



Effective Transition Planning

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What's new with WSTI?



- New logo
- New website <http://www.wsti.org/>
- Transition Resource Directory (POEM)
- Transition Advisory Network (TAN)
- Indicator #13 Training and Support
- Youth Development and Leadership
- Behavioral Challenges



IDEA 2004

“ The purpose of IDEA 2004 is to insure a Free Appropriate Public Education (FAPE) that emphasizes special education and related services to meet a student’s unique needs to prepare him/her for postsecondary education, employment and independent living.”

*Paula Kohler
NSTTAC Presentation
September 2006*



Employment Statistics

- 60% of people w/ disabilities are unemployed
- 52% of EBD youth unemployed 4 years after HS
- Poverty level (2001) was \$17,604
- #1 reason for poverty is educational level
 - Average dropout earns \$19,169*
 - Average person w/ HS diploma \$28,645*
 - Average person w/ college degree \$51,554*
 - Average person w/ advanced degree \$78,093*

*www.census.gov



Independent Living Statistics

- <5% of disabled adults own their own home.
- 18.2% EBD males become parents within 5 yrs
- 37% EBD arrested within 2 yrs
- 58% EBD arrested within 5 yrs
- 73% EBD and dropouts are arrested after HS
- 48.4% EBD females become parents within 5 yrs

When I grow up I want to...

Be unable
to go to
college

Do without health insurance for
my family

Work
only part
time



Live in poverty

What is a measurable postsecondary goal?



A statement based on **age appropriate transition assessment** that articulates what the student would like to achieve after high school taking into account the student's strengths, preferences and interests.

www.careerclusters.org

Who needs a measurable postsecondary goal?

Any student who will turn 14 during the timeframe of their IEP, or younger, if determined appropriate by the IEP team as required under IDEA 2004.





Measurable Postsecondary Goal Areas

- * 1. Training/Education
- * 2. Employment
- 3. Independent Living
(where appropriate)

*Can be written as separate goals **OR**
combined as one goal.*



Measurable Postsecondary Goal Areas

1. Training or Education

Training:

A program leading to a high school completion document or certificate (e.g., Adult Basic Education, General Education Development [GED]); Short term employment training (e.g., Workforce Investment Act, Job Corps); Vocational Technical School (less than a two year program).

Education:

Community or Technical Colleges (two year programs); College/University (four year programs); Compensatory Education, Continuing Education.

2. Employment

Paid (competitive, supported, sheltered); unpaid employment (volunteer, in a training capacity); military; etc.

3. Independent Living, where appropriate

Adult living, daily living, independent living, financial, transportation, etc.



How do I write measurable postsecondary goals?

- Begin with After high school...
- Use results-oriented terms such as enrolled in, participate in, work, live independently
- Use descriptors such as full time and part time

14 year old student with a mild disability

1. Training/Education

After high school, Eric will get on the job training in an area related to dirt bike racing.

2. Employment

After high school, Eric will work full time with dirt bikes.

3. Independent Living

After high school, Eric will live in an apartment with friends.





As a combined goal...

Training/Education *and* Employment *and* Independent Living Skills

After high school, Eric will get on the
job training while working full time in an
area related to dirt bike racing and live with
friends in an apartment.

17 year old student with a mild disability



1. Training/Education

After high school, Sheila will enroll full time at UW-Eau Claire in the nursing program.

2. Employment

After high school, Sheila will work full time as a nurse.

3. Independent Living

After high school, Sheila will live in the dorm on campus.



As a combined goal...

Training/Education *and* Employment *and* Independent Living Skills

After high school, Sheila will enroll full time at UW-Eau Claire to prepare herself to work full time as a nurse, and live in the dorms on campus.

20 year old student w/a severe disability



1. Training/Education

After high school, John will participate in sensory integration skills programming to increase/maintain his tolerance in different environments through Paragon Industries.

2. Employment

After high school, John will participate in the Paragon adult day program with one-on-one support from staff.

3. Independent Living

After high school, John will live in a medical group home with a personal care assistant.



As a combined goal...

Training/Education *and* Employment *and* Independent Living Skills

After high school, John will participate in sensory integration skills programming to increase/maintain his tolerance in different environments and will participate in the Paragon adult day program with one-on-one support from staff while living in a medical group home with a personal care assistant.



Guidelines for Annual Goals

1. Will the annual goal reasonably enable the student to reach his/her measurable postsecondary goals?
2. One annual goal may link to ***more than one*** measurable postsecondary goals.



For example...

- Study skills goals may logically lead to education/training, employment and independent living skills goals.
- Behavioral skills goals may logically lead to education/training, employment and independent living skills goals.
- Academic skills goals may logically lead to education/training, employment and independent living skills goals.



Long range course of study

- **Multi-year** description of coursework to achieve the student's desired post school goals from student's current to anticipated exit year.
- Consider strengths, preferences, interests and learning style.
- Determine AT availability in post high environments so student can learn how to use.

www.somerset.k12.wi.us/CourseOffering.cfm



Long range coordinated set of activities

- **Multi-year** description of activities to achieve the student's desired post school goals from student's current to anticipated exit year.
- Should complement the course of studies to provide the student with experiences needed for successful transition.
- If there are transition services listed that are likely to be provided or paid for by an outside agency then you need to obtain consent before inviting agency rep to IEP meeting.





SUMMARY OF PERFORMANCE



What is a Summary of Performance?

- Summary of academic achievement
- Summary of functional performance as it relates to measurable postsecondary goals
- Recommendations on how to assist the student in meeting the student's measurable postsecondary goals



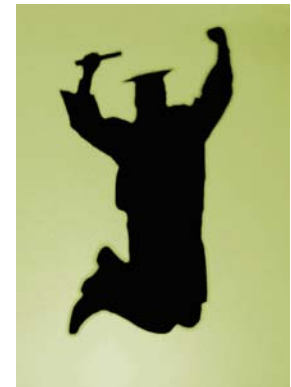
3 main parts of Summary of Performance

- **Academic Achievement**– math, written language. Reading
- **Functional Performance** - social skills, behaviors, employability skills, learning style, etc...
- **Recommendations**– assistive technology or other supports or modifications utilized in high school that could meet the post secondary goals

Who needs a Summary of Performance?

Students who will graduate this year with a regular high school diploma.

Students who will age out of high school this year.



Keep in Mind

- It is individualized and driven by the student's measurable postsecondary goal.
- It is not part of the IEP
- It is best to be completed by or with the student's input.





What is the Purpose of the Summary of Performance?

- To assist the student transitioning from high school by providing documentation that goes with the student when he/she leaves high school
- To assist in the documentation for disability with postsecondary education
- To assist in the DVR assessment process



Resources

- Question and answer fact sheet
http://www.cde.state.co.us/cdesped/download/Word/Summary_Performance_Q-A.doc
- Sample national template of Summary of Performance form
http://www.Idanatl.org/aboutId/adults/docs/SOP_Template.doc



**A WISCONSIN POST-SECONDARY GUIDE
TO
DISABILITY
DOCUMENTATION
2006**

Email: tom.heffron@wtcsystem.org



Opening Doors

to Postsecondary Education and Training

[http://dpi.wi.gov/sped/pdf/
tranopndrs.pdf](http://dpi.wi.gov/sped/pdf/tranopndrs.pdf)