SECTION 4

Transition
Post Secondary

TRANSITION: PLANNING FOR SUCCESS

Transition services (designed with a results oriented process focused on improving the academic functional achievement of the child) must be addressed in the Individual Education Program (IEP) of the student not later than in the year in which they turn 16 years of age. This really means that Secondary Transition planning, the Individual Transition Plan (ITP), needs to be included in the IEP during the student's 15th year so it is in effect when they turn 16.

Note: When a student exits from special education as a result of earning a diploma or upon reaching maximum age, the Local Education Agency (LEA), which is usually the school district, shall provide the student with a summary of their academic achievement and functional performance along with recommendations on how to assist the student in meeting their post-secondary goals. This Summary of Performance (SOP) is not part of the IEP but has to be given (delivered in person or by mail) to the student before the end of the academic year when they earn a high school diploma or reach maximum age. Documentation of the delivery of the SOP should be kept with student records.

Philosophy

Transition is all about planning for a student's future and how academic courses, functional curriculum, vocational activities, annual goals and services help move a student towards their future goal.

Discussion about transition or future planning should begin an IEP so that the team is focused throughout the meeting on helping the student work towards his or her future goals**.**

What is the goal of Transition?

To provide the student necessary support to access learning all the skills and knowledge necessary to make their post school goals a reality**.**

Transition in a real world application

Secondary transition is the same as your parents asking you what you wanted to do when you left school.
You as a teacher ask the same question but use information and assessments to help the student answer the question. The answers to the question are the student's Measurable Post Secondary Goals (MPSG's) in Education/Training, Employment and when appropriate, Independent Living.

The next question for the student and IEP team - What subjects or functional skills do you need to learn while in school to help you reach those future goals (MPSG's)? This is the student's course of study.

Based on the above information, the student and IEP team need to discuss what transition activities would help the student learn more about their choices – do they need to attend a career or college fair?, do they need some community experience in their area of interests?, etc. The areas that need to be looked at are: Instruction; Community Experiences; Employment and other Postsecondary Adult Living Objectives; Related Services and, if appropriate; Daily Living Skills and Functional vocational screenings.

Annual goals should be written that will support the student's movement towards their future goals. For example, to address a future employment goal an annual goal could address: Can they fill out an application? Do they know their address? Can they follow directions?

What transition services would support this annual goal? – For Example - Career Awareness (840) could be the transition service that supports the students annual goals related to transition – what would these services look like? – Example - Student will be provided opportunities in the classroom and community to explore career options. Student will attend the annual career fair at the high school.

When do you have to address Transition in the IEP?

Transition has to be a part of the IEP that will be in effect when the student turns 16, or younger if appropriate for the individual student and in every IEP thereafter.

How often do you have to address Transition in the IEP?

Once you have addressed it, you must address transition every year until the student leaves school with a diploma or reaches maximum age.

What needs to happen before the IEP meeting where Transition is discussed?

- Prepare student and family for the transition process. Let them know what it is and that it will be addressed in the IEP meeting.
- Help student and family make a connection between the student's abilities and future career/living situation.
- Discuss H.S. Diploma and Certificate of Completion and what each means.
- Encourage student and family to talk about options for the student after leaving school.
- Help the student and family describe student's disabilities and any accommodations that may be needed.
- Give the student opportunities to discover what he/she can do, cannot do or do with support.
- At age 17 or earlier discuss Age of Majority and what it means to the student and family.

What crucial information do you need from the student to develop a good transition plan?

The student's goals and vision (measurable post secondary goals in IEP language) for his or her future are key to developing a good transition plan.

What are the steps for Transition Development in the IEP?

- Age Appropriate Transition Assessment
- Measurable Postsecondary Goals (MPSG's)
- Course of study (academic or functional classes or instruction) to support MPSG's
- Development of Annual Goals that support MPSG's
- Activities that support the MPSG's
- Transition Services to support annual goals
- Age of Majority Notification (Age 17)
- Summary of Performance (Not part of the IEP process)

How do you collect this information from the student?

This information can be gathered from an **age appropriate transition assessment**.

What is age appropriate?

Age-appropriate means chronological rather than developmental age.

What is the purpose of age appropriate transition assessments?

- Assist the student to identify needs, interests and preferences.
- Assist the student in developing Measurable Post Secondary Goals (MPSG's) in Education or Training; Employment; and Independent Living if appropriate.
- Assist the IEP team to determine appropriate instruction, classes and activities that will assist the student achieve measurable post-school goals.
- Assist the IEP team to determine appropriate accommodations and supports.
- Assist the IEP team to determine what annual goals need to be addressed to assist the student to move towards his or her MPSGs.
- Assist the IEP team to determine what services will support the annual goals for transition.

Do you need an assessment plan?

In your district, do you do an assessment plan for every annual as well as the triennial?
If so, on page 2 of the assessment plan, check Career Vocational.
If not - If age appropriate transition assessment information is built into your curriculum, such as interest inventories, career awareness activities, etc., you may not need an assessment plan.
HOWEVER . . .

You should always check with your district/administrator to make sure you are following appropriate policies and procedures for your program.

What components could be considered in an age appropriate transition assessment?

A student interview; career interest inventory; personality or learning style inventory related to careers; other assessment records (classroom based, situational; psycho-educational; state-wide testing; adaptive behavior scale; etc.) would be appropriate. Anything that can assist the student in defining what he/she would like to do in terms of education or training, employment or daily living when they exit secondary education. This information needs to document student's strengths, interests and preferences in these areas. Presence of the above information in the student's file and a clear link of such information to the student's postsecondary goal(s) would meet the requirements of age appropriate transition assessment. Additional data may include a family interview, teacher/transition coordinator observational assessments or various student self-assessments.

An **age appropriate transition assessment** should include information from student, parents and school staff regarding:

(1) Student's vision for the future (Measurable Post Secondary Goals) and
(2) Student's present levels of functioning as related to transition in:
- Work Experience
- Recreation and Leisure
- Home/Independent Living
- Community Participation
- Postsecondary Training and Learning
- Related Services

How is transition assessment information documented in the Individual Transition Plan in the IEP?

It is documented through measurable post secondary goals, annual goals, course of study; transition activities and services related to transition. It is also documented on Page 1 of the ITP as the assurances that all of this was done.

What is a Measurable Post Secondary Goal (MPSG)?

- It is what the student wants to do for education or training, employment and , if appropriate, independent living after he/she leaves secondary education (including adult transition class – 18-22 year olds)
- *See Goal Bank in SEIS – State Wide Teacher Goal Bank, Post Secondary Goals for examples*

How do you write an MPSG?

- *'Plan to'… will not meet compliance!*

Begin with:

- Upon receiving a diploma…
- Upon graduation with a diploma…
- Upon reaching maximum age…

Use results-oriented terms such as:

- Enrolled in
- Work
- Live independently

Use descriptors such as:

- Full time
- Part time

What are examples of a MPSG for education or training, employment and independent living skills?

Education or Training Example

- Upon completion of high school with a diploma, I will enroll in courses at a four year college to which I am admitted.
- Upon reaching maximum age, (student's name or I) will obtain entry level training in (insert area of interest)
- Upon reaching maximum age, (student's name or I) will participate in an Adult Service Program with a training component.
- Upon reaching maximum age, (student's name or I) will participate in habilitative and functional skills training through an adult program.

Employment Example

- Upon completion of high school with a diploma, (student's name or I) will work at a retail store.
- Upon completion of high school with a diploma, (student's name or I) will work in a restaurant.
- Upon reaching maximum age, (student's name or I) will participate in an Adult Service Program with a work component.
- Upon reaching maximum age, (student's name or I) will obtain a supported employment position in retail sales (or whatever area of interest).

Independent Living Skills Example

- Upon completion of high school with a diploma, (student's name or I) will complete employment applications correctly.
- Upon completion of high school with a diploma, (student's name or I) will manage my household budget.
- Upon reaching maximum age, (student's name or I) will access Regional Center services for supported employment (or supported living) assistance.
- Upon reaching maximum age, (student's name or I) will take daily medication with assistance from in home support services.

Where do you list a MPSG in the IEP?

The MPSG's are listed on the 1st page of the Individual Transition Plan (ITP) in SEIS. The ITP is designed to develop a long-range plan for the student's movement into the adult world. With information gathered during an age appropriate transition assessment, student MPSG's are to be developed by the student and his family members as part of the ITP/IEP team meeting.

Is a measurable post secondary goal (MPSG) the same as an annual goal?

No, a MPSG relates to what the student wants to do after he/she leaves school. Annual goals will help the student work towards achieving a MPSG.

According to law, what MPSGs have to be written for each student?

A MPSG has to be written in Education or Training and in Employment for every transition age student. A MPSG in Independent Living has to be written if it is appropriate for an individual student. Independent Living would be appropriate for most students in functional placements.

Do you have to address transition in annual goals?

Yes. The annual goals should support the student's expressed measurable post school goals and vision, be based upon the student's present levels of performance, and reflect the statement of needed transition services. See Examples below.

- Example: MPSG Employment – Student will work at a job that involves cleaning in a store environment.
- Example of an Annual Goal related to MPSG for Employment:

By (next annual date), when participating in a mock job interview, Student will properly introduce himself/herself, answer 3-4 questions about his/her education, job experiences, and references with 80% accuracy in 3/4 trials as measured by teacher/assistant's job evaluations.

How do you indicate that an annual goal is related to MPSG?

Check box c on the annual goal page in SEIS:

> Current Present Levels/baseline related to goal below:
>
> By next annual,   Student will:
>
> (future date)   (student name)
>
> ☐ a) Increase participation in general education and access the core curriculum by:
>
> ☐ b) Increase participation in appropriate and functional activities by:
>
> ☑ c) Relates to measurable post-secondary goals

What is a course of study and how does it support the student's MPSGs?

A course of study is an annual description of coursework (classes or functional curriculum) that would assist the student to make progress towards his/her desired measurable post-secondary goals.

How do you document this in the IEP?

At the bottom of page 1 on the ITP in the Transition Service Needs box
.
What about transition service activities (these are <u>not </u>listed in the service box on Page 2 of the IEP)?

These are documented on Page 2 of the ITP.

What do Transition service activities include?
- Instruction
- Related Services
- Community Experiences
- Employment and other post-school adult living experiences
   and when appropriate
- Daily living skills and functional vocational evaluation

Transition service activities should be developed as a coordinated set of activities by considering each of the following areas:

- **Instruction** the student needs to receive in specific areas to complete needed courses, succeed in the general curriculum and gain needed skills post high school.
- **Related services** the student may need to benefit from special education while in school. Generally, the IEP team should also begin to consider related service needs the student may have as he or she enters the adult world. If related services will be needed beyond school, the IEP should identify, as appropriate, linkages to adult agencies or providers before the student leaves the school system.
- **Community experiences** are provided outside the school building or in community settings. Examples may include community-based work experiences and/or exploration, job site training, banking, shopping, transportation, counseling and recreation activities.
- **Employment or other post-school adult living objectives** the student needs to achieve desired post-school goals. These could be services leading to a job or career or those that support activities done occasionally such as registering to vote, filing taxes, renting a home, accessing medical services, filing for insurance or accessing adult services such as Social Security Income (SSI).
- **Acquisition of daily living skills -** Daily living skills are those activities that adults do every day (e.g., preparing meals, budgeting, maintaining a home, paying bills, caring for clothes, grooming, etc.).
- **Functional vocational evaluation -** This is an assessment process that provides information about job or career interests, aptitudes and skills. Information may be gathered through situational assessment, observation, or formal measures and should be practical. The IEP team could use this information to refine services outlined in the IEP.

The IEP team will need to consider each of these areas when identifying needed transition service activities and include them on the IEP when a service activity is needed. Each area is to be considered in relationship to support the attainment of the measurable postsecondary goals identified by the student. Consideration for each of these areas helps ensure that the services are coordinated, comprehensive and that students will have access to the post-school services, supports and programs they need. It is NO LONGER required to write a statement justifying why any of these areas are NOT addressed in the IEP.

When do you need services listed in the IEP service box that relate to transition?

Any student with a transition plan shall have a transition service in the service box on the offer of services page of their IEP. The transition service code should be also entered on the first page of the ITP.

What are transition services? (CASEMIS codes in SEIS)

- College Awareness (820)
- Vocational Assessment, Counseling, Guidance, Career Assessment (830)
- Career Awareness (840)
- Work Experience Education (850)
- Job Coaching (855)
- Mentoring (860)
- Travel Training (870)
- Other Transition Services (890)

See attached descriptions of each code.

How do you fill out the service box when you are listing a transition service?

- Service: One of the 800 Series in pull down menus
- Date of Initiation:
- Date of Completion:
- Provider: examples could be 100 – District of Service, 110 – COE
- Description of Services:
- # of Sessions:
- Duration:_____ min per session
- *Totaling: ____ min per
- *Frequency: examples – daily, monthly, yearly, any other frequency
- *Location:

Who could provide these services?

Some possibilities:

- The teacher
- WorkAbility
- A vocational class
- Regional Center

How would you describe the services?

Examples –

- College Awareness – student will attend the annual H.S. college night – student will research colleges and disseminate information to teacher/parents
- Career Awareness – student will attend annual career fair, career speakers in classroom, WAI presentations
- Travel Training – student will learn the bus routes from home to different sites in the community; student will access transportation, learning routes and safety, to reach a work experience site

How do you determine how much?

- # of Sessions – How often does the activity/teaching/exposure happen?
- Duration – How long does it happen for?
- *Totaling – for a grand total of?
- *Frequency – Does it happen daily, weekly, monthly, yearly or some other frequency?

Where's it going to happen?

Location possibilities:

- Regular classroom
- Special classroom
- Service provider location
- Any other location

Work Experience Education (850)

You may choose to use this code:

- when a student is enrolled in outside work experience education (OWE) through school and is working
- when a student volunteers at a non-profit agency that is traditionally staffed by or uses volunteer workers
- when a student is actively working at a training site as part of an ROP class

Some suggestions for filing out the service box would be:

- duration - # of session 1 – minutes - 30 – frequency – 40 (yearly) or 90 (any other frequency) location 620 (Alternative work education center/work study facility) or 900 (any other location or facility) trying to keep it as general as possible so service could still be met and including discussion in the notes.
- do an addendum (agreed upon at an IEP meeting that it would be done through an addendum and if your district allows this use of an addendum) when and if the student is placed at a training site with duration still being placed at the minimum.
- or use a more global code (840 – Career Awareness or 890 – Other Transition Service) that covers what the teacher is doing to facilitate the transition plan with a description in the service box and with discussion regarding particulars captured in the notes.

How often do you have to gather current information about the student's goals and visions for their future (MPSGs)?

At least once a year before their annual IEP by conducting an age appropriate transition assessment.

Do you have to refine annual goals, course of study, activities and services if the student's MPSGs changes every year?

Yes

Who and what needs to be included in the IEP when a student turns 16?

- The student!!!
- The student's measurable postsecondary goals.
- The student's transition service needs (course of study).
- A statement of transition service needs that includes a school program and community activities based on the student's level of functioning and future goals and that identifies the end result - Diploma or Certificate of Completion.
- A statement of needed transition services (includes instruction, related services, community experiences, employment and post school adult living objectives, agency linkages and, if appropriate, acquisition of daily living skills and functional vocational assessment).
- Annual Goal(s) that support the measurable postsecondary goals.
- Services that support the annual goals related to transition.

Who needs to be invited to an IEP where Transition will be discussed and what is each participant's role?

First, a word about excusals:
IDEA 2004
- (34 CFR 300.321(e) (1)An IEP team member may be excused from attending the IEP team meeting, in whole or in part, if the parents and LEA agree in writing because the area of curriculum or related service is not being modified or discussed. The agreement must be in writing.
- (34 CFR 300.321(e)(2) An IEP team member may be excused from attending an IEP Team meeting even if their curriculum area or related service area is being discussed by the written agreement and consent of the parent and the LEA. The IEP team member shall submit their input in writing to the team prior to the meeting.

Student

Role: participates, communicates preferences, interests, strengths and needs, and takes part in the IEP development.

(If the student is not in attendance, how were the student's interests and preferences determined?)

300.321(b)(1) Would provide that the child be invited to the IEP meeting if a purpose of the meeting is consideration of the child's postsecondary goals and the transition services needed to achieve those goals.
(2006 IDEA Regulations Comments indicated that if the student is a minor, the parents (unless educational rights have been limited or extinguished) have the authority to determine whether the student should attend the IEP Team meeting(pg.46671) 300.321(b)(2) it is the public agency's obligation to take other steps to ensure that the student's preferences and interests are considered if the child is unable to attend the meeting.
Role: participates, communicates preferences, interests, strengths and needs, and takes part in the IEP development.

Parent/Family

Role: supports the student, reinforces the value of an individual program, and provides information about student's strengths and areas where assistance is needed.

Special Education Teacher

Role: provides information, provides teaching strategies including accommodations and or modifications, suggests course of study related to student's post school goals, identifies related services, provides input into transition service needs, links student and parents with appropriate post-school services and coordinates all people, agencies, services or programs involved in the transition planning process.

General Education Teacher

Role: assists in planning course of study, assists in identifying and providing modifications, adaptations, support and positive behavioral strategies or interventions.

(34 CFR 300.321 – Not less than one regular education teacher of such child (if the child is, or may be, participating in regular education)

LEA Representative

Role: support staff, allocate resources and complies with the following requirements:

- Qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities.
- Is knowledgeable about the general curriculum and the availability of resources of the LEA.
- Has the authority to commit the LEA to implement the IEP.

LEA may designate another staff member on the IEP team if these criteria are met.

Other Specialists

- A person who can interpret the instructional implications of evaluation results.
- May be one of the team members already listed.

Other Appropriate Agency Personnel

Role: provide information about services, eligibility criteria, explain difference between entitlement of school programs and eligibility of adult services, assist in identifying community or adult services.

Sec. 300.321(b)(3) would require, to the extent appropriate, and with the consent of the parent or a child who has reached the age of majority, that a representative of a participating agency that is likely to be responsible for providing or paying for transition services be invited to the meeting.

What is an agency linkage?

- An outside agency, other than the public agency (usually the school district), that is likely to provide the needed services, and/or support to help facilitate the student's progression to his or her post school goal or vision.
- Required with IDEIA 2004 - A representative from any agency that is likely to be responsible for providing or paying for transition services may be invited to the IEP beginning when the student is 16 or younger if appropriate **with parental consent or consent of adult student.**

"…would require, to the extent appropriate, and with the consent of the parent or a child who has reached the age of majority, that a representative of a participating agency that is likely to be responsible for providing or paying for transition services be invited to the meeting."

Where can you find information on age appropriate secondary transition, law, regulations, future and annual goals, assessments, etc.?

A compiled list can be found at:
http://www.kings.k12.ca.us/education/components/docmgr/default.php?sectiondetailid=2510&catfilter=264#showDoc
This website also has comprehensive trainings in a PowerPoint format regarding the transition assessments.

Secondary Transition for Youth with Disabilities
Writing a Compliant and Effective Individualized Education Program (IEP)
Resources

<u>Overview:</u>
 A. What is College and Career Ready?
  www.achieve.org/files/CollegeandCareerReady.pdf

 B. The Post-High School Outcomes of Young Adults with Disabilities up to 8 Years after High School: Key Findings from the National Longitudinal Transition Study-2 (NLTS2). U.S. Department of Education. 2011.
  http://ies.ed.gov/ncser/pubs/20113005/

 C. National Post-School Outcomes Center: Information and resources to compile outcome data.
  www.psocenter.org

<u>Individuals with Disabilities Education Act (IDEA):</u>
 A. Building the Legacy: IDEA 2004, U.S. Department of Education
  http://idea.ed.gov/explore/view/p/,root,dynamic,TopicalBrief,17,

<u>State Performance Plan:</u>
 A. CalSTAT Transition Core Messages – Indicator 13
  http://calstat.org/transitionmessages.html

 B. National Secondary Transition Technical Assistance Center
  http://nsttac.org/content/what-indicator-13

<u>Student-centered, Transition-focused IEPs:</u>
 A. National Secondary Transition Technical Assistance Center – Student-focused Planning
  http://nsttac.org/content/student-focused-planning-0

 B. Charting a Course for the Future
  http://www.cde.state.co.us/cdesped/transition_tk

 C. Pepnet – Transition Resources for Deaf and Hard of Hearing Students
  http://pepnet.org/itransition

 D. National Collaborative on Workforce and Disability-Youth – Innovative Strategies
  http://www.ncwd-youth.info/innovative-strategies

 E. Transition Planning: The Basics (2013)
  http://www.catransitionalliance.org/

  1. <u>Appropriate Measureable Postsecondary Goals:</u>

   a. CalSTAT Transition Core Messages – Education/Training, Career Development/Employment, Independent Living
    http://calstat.org/transitionmessages.html

   b. Career Technical Education (CTE) Model Curriculum Standards
    www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp

  2. <u>Postsecondary Goals Updated Annually:</u>
   a. National Secondary Transition Technical Assistance Center – Indicator 13, Examples,
    http://nsttac.org/content/nsttac-indicator-13-checklist-form-b-enhanced-professional-development%20

3. Postsecondary Goals Based on Age Appropriate Transition Assessments:
    a. CalSTAT Transition Core Messages – Transition Assessment
       http://calstat.org/transitionmessages.html

    b. National Secondary Transition Technical Assistance Center
       http://nsttac.org/content/age-appropriate-transition-assessment-toolkit-3rd-edition

    c. My Next Move
       http://www.mynextmove.org/explore/ip

    d. California Career Resource Network (CalCRN)
       http://www.californiacareers.info

    e. ASVAB – Military
       http://official-asvab.com/counselors.htm

    f. Casey Life Skills
       http://lifeskills.casey.org/clsa_learn_provider

    g. California Occupational Guides
       http://www.labormarketinfo.edd.ca.gov/occguides/

    h. Transition Coalition – Online Assessments and Resources
       http://transitioncoalition.org/transition/section.php?pageId=90

    i. Drive of Your Life
       https://www.driveofyourlife.org/main/index.html

    j. National Collaborative on Workforce and Disability - Youth
       www.ncwd-youth.info

    k. Shasta 21st Century Career Connections Products
       www.shastacareerconnections.net

    l Transition Assessment Matrix
       http://sped.sbcsc.k12.in.us/ppm/transitionplanning/transitionassessments.html

4. Transition Services that Enable the Student to Meet Postsecondary Goals:
    a. Internship Handbook
        http://casn.berkeley.edu/resource_files/internship10-02-23-02-12-15.pdf

    b. NAF Internship Toolkit
       http://naf.org/files/Internship-Toolkit-2006-09.pdf

    c. Mentor Handbook
       http://casn.berkeley.edu/resources.php?r=72

    d. Youth to Work Coalition
       http://nsttac.org/ytw/home

5. Course of Study Aligned with Postsecondary Goals:
    a. Designing Multidisciplinary Integrated Curriculum
       http://www.connectedcalifornia.org/downloads/LL_Designing_Curriculum_Units_2010_v5_web.pdf

    b. Project-based Learning
       http://www.bie.org/index.php/site/PBL/overview_pbl/

c. Work-based Learning in California
   http://www.connectedcalifornia.org/downloads/WBLReport.pdf

d. Aiming High
   http://www.cde.ca.gov/ci/gs/hs/ahgen.asp

e. ACRN – High School, Postsecondary, Work Preparation
   http://acrn.ovae.org/counselortk/prep.htm

f. Quality Work-based Learning Toolkit
   http://www.newwaystowork.org/mastertools/guidebooks%20and%20toolkits/kcktoolkit/Print_Toolkit.PDF

g. Course of Study Lesson
   http://www.ou.edu/zarrow/pilot/lesson6.html

6. <u>Annual Goals Related to Postsecondary Goals and Transition Services Needs:</u>
   a. Job Accommodations Network
      http://askjan.org

   b. Common Core Resources for Special Education
      http://www.cde.ca.gov/sp/se/cc/

   c. Common Core State Standards
      http://www.cde.ca.gov/sp/se/cc/

   d. CalSTAT Transition Core Messages – Evidence-based Transition Practices and Predictors
      http://calstat.org/transitionmessages.html

   e. Career Technical Education (CTE) Model Curriculum Standards
      www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp

   f. National Secondary Transition Technical Assistance Center – Lesson Starters
      http://nsttac.org/content/lesson-plan-starters

   g. National Secondary Transition Technical Assistance Center – Evidence-based Practices
      http://nsttac.org/content/evidence-based-practices

   h. California Career Resource Network (CalCRN)
      http://www.californiacareers.info

   i. O'NET Online
      http://www.onetonline.org

   j. California Occupational Guides
      http://www.labormarketinfo.edd.ca.gov/occguides/

   k. My Job Scout
      myjobscout.org

7. <u>Student Invited to the IEP:</u>
   a. CalSTAT Transition Core Messages – Self-advocacy/Self-determination
      http://calstat.org/transitionmessages.html

   b. Workplace Flexibility Toolkit
      http://www.dol.gov/odep/workplaceflexibility/#

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c. Job Accommodations Network
   http://askjan.org

d. Skills to Pay the Bills
   http://www.dol.gov/odep/topics/youth/softskills/

e. Self-Awareness Lesson
   http://www.ou.edu/zarrow/pilot/lesson1.html

f. Adult Living Lesson
   http://www.ou.edu/zarrow/pilot/lesson5.html

g. ARC Self-determination Scale
   http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-tools/arc-self-determination-scale.html

h. AIR Self-determination Scale
   http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-tools/air-self-determination-assessment.html

i. National Collaborative on Workforce and Disability-Youth – Youth Development and Leadership
   http://www.ncwd-youth.info/youth-development

j. Youthhood.Org
   http://www.youthhood.org/index.asp

k. Youth Transition Toolkit
   http://www.project10.info/DetailPage.php?MainPageID=219

l. Disability Benefits 101
   http://ca.db101.org

m. Disability Disclosure
   http://www.ncwd-youth.info/411-on-disability-disclosure

8. Appropriate Representative of Participating Agencies Invited to the IEP:
   a. CalSTAT Transition Core Messages – Interagency Collaboration
      http://calstat.org/transitionmessages.html

   b. Ready by 21
      http://www.readyby21.org/toolkits/view-all

   c. Connecting Services Lesson
      http://www.ou.edu/zarrow/pilot/lesson7.html

Summary of Performance:
A. CalSTAT Transition Core Messages – Summary of Performance
   http://calstat.org/transitionmessages.html

B. Job Accommodations Network
   http://askjan.org

C. Summary Performance Lesson
   http://www.ou.edu/zarrow/pilot/lesson8.html

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820	**College Awareness Preparation**: College awareness is the result of acts that promote and increase student learning about higher education opportunities, information and options that are available including, but not limited to, career planning, course prerequisites, admission eligibility and financial aid.
830	**Vocational Assessment, Counseling, Guidance, and Career Assessment**: Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision for work experience, job coaching, development and/or placement, and situational assessment.

This includes career counseling to assist student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions. (Title 5 §3051.14). |
840	**Career Awareness**: Transition services include a provision in paragraph (1)(c)(vi), self-advocacy, career planning, and career guidance. This comment also emphasized the need for coordination between this provision and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds. (34 *CFR*-§300.29).
850	**Work Experience Education**: Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree. (34 *CFR* 300.26)
855	**Job Coaching**: Job coaching is a service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled, and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance
860	**Mentoring**: Mentoring is a sustained coaching relationship between a student and teacher through on-going involvement and offers support, guidance, encouragement, and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal as in planned, structured instruction or informal that occurs naturally through friendship, counseling and collegiality in a casual, unplanned way.
865	**Agency Linkages (referral and placement)**: Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as Title I of the Rehabilitation Act of 1973 (vocational rehabilitation), Title XIX of the Social Security Act (Medicaid), and Title XVI of the Social Security Act (supplemental security income). (34 *CFR* §613).
870	**Travel Training (includes mobility training):**
890	**Other Transition Services:** These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and postsecondary agencies.