resource created for teens with disabilities interested in attending college.	http://www.going-to-college.org/	NO	I
Minnesota Career Information System (MCIS)	Minnesota specific career exploration assessment, curriculum, and tools.	http://mncis.intocareers.org/		
Responsibility and Independence Scale for Adolescents (RISA)	Measures skills such as Money Management, Citizenship, Personal Planning, Transportation Skills, Career Development, Self-Management, Social Maturity and Social Communication.	http://www.riversidepublishing.com/products/risa/index.html	YES	F
Supports Intensity Scale (SIS)	SIS is an assessment tool that evaluates practical support	http://www.siswebsite.org/cs/product_info	YES	F

Name of Instrument	Description	Link	Fee	F/I
	requirements of a person with an intellectual disability. Available in print and electronic formats.			
Transition Behavior Scale	Standardized tool that measures Work Related, Interpersonal Relations, and Social/Community Expectations.	http://www.hes-inc.com/hes.cgi/01250.html	YES	F
Transition Planning Inventory (TPI)	An instrument for identifying and planning for the comprehensive transitional needs of students.	http://www.proedinc.com/customer/productView.aspx?ID=875	YES	F

Additional Areas to Consider

Career Exploration and Work-Based Learning

Career awareness, exploration and development are key ingredients in assisting students to identify, select and continuously assess their interests and goals. Students need to know what career options there are, what job opportunities are available, what knowledge and skills are needed to be successful in a career, and what resources are available to gain the knowledge and skills. Career planning provides the foundation for student's to make informed decisions about their future. It involves a team effort.

Preparatory Activities provide a baseline of data that can be incorporated into a Work-Based Learning program. These activities should include career awareness, career exploration, career assessments which gather relevant information about strengths and weaknesses in many areas (i.e., academics, physical, social, emotional, vocational interest, aptitude, motivation, life experiences), work-related training and work experiences (i.e. rotating jobs).

Work-Based Learning (WBL) is an educational strategy that uses the workplace to structure learning experiences that contribute to the intellectual, social, academic, and career development of students and supplements these with school activities that apply, reinforce, refine, or extend the learning that occurs at a work site. There are three key components to a WBL program: the seminar, the work experience (on the job training) and the connecting activities.

A seminar course provides students an opportunity for career by development, learning about work place rules and regulations, child labor laws, and appropriate worksite behaviors. Typically, a seminar class is completed prior to a work experience but in some cases they can be run conjointly. A work experience requires a training agreement and a training plan which outlines specific goals and objectives of this experience. In addition, *these goals MUST be addressed in the student's Individual Education Program.*

Connecting activities align work-based learning with both the school and the work site by providing the student with peer feedback, updated rules and regulations, career development, and re-visiting the training plan as a group.

Work-based learning can be a paid or non-paid experience. A spectrum of work-based learning experiences could include: work-site tours, job shadowing, rotation of jobs, mentoring, entrepreneurship, service learning, internships, and/or youth apprenticeship. A description of each of these can be found in the "Connecting Youth to Work Based Learning Manual" that can be found on the MDE Website under Career and Technical Education.

http://www.education.state.mn.us/MDE/Academic_Excellence/Career_Technical_Education/index.html

The following links are just a sample of the many resources available on the web for young people interested in exploring career options. Your local WorkForce Center or school Career Center can also provide additional sources of information and assistance on career exploration.

- Minnesota Careers <http://www.iseek.org/mn-careers>
- Career Voyages <http://www.careervoyages.gov>
- Teens4Hire <http://www.teens4hire.org>
- Minnesota Career Information System
 - http://education.state.mn.us/mde/Learning_Support/Counseling_Character_Service_Learning/Counseling_Career_Guidance/Career_Information/index.html
- OSHA's Winter Workplace Safety For Youth Workers
<http://www.osha.gov/SLTC/youth/winterjobs/index.html>
- ISEEK <http://www.iseek.org>
- Job/Career fairs <http://www.deed.state.mn.us/events/index.htm>
- Minnesota Economic Trends
<http://www.deed.state.mn.us/lmi/publications/trends/index.htm>

Additional information on WBL in Minnesota can be located at:

http://www.education.state.mn.us/MDE/Academic_Excellence/Career_Technical_Education/index.html

Assistive Technology

When conducting an age-appropriate assessment, consider an assistive or adaptive technology assessment. Assistive technology is equipment that promotes capability in handling a wider range of activities with greater independence for students with disabilities. Examples can include large-print display on the computer screen for a student with a visual impairment, computer voice output for a student with a reading disability, and variations of the standard keyboard for a student with a mobility impairment.

Assistive technology (AT) devices and services increases, maintains, or improves the functional capabilities of a child with a disability. The use of AT in transition planning can be instrumental in providing additional options for postsecondary planning. AT may be the key to community participation, independent living, or supported employment.

It is important that students who use AT understand why it will be used and value its impact on the performance of tasks. They need practice in advocating for AT use; and must have appropriate records regarding warranties, repairs, funding, tech support, and back-up plans. Two documents from the Minnesota Assistive Technology Manual are useful tools for the IEP team considering AT during transition planning: the AT Transition Planning Checklist and the AT Log for Transition Planning.

You can find the Minnesota Assistive Technology Manual online at:

http://www.education.state.mn.us/MDE/Learning_Support/Special_Education/Evaluation_Program_Planning_Supports/Assistive_Technology/AT_Resources/index.html

Health and Wellness

Depending upon the disability and the age of the student, medical and health issues can be an important assessment component. Possible considerations are:

- Degree of understanding of the health condition and its implications;
- Degree of understanding of and ability in medication management and administration;
- Guidance needed in developing healthy relationships;
- Human sexuality guidance and instruction;
- Knowledge of health care providers and services; and
- Understanding of health insurance needs and changes.

Healthy & Ready to Work: Tools & Solutions Page:

<http://www.hrtw.org/tools/index.html>

Minnesota Department of Health: People and Environment Links:

<http://www.health.state.mn.us/people.html>

Who's Who in the Health Care System: A Resource Guide for Minnesotans

http://www.ombudmhdd.state.mn.us/who/who_toc.htm

Family/Parent Involvement in the Assessment Process

- Parents can become familiar with community agencies and their respective responsibilities.
- Parents can participate in the development of the student's transition plan that identifies employment, living, social, recreational and transportation options at least three to five years prior to their child's graduation.
- Parents can encourage school and adult agencies to coordinate services.

- Parents can actively support IEP/IIIP team members' efforts to provide work-based learning and service learning in a variety of community-based sites.
- Parents can engage with their child at home to promote work and social skills.
- Parents can empower their child to be as independent as possible and provide him/her opportunities to explore and enjoy the community.

Summarizing, Reporting, and Documenting Assessment Data

The results of secondary transition assessments should be used in making recommendations for instructional strategies, instructional accommodations and environments to meet the student's strengths and needs. The results should also assist students in making connections between their individual academic program and their measurable postsecondary goals.

Chapter Three: IEP/IIIP Development

This chapter addresses how to take the age-appropriate assessment(s) data and general requirements for the content of IEPs.

The term individualized education program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with 34 C.F.R. § 300.320 through 300.324, and that must include:

- (1) A statement of the child's present levels of academic achievement and functional performance, including—
 - (i) How the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children);

The PLAAFP is the basis for planning the supports and needed services in the IEP/IIIP and must be updated annually.

PRESENT LEVEL(S) OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE, GOALS, AND MEASUREMENT OF PROGRESS: (PLAAFP)

The foundation of the IEP is the statement of the student's present levels of academic achievement and functional performance (PLAAFP). The PLAAFP must describe how the student's disability affects his or her involvement in the general education curriculum. The general education curriculum is the same curriculum as for nondisabled students. Minnesota Statute § 125.A08 requires that **during grade 9**, the IEP plan must address the pupil's needs for transition from secondary services to postsecondary education and training, employment, and community living.

The PLAAFP is based upon identified student needs as well as student strengths, interests, and preferences, and includes:

- a statement of the student's present level of academic and functional performance (strengths and needs);
- objective statements written in understandable language for parents and other team members;
- includes a statement that describes how the disability impacts the student's participation in activities, such as:
 - Academic areas;
 - Non-academic areas; and
 - Post-school goals.

The PLAAFP determines approaches for ensuring involvement in, or adaptations or modifications to, the general education curriculum. Each area of educational need identified in the PLAAFP must be addressed in the required component of the IEP:

annual goals, supplementary aids/services/supports, special education programs and services, and secondary transition services.

The PLAAFP information also supports the IEP/IIP Team's determination of supplementary aids/services/personnel supports, annual goals and short-term objectives, least restrictive environment, and state-and district-wide assessments on the IEP.

Considerations: For transition-age students the PLAAFP may include:

1) A summary of data: In understandable terms, explain the data, areas of need, and how the disability affects progress in the general education curriculum. The summary may provide a foundation for education planning (a starting point for instruction). Additional data may be obtained from criterion-referenced tests, standardized achievement tests, diagnostic tests, classroom performance, systematic observations, state- or district-wide assessments, checklists, progress reports, report cards, student input, parent input, or any combination of the above.

- Example: Mike knows how to compute math problems, but is unable to meet the 8th grade Minnesota Comprehensive Assessment-II (MCA-II) for understanding and applying problem-solving strategies to story problems. He does not understand the relationship between a description and a mathematical solution. Mike scored at the 3.8 level on the solving section of the Key Math test, and 6.8 on the Computation section. He completes word problems with 60 percent accuracy.

2) A statement of how the disability impacts the student's involvement/progress in the general education curriculum. Examples might include:

- Mike's auditory processing needs affect his ability to take notes during lectures.
- Mike's lack of organizational skills impacts his timely work completion.
- Mike's behavior prevents independent work on general education assignments.
- Mike's performance is below average in the areas of reading comprehension and spelling.
- Mike's poor word analysis and comprehension strategy skills continue to negatively impact performance on all grade-level tasks.
- Mike's attention, concentration, focus and work habits also continue to negatively impact daily performance.
- Mike has a tendency to rush through his work and needs frequent reminders to slow down and work for quality and accuracy.

3) A description of area(s) of educational need: "Areas" may refer to:

- An academic subject area such as math, reading, social studies, language arts,
- A functional area such as self-care, social skills, behavior, adaptive functioning, and/or
- An area of disability such as speech/language behavior, motor functioning.

Possible Examples:

- Teacher records show that Mike turns in a weekly average of 60 percent of his math assignments and 50 percent of his English assignments (100 percent expected). Fewer than 75 percent of assignments turned in are complete. He appears capable of completing the work as given. This noncompliance jeopardizes completion of his coursework for graduation.
- In unstructured settings and transitional times of the day, Mike's activity level increases and he becomes agitated and angry, or more likely to violate school rules. Mike does not de-escalate behavior and is not willing to discuss situations afterward. Disciplinary records indicate four disciplinary removals in the past 20 school days and 15 in three previous months, causing him to fall behind in his schoolwork. (15 days of disciplinary removals could constitute a change in placement and would require a team meeting). 34 CFR§300.536
- Mike's reading fluency is interrupted by substitutions. Mike does not efficiently use context or phonics clues, which affects his progress in reading as indicated by his performance on classroom assignments.

Measurable Postsecondary Goals

What are measurable postsecondary goals? Measurable postsecondary goals are statements of what a student wants to do after graduation. The student's future goals may be nebulous at best and they may change on a weekly basis. Though some students may know exactly what it is they want to do upon graduation, others may have no idea of their future plans. By completing age-appropriate transition assessments, being involved in transition planning, and receiving appropriate transition instruction, most students will be able to develop appropriate postschool goals as well as concrete plans for attaining them.

As a part of transition planning, Federal Regulation 34 CFR§ 300.320(b)(1) requires the IEP to "include appropriate measurable postsecondary goals based upon age appropriate transition assessments related to postsecondary education and training, employment, and when appropriate, independent living skills." The purpose of the IEP is to prepare the student for further education, employment, and, when appropriate, independent living.

IDEA states: Measurable postsecondary goals are based on each student's preferences, interests, and needs. Measurable postsecondary goals *must* be developed and documented for:

- Employment – paid (competitive, supported, sheltered), unpaid, etc., **and**
- Postsecondary Education/Training– 4-year college or university, technical college, 2-year college, military, etc., and/or specific independent living skill training, vocational training, apprenticeship, military, Job Corps, etc., **and**
- (When appropriate) Independent living – adult living, daily living, independent living, financial, transportation, etc., when appropriate. **(This measurable postsecondary goal can be a combination of Home Living, Community Participation, and/or Recreation and Leisure per Minnesota Rule 3525.2900)**

Initially, measurable postsecondary goals are broad descriptions of the student's vision of what he/she might like to do in the areas of employment, education, training and independent living. By a student's final IEP/IIIP meeting, however, the goals should be specific, measurable, and manageable within the next year. *Measurable postsecondary goals should answer the question "What will the student do after high school?" in the areas of employment, education OR training, and where appropriate, independent living*). Measurable postsecondary goals must be reviewed annually by the IEP/IIIP team and revised as needed.

Youth may have a general idea about their future, may not have really thought about it, or had enough experiences to know what they want to do after high school. The IEP is reviewed and revised annually, so a youth's measurable post-secondary goals can evolve.

It is important for parents and special education interagency partners to facilitate a conversation with the student to learn about what needs and preferences he/she might have. Additional opportunities such as career counseling, exploration, and guidance may be written into the transition services section of the IEP.

The following are possible examples of measurable postsecondary goals that might be included in the IEP/IIIP.

A. Measurable Postsecondary Goals
Postsecondary Education and Training: _____
Employment: _____
Independent living (when appropriate, and may include recreation and leisure, community participation and home living): _____

Begin with "After high school or "Upon graduation"...

- Use results-oriented terms such as "enrolled in", "participate in", "work and live independently"
- Use descriptors such as "full time" and "part-time"

Employment:

- Upon graduation, I will work full time as a construction worker constructing homes.
- After high school, I will continue working part-time in jobs that involve animals.
- Upon graduation, I will attend technical college as a full time student, to become a graphic artist.
- After completion of high school, I will volunteer part-time in my local elderly center.
- Upon graduation, I will work at a full time job.

Postsecondary Education and/or Training:

- After graduation, Jason will attend full time at North Hennepin Community College, later transferring to a State University to obtain a degree in natural resources.
- Upon graduation, Megan will attend Dakota Technical College as a part time student.
- After graduation, Jayne will enroll part-time in the Local 98 Apprenticeship program training to be a sheet rocker.
- Upon graduation, Ashley will participate weekly in gardening classes at a local nursery.
- After graduation, Bob will participate part-time in an on-the-job training at the site of his employment.

Independent Living: (when appropriate and may include recreation and leisure, home living and community participation):

- Upon graduation, I will access community services using Metro Mobility on a weekly basis.
- After graduation, I will join the YMCA to access recreational services.
- After graduation, I will live full time in an apartment with a friend.
- I will live in a group home in the community with support, upon graduation

Transition Services (34 C.F.R. § 300.320(b))

What are Transition Services? There are two more sections for secondary transition planning: courses of study and activities-coordinated set of activities.

B. Courses of Study:

The National Secondary Transition Technical Assistance Center (NSTTAC) defines courses of study as a “*multi-year description of coursework from the student’s current to expected exit year needed to achieve the student’s desired postschool goals.*” The courses of study are determined within the context of the student’s desired measurable postsecondary goals. Courses of study focus on improving the student’s academic and functional achievement and facilitate movement from secondary to postsecondary services and environments.

The courses of study that are taken, or those courses that are to be taken, may include regular, career and technical, advance placement, modified or specially designed instruction, as well as other educational experiences such as work-based learning. Record the school year of each set of courses completed or planned to be completed. The courses of study should show a direct relationship between the student’s educational experience in high school and the student’s measurable postsecondary goal. This section must be ***updated annually*** as student’s interests change, as well as curriculum and class availability.

Why?

- The purpose of mapping a course of study is to provide the student with experiences and opportunities that will most appropriately provide him/her with the knowledge, skills and behaviors he/she will need to acquire in order for him/her to complete school and achieve his/her desired postschool goals.

What?

- The courses of study (classes) may include required, elective, advanced placement, career/technical classes, modified courses, or specially-designed instruction as well as other educational experiences in school or the community.
- The courses of study are determined in the context of the student's desired postschool goals, strengths, preferences, interests, functioning levels and need for accommodations and modifications.
- The courses of study should address the classes, experiences, and activities that will be meaningful to the student's future, motivate the student to complete his/her education, and support postschool outcomes.
- While the level of specificity in the identification of courses is not dictated in IDEA, the more specific one can be in identifying the courses and showing how they relate to the measurable postsecondary goals, the greater the likelihood that the student will see the relevance and importance of the courses they will be taking.
- The courses of study for students with moderate or severe disabilities may be different. Instead of listing specific course titles, list course content areas (e.g., mobility, self-advocacy/determination, independent living, money management, personal relationships, etc.).

How?

- The courses of study must be reviewed and updated annually.
- The courses of study should consist of classes and experiences that the student will be taking at the time the IEP is being written and address each year until graduation from high school or aging out of the school system.
- The IEP team can change one or more of the classes at the time of the annual IEP meeting.
- The courses of study are dependent on the student's interests and abilities, and courses offered at the student's school.

Courses of Study may start out broadly and be refined over time. Courses of Study may begin as addressing the typical graduation requirements. Courses of Study should also include classes, opportunities and experiences that directly relate to the youth's measurable post school goals, interests and preferences. It must also be rigorous enough to allow the youth to complete all graduation requirements. The Courses of Study in the IEP provides a visual for youth to see how the courses they are taking in school connect to their measurable post school goals. (*Rule of Thumb: Plan a minimum of one year ahead, preferably two.*)

Courses of Study support:

- Post-school outcomes;
- A coordinated set of activities;
- Focus on improving academic and functional achievement;
- Facilitate movement from school to post school by aligning curriculum with identified transition outcomes; and
- Promote graduation by meeting district standards.

*Courses of Study
(21.5 course credits needed for graduation)*

- *Courses that are bold represent general education requirements*

Upon graduation, Mike will enroll in Hennepin Technical College in Sports Broadcasting

School Year	Grade Level	Courses
2009-10	9	Business Basics, Integrated Math I , Communications , Adapted Physical Education, Environmental Science , Civics
2010-11	10	Business Basics, Algebra , Speech and Drama , World History , Employability Skills , Family Consumer Science .
2011-12	11	English for Work, Geometry , Biology , Graphic Design , Art , Work Base Learning: Seminar
2012-13	12	Communication and Writing Skills , Essentials of Business Operations : Physics , Computer Applications , Work Based Learning

Anticipated month and year of graduation: **January 2013**

C. Transition Service: Coordinated set of activities (34 CFR§300.43(a))

Activities are those things identified in the students IEP/IHP to assist the student in achieving his/her measurable postsecondary goals.

Federal Regulation 34 C.F.R. § 300.43(a) *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 postschool activities, *including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.*

Transition services include instruction (i.e. modified or specialized instruction, regular education, advance placement, or career and technical education), related services, community participation, 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 are closely related to the student's annual goals with benchmarks or short-term objectives. List activities for transition services in the second column that are needed to assist the student in accomplishing their measurable postsecondary goals. *An activity can be done in collaboration with other participating agencies, parents and the student and may not require specialized instruction.* As required in Federal Regulation 34 C.F.R. §.300.324 (c)(1), if a participating agency, other than school, fails to provide the transition services described in the IEP, the school must reconvene the IEP team to identify alternative strategies to meet those goals. In the last column, list the participating agency (ies), including the student and/or family who will provide transition services as described.

Example: If a student's measurable postsecondary goal in employment was to seek employment after high school but he was unsure about what type of job he wanted, the IEP/IIP team may determine that one of the activities listed in column two would be exploration of three specific jobs in the community. The activity could state, *"Learn about specific job duties related to broadcasting."* This **activity** can be done in collaboration with other agencies as it *may not require special education specialized instruction.* The following template is to be used as an example.

Transition Services

*Activities that are bold require an annual goal

C. TRANSITION SERVICES (Coordinated set of activities)		
Service	Activity(s)	Other Agency Responsible
Instruction:	<ul style="list-style-type: none"> Participate in an Business Basics class 	Regular Education
	<ul style="list-style-type: none"> Improve reading skills Improve writing skills Improve social skills and self-determination skills 	Special Education, Related Services
Community Experiences:	<ul style="list-style-type: none"> Acquire a state ID Visit a WorkForce Center Visit Hennepin Technical College and meet Disability Coordinator 	Vocational Rehabilitation, MnSCU Disability Coordinator
Related Services:	<ul style="list-style-type: none"> Complete applications for county support and vocational rehabilitation program Interview a job coach for assistance with learning job tasks Learn about assistive technology tools for school, employment, or community 	County Social Worker, Vocational Rehabilitation Services Vocational Rehabilitation Services VRS
	<ul style="list-style-type: none"> Improve communication skills 	Special Education, Related Services

The development of employment and other postschool adult living objectives:	• Memorize social security number	Work-based Learning
	• Improve pre-employment skills	Work-based Learning
If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation:	• Develop a personal fitness routine	Student, General Education
	• Complete a vocational evaluation	Student, Vocational Rehabilitation Services

Related Services (Federal Regulation 34 C.F.R. §.300.34)

(a) Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation; including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools; and parent counseling and training.

Annual Goals and Objectives

Annual goals are statements written in measurable terms that describe what the student can be reasonably expected to accomplish in a 12-month period. There should be a direct relationship between the goal statements and the student’s PLAAFP and identified needs.

“SMART” goal setting:

- Specific
- Measurable
- Attainable
- Results-driven (i.e., student achievement)
- Timebound

Annual goals are those which address the disability area(s) for the student. If a student qualified for special education services with a specific learning disability in math, and the measurable postsecondary goal in education was to attend a technical institute to be a carpenter, an example of a measurable annual goal in math could be: “Given 10 computation problems with fractional numbers with differing denominators, Joe will be able to increase his level of computing the answer from 65 percent to percent accuracy in 5 out of 5 trials.”

Objectives:

Objectives are observable and measurable intermediate steps between the PLAAFP and the annual goals. They serve as a measure of progress toward the annual goal.

Objectives need to include:

- An observable student behavior,
- The condition under which the behavior is to occur (also called the “given”),
- A measurable indicator to determine progress,
- Evaluation procedures—the methods and procedures used to measure student progress toward meeting annual goals and each short-term objective,
- Schedule—how often a review of the student’s progress will occur.

Examples of Annual Goals and Objectives

Goal:

Mike will increase his use of social skills and self-determination behaviors from a level of not asking for assistance to a level of using specific techniques for appropriately verbalizing feedback to adults and peers by June 2010.

Objectives:

1. Given instruction in a 5-step self determination strategy and scenarios for using the steps, Mike will verbalize the steps to be used for each scenario with his instructor with 100 percent accuracy in 4 out of 5 opportunities as measured by weekly class observation by the first periodic review.
2. Given discussion regarding classroom and workplace interactions with adults and peers, Mike will identify the triggers that increase his acting-out behaviors and write how the 5-step self-determination strategy can be used for each scenario with his instructor using at least 4 of the 5 steps in 4 out of 5 opportunities as measured by weekly written projects by the third periodic review.

Goal: Jill will improve her reading skills from a level of needing to orally read the passage to being able to scan the passage for information which will allow her to function independently on the job and in her community.

Objectives:

1. Given a list of 25 words that are commonly found on job applications, loan applications, and lease agreements, Jill will read aloud with 100 percent accuracy and define the words to teacher satisfaction.
2. Given a randomly chosen newspaper article of approximately 150 words, Jill will correctly answer 80 percent of 10 literal and inferential questions about the article.

Goal: By June of 2010, Jeff will increase his reading fluency skills from reading 80 words per minute correct on fifth grade material to reading 135 words per minute which will increase his ability to function independently within the community.

Objectives:

1. Given randomly selected articles from the local newspaper, Jeff will increase his oral reading fluency rate from 80 words correct per minute to 120 words correct per minute, by June of 2010.
2. Provided with randomly chosen articles from a local newspaper, Jeff will read silently and correctly answer 5 literal comprehension and 5 inferential comprehension questions with 80% accuracy.
3. Given a list of 25 words that are commonly found on job applications, loan applications, and lease agreements, Jeff will read aloud with 100 percent accuracy and define the terms to teacher satisfaction.

Goal: Jamal will increase his awareness of community living options from no knowledge to making a living choice based upon criteria by May, 2010.

Objectives:

1. Given three different rental scenarios, Jamal will choose the most economical apartment and explain his decision-making process to the teacher by June, 2010.
2. Given an employment and family scenario created by his teacher and using any resources available, Jamal will locate appropriate living quarters within the community by the end of third trimester of 2010.

Age of Majority

Federal Regulation 34 C.F.R. § 300.320(c) provides for a transfer of educational rights at age 18 for students with disabilities who have Individual Education Programs (IEPs) and who are not under guardianship or conservatorship.

What must be done?

Suggested activities for the education Case Manager;

- Provide written (most IEP software programs have appropriate forms) and verbal explanation of the changes that occur at age 18.
- Prior written notice of the transfer of rights must be provided to the student and parent by the student's 17th birthday.
- Both the student and the parent(s) must be informed.
- Record the date of notification on the IEP form.
- Although education is required to inform the parents, the process for guardianship or conservatorship must be initiated and completed by the parent(s).

Summary of Performance

Summary of Performance (SOP) is required under IDEA 2004 Federal Regulation (34 C.F.R. § 305(c)(3)). The language in IDEA 2004 regarding the SOP is as follows: *For a child whose eligibility under special education terminates due to graduation with a regular diploma, or due to exceeding the age of eligibility, the local education agency "shall provide the child with a 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."*

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

- The timing of completion of the SOP may vary depending on the student's postsecondary goals.
- If the student is transitioning to higher education, the Summary of Performance, with additional documentation, may be necessary as the student applies to a college or university.
- Likewise, this information may be necessary as the student applies for services from state agencies, such as vocational rehabilitation and developmental disabilities.
- The SOP is most useful when linked with the IEP process and the student should have the opportunity to actively participate in the development of this document. (See SOP sample in Appendix A 11-13)

Graduation Planning

Graduation planning should start during grade 9 and be addressed at each IEP/IIIP meeting. High school graduation is a change in placement for a student with disabilities. Eligibility for special education and related services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) ends when the district grants a regular high school diploma. Graduation fulfills the school district's obligation to provide a free appropriate public education. *The desired outcome is to have students with disabilities graduate on time with their same-age peers.*

Minnesota Statute § 125A.04 High School Diploma

Upon completion of secondary school or the equivalent, a pupil with a disability who satisfactorily attains the objectives in his/her IEP must be granted a high school diploma that is identical to the diploma granted to a pupil without a disability.

<http://www.revisor.leg.state.mn.us/statutes/?id=125A.04>

The IEP shall state specifically how the student in need of special education will satisfy the district's graduation requirements.

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

- the school district's graduation requirements will be met, or
- the student's measurable annual goals will be completed, and
- new measurable annual goals are not needed for the coming school year.

If the IEP team determines that the student will not meet the district's graduation requirements or complete his/her measurable annual goals, the IEP team must develop a new IEP for the next school year. For specific information, click on <https://www.revisor.leg.state.mn.us/statutes/?id=125A.03> or <https://www.revisor.leg.state.mn.us/statutes/?id=124D.68>

Chapter Four: Interagency Partners at the State and Local Levels

No one individual or agency can provide comprehensive transition planning for a student. Transition planning requires the collective effort and commitment of all key stakeholders in a student's life. As the transition planning team begins to form, it is important that each member know why they are serving on the team and their role in helping the student identify and plan for their future goals. A critical part of the Transition Planning Process is building informed Interagency Partnerships!

- Planning for transition services requires communication, collaboration and coordination among families, students, schools, adult agencies and communities.
- The transition services language in IDEA 2004 presumes a willingness on the part of families, students, schools, agencies, providers, and communities to come together, communicate, coordinate, plan and make decisions, as well as share responsibilities and resources based upon what is needed by and in the best interest of the student.
- No one single entity (schools, agencies, service providers) can, by themselves, plan for, prepare and provide everything that will prepare the student to live and fully participate) in the adult world.
- A student's successful transition depends on the willingness and effectiveness with which students, families, educators, agencies, providers and others are able to plan for and achieve the student's vision for their future.

Why is interagency planning critical to the secondary transition planning process?

- Interagency planning initiates the referral process so it is completed prior to the student's exit from special education
- Interagency planning ensures that agency personnel are part of the planning process.

Special education is an "entitlement" program, whereas adult services are "eligibility" programs and may require additional assessments.

Examples of Interagency Partners

Community Transition Interagency Committees (CTIC)

Minnesota Statute § 125A.22

A district, group of districts, or special education cooperative, in cooperation with the county or counties in which the district or cooperative is located, must establish a community transition interagency committee for youth with disabilities, beginning at grade 9 or age equivalent, and their families. The committee must:

- identify current services, programs, and funding sources within the community for secondary-and postsecondary-aged youth with disabilities and their families;
- facilitate the development of multi-agency teams to address present and future transition needs of individual students as articulated in their IEPs;
- develop a community plan to include mission, goals, and objectives, and an implementation plan to assure that the transition needs of youth with disabilities are met;
- recommend changes in or improvements to the community system of transition services;
- exchange agency information such as appropriate data, effectiveness studies, special projects, exemplary programs, and creative funding of programs; and,
- following procedures determined by the commissioner of education, prepare a yearly summary assessing the progress of transition services in the community, including follow-up with youth with disabilities who were provided transition services to determine postschool outcomes.
- For more information, see the statute language at <http://www.revisor.leg.state.mn.us/statutes/?id=125A.22>

CTICs can use an improvement strategy to improve the quality of secondary transition services in their local community. The tool is called the **National Association Secondary Education Transition (NASET) Standards and Quality Indicators**. The NASET indicators are research-based benchmarks that articulate quality secondary education and transition services for all youth. These standards and indicators can guide state and local administrators and practitioners responsible for planning and implementing comprehensive transition systems for youth, ultimately becoming a catalyst for constructive change in transition practices and policies nationwide. The NASET National Standards and Quality Indicators toolkit can be downloaded from <http://www.nasetalliance.org/toolkit/index.htm>

Minnesota State Interagency Committee (MnSIC): Coordinated Interagency Services

What is it: MnSIC's role is to develop and implement a coordinated, multidisciplinary, interagency intervention service system for children with disabilities ages 3-21
For more information, go to <http://www.revisor.leg.state.mn.us/statutes/?id=125A.023>

Minnesota Department of Employment and Economic Development

Vocational Rehabilitation Services (VRS)

VRS is a resource which assists youth and young adults with disabilities in their career planning, both while they are in school and after graduation.

What is VRS eligibility based on?

Documentation of a physical or mental condition that causes a substantial impediment to employment—evidence that the individual requires VRS in order to prepare for secure, obtain, or retain employment. The assumption that the individual is able to benefit from VRS.

What documentation is needed?

Documentation of a disability, usually obtained from the student's school assessment or from a psychological report or a medical provider's statement/records. If the student is not able to provide this documentation, the VRS counselor will obtain it (with written consent).

What if a disability is suspected, but not documented?

School staff may want to refer a student who does not have an IEP/IIIP or who may not have been diagnosed with a qualifying condition. In such cases, consult with the VRS counselor assigned to your school. VRS may provide diagnostic services to determine eligibility, at no cost to the student's family or the school.

What are some common Vocational Rehabilitation Services?

VRS are individualized for each student. They include helping students to set employment goals and identify the steps and services necessary for achieving their goals. Common services include interest and ability testing, informational interviewing, and career exploration services. A student's written plan might call for on-the-job training, or for a degree program at a two- or four-year college. Other services include payment for materials and equipment, assistive technology, job placement, and job-seeking skills training.

Are there costs for VRS?

There is no charge for determining a student's eligibility, counseling, job placement, and most other VRS. For some purchased services, financial participation based on family income may apply.

Can VRS pay for transition services while a student is still in high school?

The student's needs and the terms of the IEP/IIIP and VR employment plan should drive service decisions. Minnesota's secondary schools are required to provide a student transition services while the student remains in school. Therefore, VRS does not typically

fund services until the student graduates. However, in some cases, it may be appropriate to provide a VRS before graduation. Sharing of such costs can be discussed.

What can I do to collaborate effectively with VRS?

Because ongoing communication between school staff and VRS is important for student success, VRS should be invited to all IEP and IIP meetings of eligible students. The earlier VRS is notified of a meeting, the greater the likelihood they will be able to attend.

Do students have choices?

VRS staff works with each student and their IEP team to create an individualized employment plan that helps students make informed choices about their job goals and to identify which services they need and who will provide them. Students may decide to develop plans on their own or with the help of someone of their choosing, but it is important to know that VRS must approve these plans prior to VRS purchasing services.

To find the VRS counselor that comes to your school, go to <http://www.deed.state.mn.us/rehab/transition/>

State Services for the Blind (SSB)

SSB is a branch of the Minnesota Department of Employment and Economic Development. It is funded by federal, state and private dollars. SSB believes that blindness should never stop people from obtaining jobs, participating in training, or participating in any other activities which reflect their potential and interests.

Who can use SSB?

Anyone of any age in Minnesota who has a vision loss that creates a barrier to their vocational or personal independence. For more information, go to <http://www.mnssb.org/about/>

WorkForce Centers

WorkForce Centers provide all the information, technology, and services business needs to thrive and job seekers need to achieve successful careers. They represent a unique concept in the labor market--everything in one place. WorkForce Center services are delivered to customers in a variety of ways, including:

- Self-directed efforts, such as at kiosks or via the Internet
- Group programs and activities, such as workshops
- Classes on how to get and keep a job

Information on Minnesota's Workforce Centers is at <http://www.mnwfc.org/>

Office of Youth Development

The Office of Youth Development provides funding for a wide array of employment and training services for economically disadvantaged and at-risk youth. Other programs include recent initiatives to expand employment and training opportunities for youth with disabilities and expand training opportunities for young adults with barriers to employment. Information on both Minnesota and Federal child labor laws can be accessed at <http://www.doli.state.mn.us/childlbr.html>

For more on the Office of Youth Development, go to <http://www.deed.state.mn.us/youth/index.htm>

Minnesota's Shared Youth Vision introduced a "new vision" of a more collaborative approach to meeting the needs of Minnesota's neediest youth. For more information, go to <http://www.deed.state.mn.us/youth/SYV/SYV.htm>

Department of Human Services: Developmental Disabilities (DD) Division

DD helps individuals with developmental disabilities and their families obtain services and supports based on their individual preferences, capabilities, and needs, and which promote everyday activities and routines common to Minnesota citizens.

What is Available?

Case Management: Helps eligible individuals and their families:

- Identify interests and support needs
- Coordinate planning and development of resources and
- Monitor service delivery.

For more information, go to

http://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=Disabilities

Foster Care and the Independent Living Program:

http://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=id_000164

Adolescent Services:

http://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=id_000552

Department of Health: <http://www.health.state.mn.us/>

- **Healthy and Ready to Work:** <http://www.hrtw.org/>

Minnesota State Colleges and Universities:

Higher Education and high school are very different worlds. Students who have been successful in high school may find that they struggle in higher education. Current statistics show that about 60 percent of students with disabilities who enter postsecondary education drop out after one semester. This often happens not because the students lack ability, but because they have not been prepared to deal with the differences between high school and college.

Community and Technical Colleges

In recent years, many Minnesota technical and community colleges have merged, but some remain stand-alone institutions. Admission to these two-year colleges is open to anyone who has earned a high school diploma or GED. These institutions do not require standardized tests, although most will require placement testing in the areas of reading, writing, and math once a student is admitted. Students not meeting the program standards may be required to enroll in developmental (pre-college) courses before continuing in a career program or college-level courses. Because each two- and four-year institution transfers credits differently, students should check with the four-year institution they plan to attend to insure that requirements are met.

Technical Colleges

Technical colleges, both private and public, offer training programs in specific career areas, such as auto mechanic, computer technician, administrative assistant, phlebotomist, carpentry, nursing assistant, culinary arts, business and accounting, cosmetology, and graphic design. Although some general courses are required, most programs focus on training for a specific career. Programs sometimes require less than two years, at which time the student is awarded a certificate or diploma.

Community Colleges

Although most students attend community colleges to meet the general education requirements for the first two years of a four-year degree, community colleges also offer Associate's degrees and certificates in career programs in fields such as health sciences, business, computers and accounting. Students who are unsure of their career plans or who are apprehensive about starting at a university can fulfill their first two years of general study at a community college, where class sizes are smaller and more individual attention is given. After graduating, students may have acquired sufficient education to begin a career, or they may choose to transfer to a four-year college to complete a bachelor's degree.

Colleges and Universities

Private and public four-year institutions offer Associate's degrees, Bachelor's of Arts and Science degrees, and Master's Degree and other degrees. Admission requirements for colleges differ, but usually are based on standardized test scores, the completion of specific high school courses (Math, English, Science, and Language), class rank, and possibly an essay written by the student. If a student does not meet the minimum requirements of an institution, he/she may be admitted with special provisions. The courses of study in colleges cover a wide variety of topics from art to zoology and are designed to be completed in about four years. Students should apply early in their senior year to improve their odds of admission and should complete a rigorous high school curriculum if their goals include attending a four-year college directly out of high school.

Disability Services and Information

Students with disabilities who desire to receive services while attending a postsecondary school are responsible for requesting accommodations from the campus Disability Services (DS) office. Students will need to provide the DS office current documentation of their disability, which may include high school special education records and/or a report from a licensed psychologist, disability specialist, or medical doctor. Students are responsible for requesting the services needed, because colleges generally do not provide accommodations unless they are requested.

For more information on Postsecondary Education options for students, go to:

http://education.state.mn.us/MDE/Academic_Excellence/School_Choice/Post_Secondary_Enrollment_Options_PSEO/index.html

The following is a comparison between high school and college
(Though not every possible area has been covered, there is enough variety to give students a strong sense of how college operates.)

High School	College
Following the rules in high school	Being responsible in college
Attending high school is mandatory.	Attending college is voluntary.
Students' time is structured by others.	Students manage their own time.
Students need permission to participate in extracurricular activities.	Students decide whether to participate in co-curricular activities.
Adults will remind students of responsibilities and help set priorities.	Students balance their own classes and other obligations with the help of an adviser.
Students are not responsible for knowing what it takes to graduate.	Graduation requirements are complicated and frequently change. The student is expected to know which requirements apply to them.
Students are usually corrected if their behavior is out of line.	Students are expected to take responsibility for their actions. If students exhibit bad behavior, they can be suspended or expelled.

Going to high school classes	Succeeding in college classes
Classes generally have no more than 35 students.	Classes may have more than 100 students.
Students proceed from one class directly to the next.	Students often have several hours between classes, which may be scheduled throughout the day and evening.
Students usually spend 6 hours a day (30 hours a week) in class.	Students attend 2-4 classes a day, 12-16 hours per week.
Attendance is taken.	Attendance may or may not be taken.
Textbooks are provided at little or no expense.	Textbooks are expensive and usually cost \$300-\$600 per semester.
Modifications that change course rigor, volume, or outcomes may be offered based upon the IEP.	Modifications that change rigor, volume, or outcomes will not be offered.
Required classes are the same for all students and dictated by the state.	Classes are based upon field of study and requirements vary.

For more information, refer to the Transition “Education Beyond High School” Document at <http://faculty.normandale.edu/~osd/Transition%20booklet.pdf> or

The Northern Bridge “Tools for College: A Guide for Students with Disabilities” can be downloaded free http://www.mnscu.edu/disability_services/Tools_for_College.pdf (Editor’s Note: This is a very large document—37 MB.)

Additional Ideas for Interagency Committees to Consider:

Special education staffs are responsible for knowing what services are available to assist students in transitioning to adult life. The following are suggestions for educating staff and parents about agency supports:

- **Transition Expo** – Organize an annual “gathering” of service providers to display brochures regarding their agency and answer questions from staff and parents (see Transition Expo handout in the Appendix). Send a letter to each student’s parents inviting them to the Expo. If the student has a completed student referral form, indicate the agencies the CTIC recommended to the student.
- **Agency Information Sessions** – Monthly or bi-monthly information sessions for special education and interagency partners with representatives from 2 agencies present to share information regarding their agency and answer questions.
- **In-service** – Provide local evening workshops to inform parents and staff about the transition process and requirements. Contact PACER Center, your local Parent Training and Information Center, for assistance: <http://www.pacer.org/> or ARC of Minnesota at <http://www.thearcofminnesota.org/>

- **Agency Directory** – In-service staff on Project C3 and its uses. Develop a directory of commonly-used local service agencies (from the Transition Expo participants), create a “transition information” area at local high school with brochures from local agencies, and post the names of key agencies and contact information for them.
- **CTIC Referral** – Complete an Interagency Release of Information and Student Referral form for student’s grades 10-12 to be given to the local CTIC for review and recommendation of agency contacts.

Helpful Resources

Project C3 (Connecting Youth to Communities and Careers): This is a collaborative project between the Minnesota Department of Employment and Economic Development, the Minnesota Department of Education, and PACER Center to demonstrate how innovative partnerships with community organizations can improve local transition services and outcomes for youth with disabilities through the identification of services, programs and funding sources currently available in local communities.

- <http://www.c3online.org/>
- <http://www.c3mn.org/>

PACER Center: <http://www.pacer.org/>

ARC: <http://www.thearcofminnesota.org/>

NAMI: <http://www.namihelps.org/>

Minnesota Association of Centers for Independent Living: <http://www.macil.org/>

National Collaborative on Workforce and Disability for Youth

- *Guideposts for Success:* http://www.ncwd-youth.info/resources_&Publications/guideposts/index.html
- *The 411 on Disability Disclosure: A Workbook for Youth with Disabilities:* http://www.ncwd-youth.info/assets/guides/411/411_Disability_Disclosure_complete.pdf

Social Security Administration: <http://www.ssa.gov/work/>

Minnesota Work Incentives Connection: <http://www.mnworkincentives.com/>

eFolio Minnesota: <http://www.efoliomn.com/>

PEPNet: <http://www.pepnet.org/default.asp>

Project SEARCH: <http://www.cincinnatichildrens.org/svc/alpha/p/search/default.htm>

Map Your Future: www.mentoringworks.org

Connecting to Success e-mentoring: <http://ici.umn.edu/ementoring>

Employment First Coalition: <http://www.mnapse.org/employment-first>

The Minnesota Employment Training and Technical Assistance Support Center :
<http://www/mntat.org>

Fact Sheets from the Division on Career Development and Transition, Council for Exceptional Children:

- Student Involvement in the IEP Process:
http://www.dcdt.org/pdf/DCDT_Fact_Sheet_IEP_Process.pdf
- Age Appropriate Transition Assessment:
http://www.dcdt.org/pdf/Trans_Assess_Fact_Sheet%20.pdf

APPENDIX

“Tools”

IEP Resources

- Secondary Transition Planning Process A2-3
- Special Education: Evaluation A4-9
- Measurable Postsecondary Goals A10
- Minnesota Summary of Performance (SOP) Sample A11-14
- Writing Goals and Objectives A15
- Transition IEP Activities/Adult Services Worksheet A16-17
- Considerations for the Transition Process A18

Student/Family Resources

- My Vision A19
- What Are My Dreams? A20
- Learning About My Disability A21
- Strategies to Enhance Self-Determination A22
- Tips for Student-Focused IEP/IIIP Meetings A23
- Suggested Transition Timeline A24-26
- Student Rights and Responsibilities in Special Education A27
- Transition Planning Meeting Checklist A28

Informal Assessment Tools

- Career Exploration A29
- Life Skills A30
- Informal Work Readiness Student Evaluation A31-34
- Functional/Vocational Skills A35-43
- Pre-Employment Checklist A44
- Minnesota Career Fields, Clusters, and Pathways A45

Handouts

- Individualized Education Program (IEP) Team Meetings and Changes to the IEP A46-47
- IDEA—Reauthorized Statute: Secondary Transition A48-49
- IDEA Regulations: Secondary Transition A50-52
- Turning the IEP into an IIIP with Minimal Additional Work: Explanation and Directions A53-54
- OSEP Federal Indicators Pertaining to Transition Planning A55-57
- Interagency and Service Coordination: Bemidji Examples A58-63
- MnSCU Disability Coordinators A64-67
- Links and References A68