Secondary Transition Planning: The Basics
Achieve Successful Outcomes AND Meet Mandates

- ✓ **Help Students Achieve Positive Outcomes**
- ✓ **Write IEPs that meet the Legal Mandate**
- ✓ **Implement IEPs using Best Practices**

<u>High Expectations + Effective Transition Planning= Positive Outcomes</u>
Readiness for College, Careers & Quality Adult Life
Fall 2017

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Transition Planning: The Basics
From Mandate to Practices that Lead to Successful Outcomes

This document is developed to assist transition teams to develop effective transition language in the IEP that is compliant with current legal mandates. It recognizes that transition is a process- not a document - so it lists the Federal and State mandates for secondary transition on one page with corresponding research-based best practices on the opposite page.

Following are the primary resources utilized:
National Collaborative on Workforce and Disability – Youth (NCWD-Youth)   www.ncwd-youth.info
National Technical Assistance Center on Transition (NTACT) http://www.transitionta.org
Transition Coalition   www.transitioncoalition.org
National Office of Special Education and Rehabilitation Services (OSERS) 2017 A Transition Guide
              www2.ed.gov/about/offices/list/osers/index.html
IDEA Website https://sites.ed.gov/idea

California Department of Education   www.cde.ca.gov/specialeducation
        California Department of Education Web-Guide to Secondary Transition   **www.cde.ca.gov/sp/se/st/**
National Post School Outcome Center   www.psocenter.org
California Department of Rehabilitation (DOR): www.dor.ca.gov

Department of Labor: Workforce Innovation and Opportunity Act (WIOA)   www.doleta.gov/wioa
Workforce innovation Technical Assistance Center www.wintac.org
Implications of WIOA on DOR and Education

Department of Labor Office of Disability Employment Policy (ODEP): www.dol.gov/odep

California Department of Health and Human Services
Blueprint for Competitive Employment http://www.chhs.ca.gov/Pages/Competitive-Integrated-Employment

Other References:
Final Regulations to align IDEA mandates with Every Student Succeeds Act: Federal Register

A Better Bottom Line: Employing People with Disabilities, Blueprint for Governors
        2012-13 Chair's Initiative, National Governor's Association

The 2020 Federal Youth Transition Plan: A Federal interagency strategy for collaboration
        http://www.dol.gov/odep/pdf/20150302-FPT.pdf

Indicator 13 language is based on the NTACT/NSTTAC) Indicator 13 Checklist
Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the child to meet the post-secondary goals (20 U.S. S.C.1416(a)(3)(B). IDEA regulations cited are based on Regulations: Part 300 / D / 300.320)

Indicator 14 information is based on the National Post-school Outcomes Center (NSPO).

Further, the regulations recognize that there are numerous mediating factors that positively or negatively affect an adult's acquisition of goals for which a school could not be held accountable (IDEA Part B, 614,(d)(1)(A)VIII;300.1(a). (Translation: LEA is not responsible for decisions students make after leaving school.)

        Copies of these resources are available for purchase at the California Transition Alliance Website
        www.catransitionalliance.org.   Updated July 2017

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Expectations are Changing

This document recognizes that expectations for youth are changing.

The educational system is focusing on college and career readiness - **transition for all, including students with disabilities.** This focus validates the need for all students to have a plan for their future as they leave the K-12 system. There is increasing focus on the value of post-secondary education as part of the path to employment for middle-skill as well as high-skill jobs. Earning a livable wage requires some post-secondary education and training. There are multiple pathways to careers from on-the-job training provided by employers, on-line educational opportunities, the military, apprenticeships, occupational certification, and traditional degree programs that are offered through community colleges and four year universities.

Recent legislation- the Workforce Innovation and Opportunity Act reauthorizes the Rehabilitation Act and employment services provided by the America's Job Centers.

There is an increasing focus on **Employment for All**. Employment First initiatives emphasize that work is a right and a responsibility for everyone who is a capable of working.

The Partnership for 21st Century Skills tells us that the four most critical skills for success in employment
are the 4 Cs: 1. **Communication**   **2. Collaboration**   **3. Critical Thinking**   **4. Creativity**

There are many reasons people work in addition to the need to make a living wage.
The primary reasons people work are (in order of priority) are to:

1. feel good about ourselves
2. be around others
3. continue to learn
4. stay physically active
5. make money

There is increasing emphasis placed on post-school outcomes - based on discovering what students are doing after they leave high school. We need to know if students who left school are working and/or pursuing post-school education and training.

The Bad News: National and State statistics define our challenge

21% of working age adults with disabilities are employed versus **69%** of people without disabilities.

65% of students with IEPS earn a high school diploma in California vs**. 85%** of students without disabilities

90% of employers prefer to hire youth with high school diplomas. **70%** of jobs require diplomas.

25% of people with disabilities live in poverty with average annual incomes less than $15,000.

26% of high schools offer work-based experiences versus **74%** classroom based learning.

26% of workers with Intellectual Disabilities/Developmental Disabilities (ID/DD) are working in community employment, with the majority still in sheltered and non-work settings. Employment First initiatives are focusing on transitioning ID/DD youth directly into integrated competitive employment (ICE) as they leave school.

The Good News

People who are competitively employed are contributing to the economy.

- 600,000 scientists and engineers currently employed have disabilities.
- Employment training and vocational experiences lead to better post-school outcomes.
- Improvements occur in academic performance, school attendance, social development and increased problem-solving ability, enhanced "soft skills", job readiness, and knowledge of entrepreneurial skills.
- Some of the top innovators in the US have disabilities, including Chief Executive Officers of Ford Motor Company, Xerox, Turner Television and Apple.

Terminology

It is important to be aware of recent legislation and reform initiatives that are being developed that impact transition for all youth, including students with disabilities. Here is a list of "buzz words" we need to know.

College Readiness is most commonly defined as being ready for college level coursework without remediation. It means more than pursuing any post-secondary experience, including two and four year institutions leading to a credential, certificate, degree or license. Research tells us that there are numerous factors that indicate that we are actually college ready, including independence, self-determination, social and emotional skills and attitudes (e.g. maturity, resiliency, self- management, self-advocacy, and interpersonal relations), college knowledge (e.g., finding the right post- secondary education match, understanding the college application process, and applying for financial aid), critical thinking, lifelong learning, and employment skills. Source: COLLEGE & CAREER READINESS & SUCCESS Center at American Institutes for Research

Career Readiness means that a high school graduate has the English and math knowledge and skills needed to qualify for and succeed in post-secondary job training and or/education necessary for their chosen career.

Work-Based Learning is defined in Ed. Code (51760-51769.5) as an educational approach or instructional methodology that uses the workplace or real work to provide pupils with the knowledge and skills that will help them connect school experiences to real-life work activities and future career opportunities. Work-based learning should be an integral part of a more comprehensive program that integrates academic courses and career technical education. There are an array of work-based learning experiences for career awareness, career exploration, career preparation and career training. A good resource for information regarding the array of options is the Work-Based Learning Continuum that is available, at www.ConnectEdCalifornia.org

Competitive Integrated Employment - The optimal employment outcome: Full time or part-time work at minimum wage or higher, with wages and benefits similar to employees without disabilities performing the same work, and fully integrated with co-workers without disabilities. Source: WIOA

Customized Employment: Competitive integrated employment for an individual with a significant disability that is based on an individualized determination of the strengths, needs, and interests of the individual with a significant disability and the business needs of the employer and carried out "through flexible strategies." Source: Workforce Opportunity and innovation Act

Self-determination is believing you can control your own destiny. Self-determination is a combination of attitudes and abilities that lead people to set goals for themselves and to take the initiative to reach these goals. It is about being in charge, but is not necessarily the same thing as self-sufficiency or independence. It means making your own choices, learning to effectively solve problems, and taking control and responsibility for one's life. Practicing self-determination also means one experiences the consequences of making choices. (Source: Pacer Center at www.pacer.org) Self-Determination is a growing priority for individuals who access the developmental disability services through Regional Centers throughout the state.

High School Diploma: Every Student Succeeds Act (ESSA) defines the high school diploma as (a) the standard high school diploma awarded to the preponderance of students in the State that is fully aligned with State standards, or a higher diploma, (b) except that a regular high school diploma shall not be aligned to the alternate academic achievement standards and does not include a recognized equivalent diploma, such as a general equivalency diploma, certificate of completion, certificate of attendance or similar lesser credential.

New Opportunities

Recent legislation at the state and federal levels has the potential to offer new options for programs and services that will help youth with disabilities make successful transitions to post-secondary education and training and employment. This legislation provides insight into the direction of future legislative priorities with emphasis on competitive employment, focus on industry sectors, strengthening collaboration and more clearly defining expectations.

Workforce Innovation and Opportunity Act (WIOA) federal level legislation that includes changes for the Department of Rehabilitation, Education, Independent Living Centers and traditional community resources like One Stop Centers that are now part of the America's Job Center.

Highlights of WIOA Changes: (Source - Institute for Community Inclusion & www.ca.gov/dor)
- Defines a much larger role for the Department of Rehabilitation to play in partnership with schools to improve transition. The Pre-employment transition services outlined in the law include job-exploration counseling, work-based learning experiences, counseling on post-secondary opportunities, workplace readiness training, and self-advocacy skills training starting at age 14.
- Defines Customized Employment and Competitive, Integrated Employment.
- Puts significant limitations on the use of sub-minimum wages.
- Defines youth (ages 14-24) and student (ages 14-21)

AB 86 Adult Education: (www.ab86.cccco.edu)
Currently grant funds are provided to regional consortiums to create and implement a plan to better provide adults in the region with all of the following:
- Basic skills including classes required for diplomas, including High School Equivalency Diplomas.
- Classes for immigrants eligible for education services in citizenship, English as second language and workforce preparation classes in basic skills.
- Education programs for adults with disabilities
- Short-term career technical education programs with high employment potential.
- Programs for apprenticeships.

California Career Pathways (www.cde.ca.gov/ci/ct/pt/)
- Work-based learning opportunities for students in partnership with regional business/industry sectors.
- Define regional labor market options that identify high-skill, high-wage job, high-growth industry sectors and establish / strengthen regional collaborations between business, education (K-12 and colleges), and one-stop centers.
- Develop and integrate standards-based academics with career-relevant, sequenced curriculum.
- Articulate pathways from high school to post-secondary education and training.
- Ensure Pathway Programs lead to post-secondary degrees or certificates, including stackable credentials.

Every Student Succeed Act (ESSA), is the latest update of the Elementary and Secondary Education Act. The ESSA acknowledges that students with IEPS are general education students first. It encourages the use of universal design teaching strategies. It limits the number of students who qualify for alternative assessment.
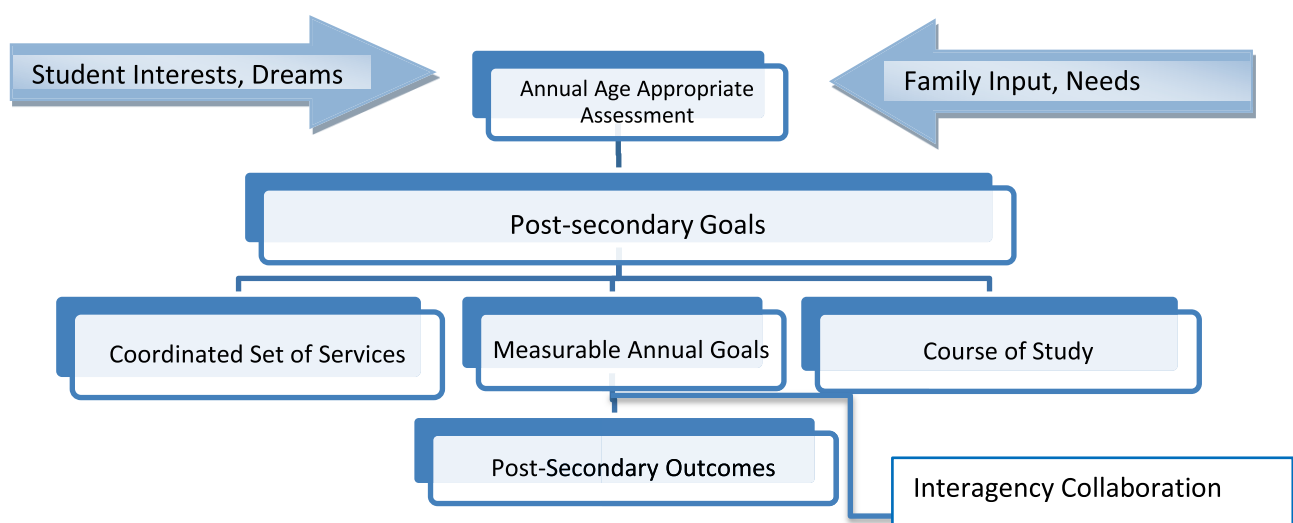
Secondary Transition Services as Defined in IDEA

The term "transition services" means a coordinated set of activities for a child with a disability that:
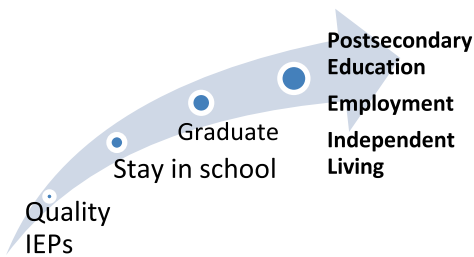(34 CFR 300 43(a) 120 U.S.C. 1401 (34)

- Is designed to be within **a results-oriented process**, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's **movement from school to post-school activities:**

- Including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, 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 post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

And includes:

- To the extent appropriate, with the consent of the parents or child who has reached the age of majority, the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services. (34 CFR 300.321(b)(3))

- Transition services, begin not later than the first IEP to be in effect when the child turns 16, or younger if determined by the IEP Team, and are updated annually. The IEP must include measurable post-secondary goals based upon age appropriate assessments related to training, education, employment, and where appropriate, independent living skills and the transition services (including the course of study) needed to help the child in reaching those goals.

How to Construct the Transition Individualized Education Program

Student Interests, Dreams	→	Annual Age Appropriate Assessment	←	Family Input, Needs

Post-secondary Goals

Coordinated Set of Services   Measurable Annual Goals   Course of Study

Post-Secondary Outcomes   Interagency Collaboration

Postsecondary Education
Employment
Graduate
Independent Living
Stay in school
Quality IEPs

State Performance Plan

IDEA requires each state to develop a performance plan and evaluate progress toward achieving the goals listed on the plan.

The State of California's Performance Plan lists four indicators that specifically related to transition:
(1) Increase Percent of youth with IEPs graduating with a regular diploma   (2) Decrease the drop-out rate
(13) Achieve compliance with federal guidelines on the IEP
(14) Improve outcomes in employment, education/training, and independent living

The California State Performance Plan Indicator 13:
"Achieving Compliance with Federal Guidelines on the IEP"

Schools are required to document that they meet the elements of Indicator 13.
In order to be compliant the answer should be "yes" to each of the following questions.
This tool ensures the IEP is written as required by federal regulations.

1. Are there **appropriate measurable post-secondary goals** in the areas of **education & training, employment**, and as needed, **independent living skills**?

2. Are the **post-secondary goals updated annually**?

3. Is there evidence that the measurable post-secondary goal(s) were based **on age-appropriate transition assessment?**

4. Are there **transition services** in the IEP that will reasonably enable the student to meet his/her post-secondary goal?

5. Do transition services **include courses of study** that will reasonably enable the student to meet his or her post-secondary goal(s)?

6. Is (are) there **annual IEP goals related to the student's transition service 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 prior consent of the parent or student who has achieved the age of majority?

1. Post-secondary Goals
   - Education and training
   - Employment
   - Independent Living
2. Update Annually
3. Age appropriate assessment
4. Transition services
5. Course of study
6. Annual goals directly related to post-secondary goals
7. Student Invited to the IEP
8. Representative of agency that provides post-school transition support invited to the IEP.

Remember, it is necessary to provide documentation in the student record of:
- Assessments
- Invitations to student
- Invitation to agencies or justification for not inviting agencies.

Assessments drive the IEP and document the need for services.

Reasons agencies are not invited or don't attend with that justify the indication that it is not applicable:
-Agencies that will pay for or provide services listed in the IEP are not available.
-Parent or student at age of majority refuses to consent.
-It is too early to determine the student will need agency involvement.
Some agencies may not attend the IEP, but do provide services. These services need to be documented in the student's record.

Transition: The IEP

Individual Transition IEP

Student Name _____ Date of Birth __/__/____ IEP Date __/__/____

[7] Student Invited ☐Yes ☐No
Describe how the student participated in the process

[8] If appropriate, and agreed upon, agencies invited ☐Yes ☐No ☐NA
☐Present at meeting ☐Interview Prior
☐Interest Inventories ☐Questionnaire

[3] Age-appropriate transition assessments/instruments were used ☐Yes ☐No
Describe the results of the assessments _____

_____

Student's Post Secondary Goal Training or Education (Required)

Upon completion of school I will
[1.2]
Linked to Annual Goal # [6]
Person / Agency Responsible

Transition Service Code as Appropriate [4] _____
Activities to Support Post Secondary Goal _____
Community Experiences as Appropriate _____
Related Services as Appropriate _____

Student's Post Secondary Goal Employment (Required)

Upon completion of school I will
[1.2]
Linked to Annual Goal # [6]
Person / Agency Responsible

Transition Service Code as Appropriate [4] _____
Activities to Support Post Secondary Goal _____
Community Experiences as Appropriate _____
Related Services as Appropriate _____

Student's Post Secondary Goal Independent Living (As appropriate)

Upon completion of school I will
[1.2]
Linked to Annual Goal # [6]
Person / Agency Responsible

Transition Service Code as Appropriate [4] _____
Activities to Support Post Secondary Goal _____
Community Experiences as Appropriate _____
Related Services as Appropriate _____

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Student Name _____ Date of Birth
__/__/____ IEP Date __/__/____

District Graduation Requirements
Course of Study [5]

A multi-year description of student's coursework from current year to anticipated exit year, in order to enable the student to meet their post secondary goal ☐Yes ☐No

If an education and career plan is attached, this statement is recommended: The attached course of study lists classes, and graduation requirements that relate to postsecondary education/training and employment goals.

Focus on Outcomes
SPP Indicator 14

There is an increasing emphasis on "outcomes" that answer this question:

What do our students do after they leave high school?

There is a need to conduct follow-up surveys to verify the percentage of students who are no longer in school, had IEPs at the time they left, and were pursuing post-secondary education and training and/or employment goals.

Revised Definitions of post-school outcomes

Outcomes	Definitions
Enrolled in higher education within one year of leaving high school.	Youth have enrolled on a full- or part-time basis in a: community college (2-year program) or college/university (4- or more year program) Completed at least one term.
Enrolled in higher education or competitively employed within one year of leaving high school.	Youth have worked for pay at or above the minimum wage in a setting with others who are nondisabled period Average 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment.
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	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.) Youth have been enrolled on a full or part-time basis for at least one complete term at any time in the year since leaving high school in an education or training program (e.g., Job Corps, adult education, workforce development program, vocational technical school which is less than a 2-year program).

Source: National Post-School Outcomes Center and National Technical Assistance Center on Transition

The Best Way to Follow Up- Is to TALK with the student!

*The National Post-School Outcomes Center recommends the
following best practices to conduct follow-up surveys after students leave school.
These recommendations are strategies that have been recommended by families and youth.*

1. **Talk about it before students leave school.**
   - *Explain its purpose, provide questions and timelines.*
   - *Share the stories of former students- how many pursued post-secondary education and training; how many are working and what kinds of jobs they have.*
   - *Provide information about the survey at the final IEP meeting.*
   - *Ask students to join a Facebook page to maintain contact with students.*
   - *As youth who they hope contacts them (a favorite teachers, coach, and school counselor).*
   - *Ask youth who they would like to respond to the survey if they are not available.*

2. **Create familiarity- help students and their families to become familiar with the survey.**
   - *Teach students the vocabulary on the survey.*
   - *Share the survey with students and their families to provide it is legitimate, not a scam.*
   - *Identify the person who has a relationship with the student to conduct the survey.*

3. **Show interest when conducting the survey- be attentive when youth share their stories.**
   - *Be enthusiastic*
   - *Be interested in the answers youth provide.*
   - *Convey a non-judgmental tone when talking with youth; don't sound disappointed.*
   - *Avoid reading the survey in monotone, use vocal inflections.*

4. **Provide incentives to former students as a reason to participate in the survey.**
   - *Remind students that the information they share will help other students with disabilities.*
   - *Remind students that their information will help the school do a better job.*
   - *Provide information about jobs, colleges and services that students may need.*
   - *Give gift certificates from local restaurants and businesses (given by businesses) to the hardest to locate youth.*

5. **Making Contact**
   - *Contact family members near significant dates when youth may be in touch (holidays, etc.).*
   - *Maintain a list of family members still in school (cousins, siblings).*
   - *Vary calls, leave messages with call back info. Call each contact number three times.*

Do you use your information about student outcomes to improve your transition services?

Factors that Lead to Positive Outcomes for Students with IEPs

Research and experience tell us that students who stay in school and graduate are more likely to be able to work and continue their education. For students with IEPs, quality IEPs written to meet the mandate **AND** the spirit of transition have a higher likelihood of helping students prepare for their future. Finally, when well written IEPS are implemented using research-best best practices, students are even more likely to achieve positive outcomes.
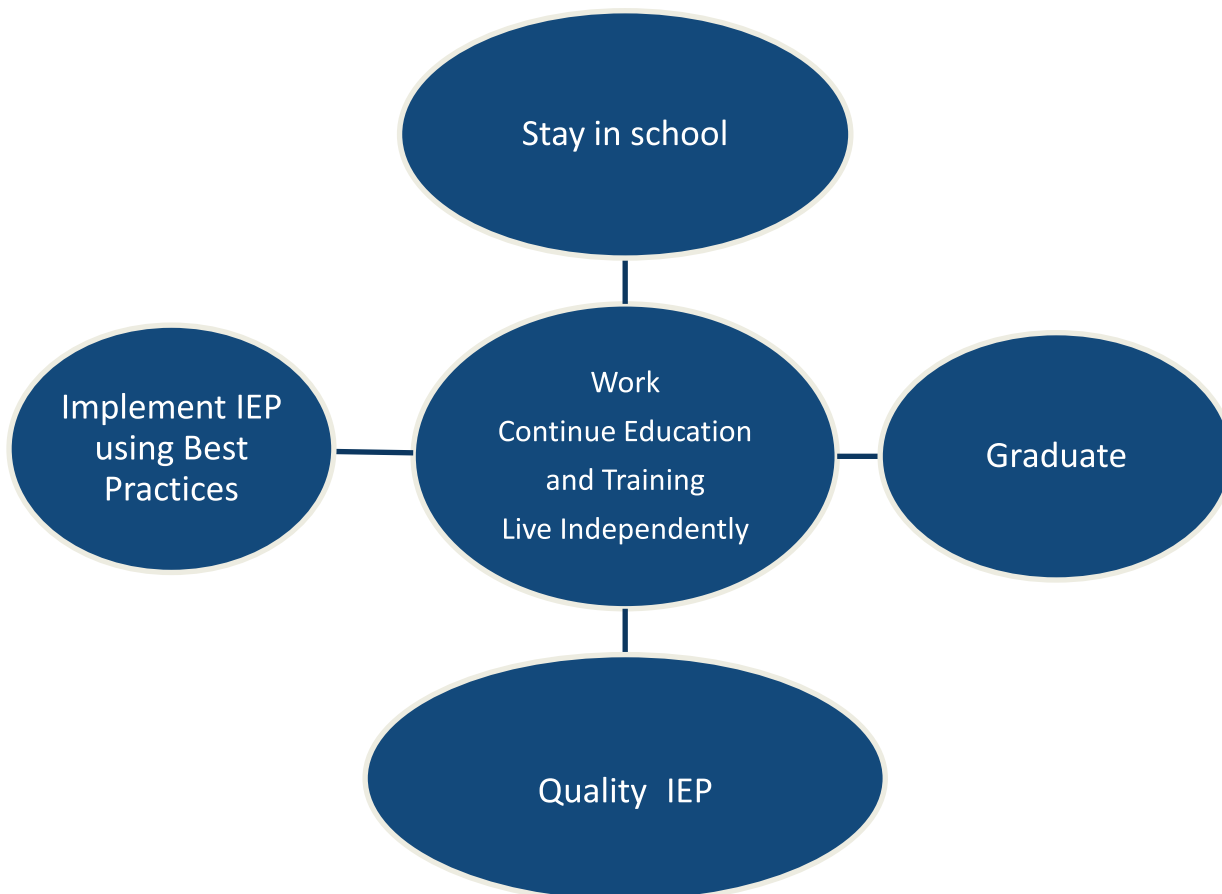
Indicator 17 as defined by California Department of Education, 2016, focuses on implementation of the State Systemic Improvement Plan that has developed a new accountability system that aligns local resources with student needs to support continuous improvement.

The goal is to create a coherent educational system for **All** students and develop a statewide system for support.

The current State Systemic Improvement Plan focuses on improving academic achievement outcomes for students with disabilities and who are also English Learners, foster youth, and/or students who are eligible for free and reduced price meals. A priority of this work is to set the foundation for one coherent system of education in which students receive the support they need in the most inclusive environment.

Researched Best Practices: **The National Transition Technical Assistance Center (NTACT)** confirms the four highlighted factors below have the greatest influence on achieving outcomes in all three areas (education/training, employment and independent living):

> **Research tells us these are the promising practices that lead to positive outcomes in education, employment and independent living.** Source: NSTTAC Predictor Implementation www.transitionta.org.

Factor/Topic	Education	Employment	Independent Living
Inclusion in general ed.: *Access to general education classes and curriculum. Classes with non-disabled peers*	✓	✓	✓
Work Experience*: Participation in workplace. Can include job shadowing, internships or paid work experience*	✓	✓	✓
Independent Living Skills: *Self Care and life skills required to live independently*	✓	✓	✓
Student Support*: Network of family, educators, agencies that provide services to facilitate transition*	✓	✓	✓
Career Awareness*: Learn about opportunities, education and skills needed for a variety of careers*	✓	✓	
Community Experience*: Activities that occur outside the school setting and supported by in-class instruction*		✓	✓
High School Diploma*: Meet district graduation requirements for diplomas*		✓	
Interagency Collaboration*: Cross-agency and program collaborative efforts to link youth /families to resources*	✓	✓	
Occupational Courses*: Career-Technical Classes*	✓	✓	
Parental Involvement*: Parents/family/supportive adults are active, engaged participants in planning*		✓	
Program of Study*: Courses, experiences, and curriculum designed to develop student academic & functional skills*		✓	
Self-Advocacy*: Ability to make choices, solve problems, set goals, and evaluate options & state goals*	✓	✓	
Social Skills*: Behaviors & attitudes that focus on communication and collaboration*	✓	✓	
Transition Program*: Contracts with agencies that move students from school settings to adult life*	✓	✓	
Vocational Education*: Courses that focus on career development and preparation for specific careers*	✓	✓	
Work Study*: Paid or unpaid work experience and work skills instruction; integrated academic/work skills*		✓	

Research and best practices inform us how to write and implement the IEP to achieve outcomes that are important for the student, the family and the community as students move toward adulthood.

Effective transition services prepare youth for their adult roles of productive worker, contributing citizen, responsible family member, & lifelong learner in the life settings of work, home, community and the classroom (the learning environment).

1A. Mandates: Write appropriate, measurable post-secondary goals (IDEA 2004 Section 614(d)(I(A)VIII)

Post-secondary goals are statements of what the student will achieve after leaving high school. The goals must be stated in terms that can be counted as occurring or not occurring. Words like "hopes to, plans to" are not measurable.

What should measurable post-secondary goals look like?
Use this formula to state the goal:

After high school I will   _____   _____
                                             behavior   where/how

Example: After high school I will enroll at Shasta College to earn an Early Childhood Education Credential.

These post-secondary goals are examples of behaviors that are based on IDEA guidelines:

Post-secondary education / training goals   `Required`

- Enroll in a college or university to study _____.
- Earn an occupational certificate in _____.
- Enroll in vocational training in _____. (cosmetology, pet grooming, heavy equipment operation, etc.)
- Enter the military for training in _____.
- Enter an apprenticeship in the field of _____.
- Complete on the job training for _____.
- Enroll in adult education

Employment Goals   `Required`

- Get a competitive job - work full time / part time (specify employment desired)
- Get a job that is integrated competitive employment (specify employment desired)
- Start a business – Entrepreneurship (specify business desired)
- Do volunteer work in the community (specify volunteer position desired)

Independent Living   `As Needed`

- Live independently
- Live with family, roommates
- Live independently with supportive services
- Live in group home
- Manage finances, household
- Access community – independently
- Use Public transportation
- Participate in leisure and recreation activities in the community

2A. Mandates: Update Goals Annually

Goals need to be updated annually. Goals may change as students gain experience, opportunities, training and work experience. Post-secondary goals evolve from general to specific as students grow and mature.

1B. Best Practices: Writing appropriate measurable post-secondary goals

When measurable post-secondary goals are the core of the IEP, the educational plan makes sense to students, parents, teachers, counselors and transition agency partners.

The IEP is based on student's goals. It is important that students learn and apply a decision-making process.

Set the expectation that students have the right and responsibility to work if they can. Focus the IEP on the **student's** plan for their future.
Engage students in decision-making process beginning at the latest, in middle school.

Focus on the career/employment goal first. Utilize job information (O'NET) to validate education and training requirements and the skills needed for successful employment.

Incorporate industry standards and common core academic standards in post-secondary and annual goal statements.

Validate goal statements annually using annual career / transition assessment data. Encourage students to present their goals through authentic assessments.

Engage students in developing their individualized learning plans, a planning tool developed by the National Collaborative on Workforce and Disability for Youth (NCWD-youth.)

Goals change and should move from general to specific as students mature.

I will work full time as—

I will work as --

I will get a

I will enroll at—for--- as a ---

I will go to college/technical training

I will go to school.
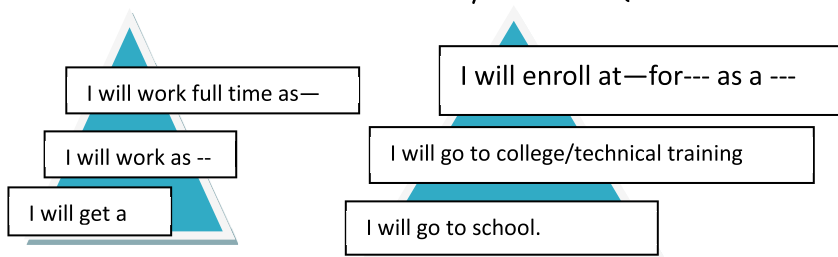
2B. Best Practice: Update goals annually

As students mature, and have new experiences, their goals mature and need to be reviewed annually through an assessment process. The review process may verify goals and services remain the same- or new goals will be set by the student. The goals need annual review to validate or update them to reflect current goals.

3A. Mandates: Goals are based on age appropriate assessments

IDEA 2004 stipulates: "The IEP must include measurable post-secondary goals **based upon age appropriate assessments related to training, education, employment, and where appropriate, independent living skills and the transition services (including the course of study) needed to help the child in reaching those goals".**

Federal IDEA Guidance: Each year, the transition assessments should be revisited in a more specific manner, targeting the student's development. For students in grades nine and ten, a career exploration measure or interest inventory is typically satisfactory. For an older student, a vocational skills assessment is more appropriate. Assessment should address all three components of transition- employment, post-secondary education and training, and independent living. Assessment information may be summarized on the Transition Page of the IEP or the section that describes present levels of academic achievement and functional performance.

Basic assessment strategies include interviews, the discover process, interest surveys, computerized information systems, portfolios, observation and interviews. There are an array of free tools and resources available. Transition assessment includes career/vocational assessments and an evaluation of other transition issues (academic skills, readiness for transition, life skills, resources, and eligibility for support systems). Assessments should document the entire transition IEP. They should validate post-secondary goals, identify needed transition services, and most importantly, help students and their families set goals and plan their future.

- Assessments should be reviewed annually to form the basis of the transition plan.
- As students move closer to leaving high school, it is important to address issues related to readiness for transition, availability of resources and eligibility for services
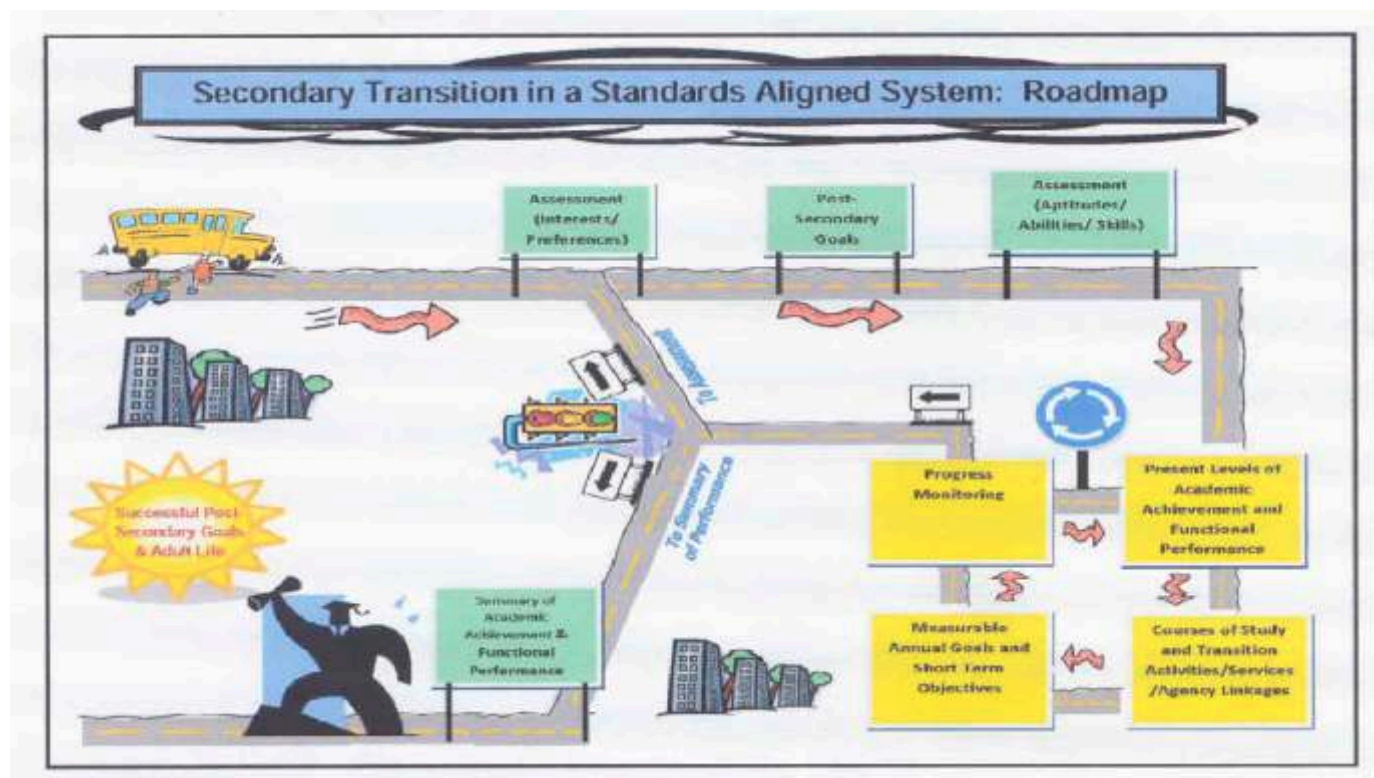
Source: Pennsylvania Youth Transition Partnership

3B. Best Practices: Goals are based on age-appropriate transition assessments

Person-Centered Planning is the key to quality transition planning and preparation.
Assessment should lead to self-discovery.

❖ Who am I?   Who are my allies?

❖ What are my unique talents and interests? What do I do (hobbies, recreation, interests)

❖ What do I want in life now and in the future?

❖ What are the main barriers to getting what I want from school and my community?

❖ What are my options for achieving my goals?

And lead to gaining personal insight that leads to informed choices!
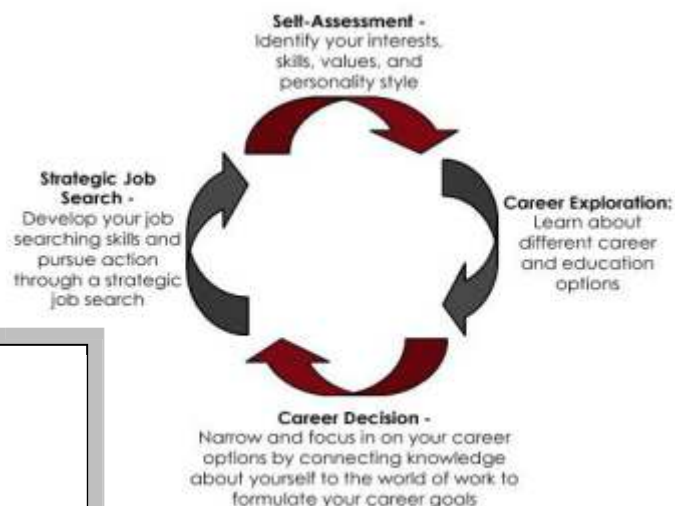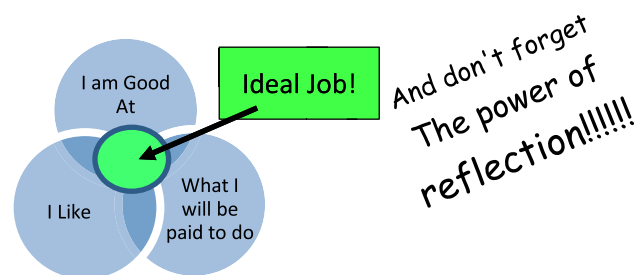
💡 Hints for choosing career / vocational assessments:
Is it easy for the student to use?
Is it age/grade appropriate? Can students relate to language?
Does it stereotype career choices?
Is it easy to read and interpret? (Does it assess interests or reading skills)?
Does it provide feedback that leads to reflection?
Does it enhance insights?
Does it reflect the current and emerging job market and employment skills?

Some of the Most Common and Easily Accessed Free Assessment Resources

California Career Resource Network (CalCRN)
 California Career Zone   California Career Planning Guide
 Career Surfer Mobil App   California Career Center
 www.californiacareers.info
	Two CA Sites that received national recognition for career development resources for youth with disabilities
	    TIPs for Success www.catransitionalliance.org
	        Personal Data Wizard http://www.hrop.org/wizard/

Life Skills inventories: **Casey Life Skills (Rates life skills)** **www.caseylifeskills.org** **Transition Health Care Checklist** **http://www.portal.state.pa.us**	**Resources for Individuals with ID/DD** **E** Jam Environmental Assessment www.transitioncoalition.org How I want to Spend My Time **http://www.dds.ca.gov/ConsumerCorner/docs/HowIWanttoSpendMyTime_English.pdf**

National Career Information resources
 O'NET- (a National databank of career information)
 www.onetonline.org   www.mynextmove.org
 Employment Development Department: edd.ca.gov
   Labor Market Information   Work Smart
   Occupational Guides   Local job information
 Bureau of Labor Statistics have resources for students.
 www.bls.gov/k12students.htm
 Occupational Outlook Handbook   bls.gov/ooh
 My Skills My Future
	Assessment using the Discovery Method engages youth and their allies to identify goals, dreams, assets, allies and challenges. It may form the foundation for students to present their goals in a multi-media format as the mature while in school.
	 www.imdetermined.org
	
	 Classroom Activities and Curriculum Resources
	 California Career Briefs offer career assessment, career exploration activities and career curriculum resources
	 http://cacareerbriefs.com www.cacareercafe.com
	 Skills to Pay the Bills http://www.dol.gov/odep/topics/youth/softskills/
	 Individualized Learning Plans www.ncwd-youth.info

4A. Mandates: Transition services

The term "transition services" means a **coordinated set of activities** for a child with a disability …
IEPs are required to list transition services that will be provided to help youth achieve their transition goals.   Transition services, begin not later than the first IEP to be in effect when the child turns 16, or younger if determined by the IEP Team. Annually updated IEPs must include measurable post-secondary goals based upon age appropriate assessments related to training, education, employment, and where appropriate, independent living skills and the transition services (including the course of study) needed to help the child in reaching those goals.

- IDEA defines the services as instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

The California Special Education Information Management System (CASEMIS) lists numerous service codes that may be used to describe transition services - **if** the assessment information documents the need for the services.   Related Services refers specifically to designated instructional services (DIS)

However, The 800 Codes are the most closely aligned with transition services and reflect many of the national post-school outcomes predictors of success.

**Transition Services as listed in IDEA Regulations and California Education Code with
California Special Education Information Management System (CASEMIS) Codes**

820 – College Awareness Preparation

830 – Vocational Assessment, Guidance, Career Assessment

840 – Career Awareness, Self-Advocacy, Career Planning

850 – Work Experience Education

855 - Job Coaching

860 – Mentoring, Sustained coaching

865 – Agency Linkages (referral and placement

870 – Travel Training (includes Mobility training)

890 - Other Transition Services (program coordination, case management, meetings, crafting linkages)

900 - Other special education, Related Services

The justification for services is defined through the assessment process.

The Workforce Innovation and Opportunities Act (WIOA) mandates that the Department of Rehabilitation, America's Job Centers and Education agencies work together to provide **Pre-Employment Training Services** to youth and students with disabilities. (www.wintac.org)

Workforce Innovation and Opportunities Act Pre-employment Training Services	CASEMIS
Job Exploration Counseling (career interest assessments results, labor market information, career pathways)	830, 840
Work-based Learning Experiences (internships, short term employment, OJT, worksite tours, job shadowing, career mentor)	840, 850
Counseling on opportunities for enrollment in post-secondary education, training (advisement, application, financial aid)	820, 840
Workplace Readiness Training to development social skills, independent living	830
Self-advocacy Training (Instruction related to rights, responsibilities, accommodations, communication, youth leadership)	840

4B. Best Practices: Transition services

The coordinated set of activities delineates who will do what this year to assist the student in achieving the annual goals to support movement toward the post-secondary outcomes.

Evidence-Based Best practices tell us:

❖ It is recommended that there should be at least one transition service listed that corresponds or connects to each post-secondary outcome; and

❖ The student's IEP should document transition services that focus on improving the academic and functional achievement of the student to facilitate their movement from school to post-school and,

❖ Transition services include academic and functional activities, supports and services.

As we review language in recent legislation that directly relates to transition (WIOA, ESSA, Higher Education Opportunity Act) and make connections to IDEA, the following themes emerge

Self-Advocacy: Self-determination skills, knowledge of disability and accommodations, leadership opportunities, goal setting and problem-solving lead to post-school success.

Community Experiences: Training that takes place in the natural environment focused on social skills, domestic skills, accessing public transportation and on the job training.

Inclusion in General Education: Students who participate in regular education placements, and in career technical and occupation specific classes, are more likely to be engaged in post-high school education, employment and independent living. Teachers collaborate with core academic and Career-Technical Education (CTE) Teachers. There is a need for instruction to embrace universal design and the multi-tiered system of support. Students benefit from participating in classes that embrace differentiated instruction

Career Development: Services that engage students in exploring career and educational options, effective job search skills, and the development of job readiness skills needed for success in the workplace and in the classroom. Career development results in career planning based on informed choices. Career Guidance helps the students explore jobs, the training they require, and labor market information to identify industries that have the highest potential for opportunities for jobs.

Career-Technical Training through career pathways that lead to high pay, high demand jobs. Participation in internships and apprenticeships. Earning Stackable Credentials enhance employment opportunities.

Early College experiences through dual enrollment enhances the transition from high school to postsecondary education and training.

Paid Employment / Work Experience: Working provides an opportunity to apply learning and develop college and career readiness, knowledge and skills (academic skills, technical skills, higher order thinking skills and applied workplace skills) that lead to employment.

Connections: Workplace mentors, family support system, interdisciplinary and interagency Collaboration. **Local Partnership Agreements** that define roles, referral processes, service and agreements to participate as members of the IEP team greatly enhances movement From school to adult services.   Source of Information: A Transition Guide, May 2017

5A. Mandates: Course of study

Courses of study are defined as a multi-year description of coursework to achieve the student's desired post-school goals, from the student's current to anticipated exit year. (NSTTAC Indicator 13 Guide)

Based on a review of legislation and California Education Code (EC) that inform the course of study for the state of California, and, with the goal of making sure we do not create liabilities for any students, the California Secondary Transition Leadership Team has recommended:

1. The course of study must intentionally and explicitly reflect each student's secondary completion goals and post-secondary transition goals.

2. For students who plan to earn a high school diploma the student must meet State and district graduation requirements. SB 172 Liu required that schools grant a diploma to any pupil who completed grade twelve in the 2003–04 school year or a subsequent school year and met all applicable graduation requirements other than the passage of the high school exit examination.

3. Elective classes or those meeting the State and district graduation requirements such as performing and visual arts, foreign language (language other than English including American Sign Language), and career technical classes should reflect the individual student's career interests and post-secondary goals.

4. The course of study should be sufficiently generic to be portable across district and/or state lines.

5. Student progress toward achieving a high school diploma or certificate of completion should be monitored at least once annually with consideration given to attendance, grades, credit status and other educational performance measures. The course of study should also be reviewed at least once annually for all students.

6. It should be recognized that, to the maximum extent possible, attainment of a high school diploma should be recognized as partially meeting post-secondary education and employment goals. (Some employers require a diploma to meet their minimum requirement when considering job applicants).

7. It should be emphasized that the course of study and attainment of a diploma or certificate are not sufficient to document the provision of transition services as mandated in IDEA.

8. For students whose course of study will lead to certificates that are alternatives to a high school diploma, the certificate should intentionally and explicitly reflect each student's secondary completion goals and post-secondary goals.   The citations in Education Code (EC) include:

EC Section 56390	**EC Section 56026**
Complete a prescribed alternative course of study	Age Out of the K-12 system at age 22
Meet IEP goals and objectives	
Satisfactorily attend and participate in instruction.	

9. Courses of study that lead to certificates of completion should include annual IEP goals that explicitly describe evidence-based instructional practices and predictors with appropriate criterion measures of performance / achievement that when attained, demonstrate progress toward achieving post-secondary goals.

(Minimum California high school graduation requirements are: Three years of English; Two years of mathematics; 3 years of social science; two years of science; two years of physical education; one year of foreign language or visual and performing arts or one year of career-technical education (source: CalEd Facts May, 2015)

5B. Best Practice: Course of study

The course of study defines **the multi-year set of classes** in the pathway to secondary goals (graduation, diploma, certificate) that begins in middle school and culminates the last year in school.

Post-secondary Education Goal

If the Post-secondary Education Goal is to enroll at a college or university, the post-secondary institution entrance requirements influence the course of study.

This chart reflects the generic courses with commonly used course titles based on CSU or UC entrance standards

Grade 9	Grade 10	Grade 11	Grade 12
English I	English II	English III	English IV
Social Science* grade 9 or 10	Social Science(History)	Social Science /History	Social Science (Economics)
Math (Algebra I)	Math (Intermediary Algebra)	Math (Geometry)	Elective
Science (Biology)	Science (Physical Science)	Science (chemistry)	Elective
PE	PE	Elective	Elective
Elective	Elective	Elective	Elective

❖ Electives are defined as Foreign Language (a language that is not English), Visual/Performing Arts, and Career-Technical Education classes and Regional Occupation Programs/Classes.

❖ The course of study may also include extracurricular activities that relate to post-secondary goals (yearbook, school newspaper, athletics, student leadership organizations (Future Farmers of America, Future Business Leaders of America, Key Clubs, etc).

❖ Career Pathway Programs have tools that clearly define the course of study for career-themed pathways and programs funded through the California Career Pathway Trust.

 * A-G course outline stipulates two years of history/social science; CA state requires 3 years.

❖ **The local governing board of the LEA with the active involvement of parents, administrators, teachers, and pupils, shall adopt alternative means for pupils to complete the prescribed course of study, which may include:**

Practical demonstration of skills and competencies	Supervised work experience or other outside school experience
Career technical education classes offered in high schools	Courses offered by regional occupational centers or programs
Interdisciplinary study Independent study	Credit earned at a postsecondary institution

If the secondary exit goal is the certificate of completion, the course of study should reflect the same level of preparation for post-secondary goals.

The Certificate of Completion is defined by the LEA. It is increasingly important that the certificate is meaningful for the next environment (work, home, community and college). Some programs have created "Work Ready Certificates". A diploma requires a series of classes. The certificate has the same mandate to list a set of classes or instructional units/ competencies that must be completed to earn a certificate. Newly authorized Every Student Succeeds Act suggest that students who participate in standards-based alternative assessments may qualify for alternative high school diplomas. Further clarification through regulations are required)

A sample course of study for a certificate bound student may include:

Functional Academics	Domestic Domain	Community Domain	Vocational Domain
Math	Grooming / Hygiene	Social Behavior	Career Exploration
English / Language Arts	Personal Safety	Community Resources	Work Related Training
Listening / Speaking	Life Skills	Recreation and Leisure	Future Living, Working
		Communication Skills	

The Certificate of Completion is NOT Equivalent to the High School Diploma. It does not meet Employment qualifications if the employer requires a diploma. It does not qualify students for financial aid for continuing education, if the source of financial aid requires a diploma.

An Education and Career Plan can be attached to the IEP with the statement that this course of study lists classes and graduation requirements that prepare____ for his/her post-secondary education and employment goals. The school transcript suffices for meeting this expectation only if it includes the multi-year course of study. If it only lists the current or past years' classes, grades and credits, it is insufficient for meeting this requirement.

6A. Mandates: Annual IEP goals

Federal Guideline
For <u>each</u> area where a post-secondary measurable outcome/goal is identified, a measurable, annual IEP goal with benchmarks must be developed.

IDEA defines annual goals in Regulations: Part <u>300</u> / <u>D</u> / <u>300.320</u> / <u>a</u> / <u>2</u> / 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;**

Functional skills are defined as motor skills, social interaction and communication, personal living skills, and community living skills) and on an overall measure of independence. Source: <u>The Academic Achievement and Functional Performance of Youth With Disabilities A Report From the National Longitudinal Transition Study-2 (NLTS2) 2006</u>

Annual goals may be listed in the IEP in the section entitled Annual Goals and Benchmarks and referenced by number on the Transition pages of the IEP.

The Annual IEP Goal identifies what will be worked on this year to build the student's skills in achieving the post-school outcomes.

A Transition Plan has two types of goals:

Post-Secondary Goals	Measurable Annual Goals
Measurable statements of what a student will achieve leaving high school	**What will be worked on this year to help build the student's skills in achieving the post-secondary outcome?**
Post = AFTER **Secondary = HIGH SCHOOL**	**Annual = EACH** **May be a statement in the transition plan of the academic goals**

Outcomes are achieved after students leave secondary education and are defined as employment, education/training and independent living.   Outcome data is based on post-secondary follow-up.

6B. Best Practices: Annual goals

The annual goals or instructional objectives define what the student is reasonably expected to do this year in order to achieve the post-secondary goal.

The formula for writing annual goals is SMART

Specific   **M**easurable   **A**ction   **R**ealistic/Relevant   **T**ime Limited

Contextual Learning is a methodology that teaches academic standards in the contextual of their application to work, education and independent living. For example, the student's post-secondary goal is employment. Triangulating goals is a strategy that takes the post-school employment goal and uses career information (ONET) and Common Core Anchor Standards to inform the post-school education goal and annual goals. (**www.cordonline.org**)

Transition Topic	KNOW academic standards	DO: Application to employment	Authentic Assessment
Job Search Skills	**Common Core Standards** Reading craft, structure Writing production, research **Industry Standards: SCANS** Basic Skills, Information Technology	**Apply for a job online** Read job announcement Research job using ONET Complete application Write resume Submit on line	**Print out application and resume for portfolio.** **Fill in forms** **Dictate information**

As students with IEPs are integrated into general education classes, these are commonly used terms that relate to teaching and learning. California Ed Code references these terms in the areas of assessment and teaching specific student populations, such as English Learns, as well as students with disabilities.

Universal Access/ Design: Universal Access / Design   Universal access in education is a concept that encompasses planning for the widest variety of learners from the beginning of the lesson design process; it should not be "added on" as an afterthought.   **www.pacer.org   http://lessonbuilder.cast.org/**

Differentiated Instruction: A teaching / instructional strategy that is designed to meet the needs of all students by factoring students' individual learning styles and levels of readiness first before designing a lesson plan. Research on the effectiveness of differentiation shows this method benefits a wide range of students, from those with learning disabilities to those who are considered high ability.

Multi-tiered system of support: MTSS is an integrated, comprehensive framework that focuses on CA   academic standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. (See page 36).

Accommodations: Accommodation" is any variation in the assessment environment or process that does not fundamentally alter what the test measures or affect the comparability of scores. "Accommodations" may include variations in scheduling, setting, aids, equipment, and presentation format.

Modifications: A modification is any variation in the assessment environment or process that fundamentally alters what the test measures or affects the comparability of test scores.

There are lots of resources that help us define annual goals. They include:
California Career Center **http://www.californiacareers.info/#Lessons**
Common Core Anchor Standards, O'NET / My Next Move Blooms Digital Taxonomy
Career Clusters Essential Standards, Smart Balance Assessment, Partnership for 21st Century
Freshman Transition Standards (Georgetown University) Standards for Career Ready Practice
Life Skills Inventories, Career-Technical Education foundation standards.
The Zarrow Center for Learning website includes transition assessment and goal generator and self-determination tools. http://www.ou.edu/education/centers-and-partnerships/zarrow.html

7A. Compliance Requires: Student participation in the IEP

IDEA requires that the IEP is based on the individual child's needs, taking into account the child's strengths, preferences and interests. Regulations: Part 300 / D / 300.320

Indicator 13 requires that the student is invited to the IEP.

The public agency shall invite the child with a disability to attend his or her IEP meeting if the purpose of the meeting will be the consideration of the post-secondary goals for the child and the transition services needed to assist the child in reaching those goals. 34CFR300.37(b)(1)

If the child does not attend the IEP Team meeting the public agency must take other steps to ensure that the child's preferences and interests are considered. 34CFR 300.321(b)(2).

Transition planning is about the student's movement from high school to post-school life. It is based on the student's plans for the future. Therefore the student's input is essential.
The needs and desires of the student and family are the core of the planning process.

The student may need preparation and practice in participating in the meeting.

There are five levels of participation in the IEP (Source: Transition Coalition)

1.   Student input provided indirectly based on a questionnaire or survey,
2.   Passive Observer (in the room, avoids the conversation).
3.   Reluctant participant (responds to direct questions).
4.   Self-Advocate (practices self-advocacy skills).
5.   Leader (demonstrates leadership skills in the IEP).

Student Behaviors Associated with Post-School Employment and Education

1.   **Strengths/Limitations**: Express and describe personal strengths and limitations; assistance needs
2.   **Disability Awareness**: Ability to describe disability and accommodation needs.
3.   **Persistenc**e: work toward goal until it is accomplished; or after facing adversity.
4.   **Interaction with others**: maintain friendships, work collaboratively with small groups, or teams.
5.   **Goal Setting**: Understand importance of setting goals; set post-school goals that match interests.
6.   **Employment**: Express desire to work, demonstrate job readiness, complete training, get a job.
7.   **Student involvement in IEP**: Discuss goals with IEP team, actively lead the IEP.
       Source: Transition Education Fast Facts,   Council for Exceptional Children (2013)

It is important that the student develop knowledge of their disabilities and effective accommodations.
The stigma of having a disability is so strong that approximately 60% of students who had IEPs during high school indicated that they did not have a disability the year after they exited high school.

(Newman, Wagner, Cameto, & Knokey, 2009).

7B. Best Practices: Student participation in the IEP

Self -Advocacy and Self Determination are essential skills for students with disabilities. They are especially important as agencies that provide post-secondary transition support emphasize person-centered planning.

There are four ways students can be involved in the IEP process:

❖ Planning the IEP includes laying the foundation for the meeting by identifying strengths, needs, establishing goals, considering options and preparing resources to use at the IEP meeting.

❖ Drafting the IEP provides practice in **self-advocacy skills** - includes having students write a draft of their IEP that reflects their strengths and needs as well as interests and preferences.

❖ Participating in the IEP Meeting: Demonstrate self-advocacy skills. Student has the opportunity to share interests, preferences and needs and participate in the process of developing the transition plan.

❖ Implementing the IEP: Evaluate their own progress toward achieving goals.

Self-Advocacy
Understanding your strengths and needs, identifying your personal goals, knowing your legal rights and responsibilities, and communicating these to others.

Characteristics of Self Determined People

- Awareness of personal preferences, interests, strengths and limitations
- Ability to identify wants and needs
- Make choices based on preferences, interests, wants and needs
- Ability to consider a variety of options and anticipate consequences for their decisions
- Ability to evaluate decisions based on the outcomes of previous decisions and revise future decisions accordingly
- Ability to set goals and work towards them
- Problem-solving skills
- Striving for independence while recognizing interdependence with others
- Self-advocacy skills
- Independent performance skills and ability to adjust performance
- Persistence
- Ability to assume responsibility for actions and decisions
- Self Confidence

From A Practical Guide for Teaching Self-Determination, Sharon Field, Jim Martin, et al, Reston VA, Council for Exceptional Children

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Employ aelf-advocacy strategies to prepare students to participate actively in the IEP.

- **Inventory your strengths**- areas to improve or learn, goals and choices for learning or needed accommodations. Students complete an inventory sheet they can use at the IEP meetings.
- **Provide inventory information** Use inventory, portfolio, presentation video, etc.
- **Listen and respond**- learn the proper times to listen and respond.
- **Ask questions**- teach students to ask questions when they don't understand something.
- **State your goals**- students list the goals they would like to see in their IEP.
- Use the IEP as an opportunity to develop self-advocacy and leadership skills.

8A. Mandates: An invitation to representatives of any participating agencies to attend the IEP team meeting

IDEA 2004 stipulates: If appropriate, a representative of a participating agency that is likely to be responsible for providing or paying for transition services should be invited to the IEP team meeting with the prior consent of the parent (or student who has reached the age of majority).

Documentation of the parental consent to invite the outside agency should be maintained. Documentation of the invitation to the outside agency should also be maintained.

The rational used to determine agency involvement is not applicable (NA) should be included:
   Refusal by parent or student who has reached the age of majority to consent to agency participation.
   The IEP does not listed transition services that are likely to be paid for or provided by an outside agency.
   It is too early to determine if there is a need for outside agency involvement

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The GAO Report entitled STUDENTS WITH DISABILITIES
Better Federal Coordination Could Lessen Challenges in the Transition from High School
From the July 2012 report to the Ranking Member, Committee on Education and the Workforce, House of Representatives

Students with disabilities face several challenges accessing federally funded programs that can provide transition services as they leave high school for post-secondary education or the workforce. These include difficulty navigating multiple programs that are not always coordinated; possible delays in service as they wait to be served by adult programs; limited access to transition services; a lack of adequate information or awareness on the part of parents, students, and service providers of available programs that may provide transition services after high school; and a lack of preparedness for post-secondary education or employment. Prior GAO work identified many of these same challenges, which is indicative of the longstanding and persistent nature of the challenges facing students with disabilities as they transition out of high school.

The primary reasons it is difficult to manage and prepare for transition cited in the report are:

- Lack of coordination of services among programs: Schools are required to invite agencies that provide transition services to IEP meetings, but agencies are not required to attend.
- Delays in services because of differing definitions of disabilities and eligibility criteria; differing assessment requirements and inability to share information.
- Lack of adequate information and awareness of options after high school.
- Inadequate preparation for post-secondary education and the workforce- driven by the emphasis on academic testing causing less time for career-technical and life skills education.

Recently enacted WIOA legislation addresses the connections between transition services and Education, Department of Rehabilitation, and America's Job Centers (One Stop Centers).
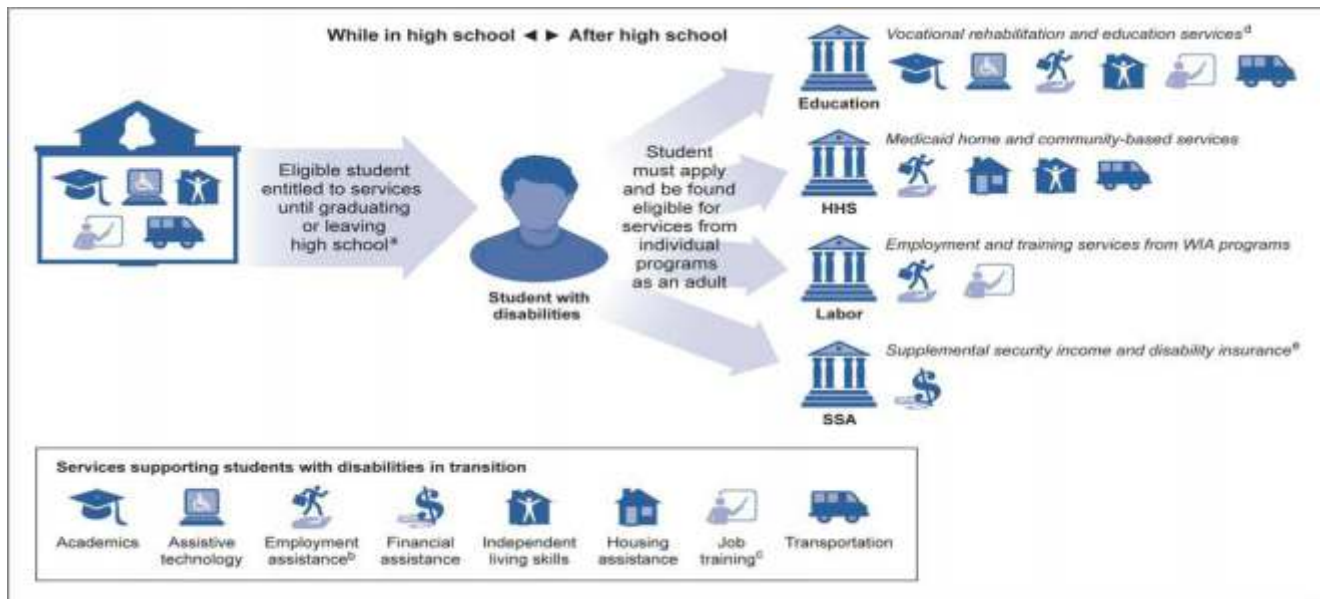
8B. Best Practices: Parent/family and interagency collaboration

It is important to note that the IEP Team membership includes **families**, who play a critical role in the transition process. They are typically the coach, mentor, and advocate when the student leaves school. They need to be encouraged to actively engage in the IEP process and the development of post-school goals. They need information and support to access community agencies and resources that support youth they leave school.

A recent GAO report demonstrates the challenges students and families face as they try to navigate agencies after they leave high school. Agencies require students apply for services. They have a more narrow focus on transition than the K-12 system. They are allowed to have waiting lists. They also have different definitions of disabilities. Services can vary widely within state systems based on the community resources. Linking youth to agencies while in school make connections easier.

This chart demonstrates some of the issues.

Convene your local Community of Practice- collaborate with the agencies that provide transition services after high school.

	Employment	Education/Training	Independent Living
For All	**Department of Labor** ■ Employment Dev. Dept. ■ WIOA / America's Job Centers ■ California Conservation Corps ■ Job Corps	Community College/ Universities Military Technical Training Adult Education Regional Occupation Program Short term Certification Community Education	Social Services Public Transportation City and County Housing Health Departments
Disability Specific	Department of Rehabilitation Regional Centers Vendor programs	Community College-Disabled Student Programs and Services (DSPS)	Independent Living Centers/ programs Dial a Ride/Ride on Demand Social Security-SSI

- Partner with agencies in advance of IEP- with parent and student permission.
- Form local / regional Community of Practice or Partnership Groups to address transition.
- Invite agencies to the classroom. Offer Informational workshops, meetings for parents.
- Collaborate with agencies to create a Local Partnership Agreement.
- Create community resource maps and information for students and parents to navigate transition.
- Communicate with transition destinations-Learn what students need to know and do to be ready for the next environment.

Collaboration among agencies requires effective communication. It is important to hear all perspectives.

These are some common terms that mean different things to different audiences:

When you say / I Hear	Outcomes	Assessment	Course of Study	Post-secondary Goals	Self-Advocacy	Self Determination
Student	Where do I go???	Not Another Test!!!	Classes?	I am not sure what my options are.	If I talk, will they listen?	I am in charge of my future?
Parent	What is out there for my child?	Not another test - more test anxiety! Will it help or discourage?	What classes lead to graduation?	Are these goals realistic?	I want them to listen to me too	Where do I get the information to guide my child to ask for what he or she needs?
General Ed.	College and career readiness	Academic Finals Smarter Balance	Education/ Career Plan	College / University	Pick a university Ask for help	I will guide students to make choices
Special ed.	Post-secondary education and training; employment,	Psycho-ed test Academic test Transition and Career surveys life skills evaluation	Course of study	Goals related to post-secondary education training, work, Independent living	Know your disability Ask for accommodations	Use your initiative to plan your future and share your plans.
College	Persistence - Complete your degree or certificate Transfer from community college	Placement tests Eligibility for DSPS Finals Test for license...	Education Plan	Major	Students need to know what classes they want and ask for DSPS services they need.	Responsibility for career and education planning. They must use initiative to ask for help.
Department of Rehabilitation	Employment	Vocational eval. Work Readiness Situational Assessment	What classes or programs relate to employment goal	Employment Goal	Can they describe their disability and state their employment goal	Set realistic goals for themselves and advocate for their needs.
Developmental Disabilities Services	Integrated competitive employment Quality life	Eligibility for services Specialized assessments	Classes to earn diploma or certificate	Do you want to leave high school with a diploma or certificate?	Request services when developing a program plan	State goals for the future, Make choices about services to meet needs.
Business	Responsible, Productive Employee with skills to do the job.	On the job evaluation	What training does they employee need	Minimum qualifications for jobs	Speak up. Ask for what you need Disclose your disability	Plan ahead Complete education and training to advance
America Job Centers	Employment	Verification of eligibility	Employment plan	Employment	Express your goals and ask for what you need.	What services are provided? Which ones meet my needs?

Appendices

Local Partnership Agreement Template

As laws and regulations clearly define roles and expectations related to transition, it is important to create local partnership agreements. The California Blueprint for CIE makes partnership agreements necessary to achieve Real Work for Real Pay in the Real World for students with intellection / developmental disabilities (IDD)

The Local Partnership Agreement Template is available at
http://www.chhs.ca.gov/Pages/Competitive-Integrated-Employment-(CIE).aspx

These are the essential components of Local Partnership Agreements

1. Define the intent and purpose of the collaboration.

2. Identify core partners. In terms of CIE, these partners are LEAs, DOR districts and Regional Centers.

3. Identify community partners
    Additional partners in transition may include colleges and universities, business partners, social services, juvenile justice, non-profit organizations, including parent groups, social security, career-technical pathways, Adult Education,   America's Job Centers and other community resources.

4. Develop roles and responsibilities with a focus on person-centered planning

5. Define referral and intake process

6. Coordination of plans: Agencies have planning tools (schools- IEP,   DOR-IPE,   Regional Center-IPP Other plans are generated for youth through, for example, employment services, juvenile justice, social services and post-secondary education and training programs.

    Plans need to be synchronized and avoid requiring duplicate or competing expectations.

7. Information Sharing: Youth who reach the age of majority have the right to disclose and not to disclose. It is important to gain their permission to share their information.
    Examples of information that might be shared include, but are not limited to eligibility documentation, youth plans, assessment Information, education and work histories, employment or transition portfolios.

8   Resources: What resources do partners offer? How and when are they available?

9. Communication process among partners and information dissemination.

10. System measurement or evaluation- Is the partnership working?   How has data improved?
    Have intended outcomes been achieved?

A Transition Guide To Postsecondary Education and Employment for Students and Youth with Disabilities Developed by the Office of Special Education and Rehabilitation Services, May 2017 www.2ed.gov offers a suggested timeline for seamless transition services.

1	IEP	Participate in your IEP or your child's IEP development to ensure that transition services are addressed in your child's IEP by age 16 (or earlier, depending on your state's laws). Students with disabilities and their representatives are critical members of the IEP Team and have valuable information that is needed for quality transition planning.
2	Be Familiar with steps to Transition Planning	Schools should 1. Invite the student; 2. Administer appropriate transition assessments; 3. Determine needs, interests, preferences and strengths; 4. Develop post-secondary goals; 5. Create annual goals consistent with post-secondary goals; 6. Determine transition services, including course of study needed to assist your student in reaching those goals; 7. Consult with other agencies, in particular, the VR agency 8. Update annually.
3.	Implementation of transition services	Provide transition services as identified in the IEP. Pre-Employment Transition services are provided under the Rehabilitation Act. Alignment of the IEP and IPE facilitates a seamless transition process.
4.	Referral to VR or other Adult Agencies	1. Pre-Employment Transition services provided under the Rehabilitation Act as appropriate. 2. Familiarize yourself with laws related to other programs and 3. Learn about community agencies that provide services to support students, such as travel planning, independent living skills
5.	VR Application process	1. Share employment interests and capabilities during the intake interview. 2. Focus on assessment(s) that lead to the student's postsecondary goals.
6.	Individualized Plan for Employment	Once a student is determined eligible for VR services, the IPE must be developed and approved within 90 days, and no later than the time the student leaves the educational setting.
7	Common VR Services under the Rehabilitation Act	1. Transition Services 2. Vocational Counseling 3. Vocational Training 4. Post-Secondary Education 5. Supported Employment Services 6. Career Development and 7. Job Placement
8	VR service Record Closure	As a result of the student or youth with a disability 1. Achieving an Employment Outcome or 2. No longer pursuing an employment outcome, and therefore, determined ineligible for VR services.

VR is Department of Rehabilitation (DOR) in California

Pre-Employment Transition Services:
1. Job Exploration Counseling
2. Work Based learning experiences, which may include in-school or after-school opportunities, or experience outside the traditional school setting, (including internships) that is provided in an integrated setting;
3. Counseling on opportunities for enrollment in comprehensive transition or post-secondary educational programs at institutions of higher education;
4. Workplace Readiness training to develop social skills and independent living;
5. Instruction in self-advocacy, which may include peer mentoring.

Here are a list of the most common questions regarding Transition in the IEP. This is an abbreviated version. The annotated version has extensive citations of laws and regulations upon which these answers are based. Both documents are available at **www.catransitionalliance.org.** Bob Snowden, Ed.D is credited with the research.

What is the difference between the terms mandate and compliance?

> **Mandate** is defined as a written order or command. The Individuals with Education Act (IDEA) mandates special education law.

> **Compliance** means to obey the law.

Are "best practices" also legally defensible practices?

> Best practices are tools or activities used to meet the multifaceted needs of students with disabilities in the educational setting. There exists an evolving array of available research-based strategies and supports that are considered to be best practices. All practices delineated in the student's IEP are legally defensible.

What extra steps are required to ensure the individualized education plan (IEP) is legally defensible?

> To ensure the IEP is legally defensible education agencies must comply with federal and state special education laws. Districts must ensure school personnel are knowledgeable about child find; evaluation; IEP development; IEP implementation; provision of FAPE; protection of the rights of children and their parents to procedural due process and safeguards in the evaluation and placement process; and address secondary transition services.

When is an assessment plan required to meet the mandate to provide transition assessments?

> For a student age sixteen and older, if the instrument used for transition assessment is a norm-referenced test of achievement, then an assessment plan is required. If the whole class is assessed for acquisition of a criterion-referenced skills or informal assessments to collect data are conducted for individual students, an assessment plan is not required.

Do we need to complete an assessment plan when transition and career exploration are integrated into the class curriculum?

> If transition and career exploration are integrated into the class curriculum, and the data is collected on all students using criterion referenced assessments, an assessment plan is not required.

> If a student is assessed individually to gather data using norm-referenced test of achievement, then an assessment plan is required.

What is the difference between transition services and career guidance and planning?

The difference between transition services and career guidance is the inclusion of transition planning in the IEP to assist in the student in becoming a productive member of his/her community.

Secondary transition services requirement at its inception is an affirmative action-type push to codify career/vocational planning for students with disabilities.

If general education personal growth class offers career planning (like the 10yearplan) could it meet the transition requirements related to assessment, course of study, post-secondary goals?

Yes, general education career planning activities can meet the transition requirements related to assessments, course of study, and post-secondary goals as long as they are documented in the student's IEP.

Are related services required to be listed on the IEP or are they offered as needed? Is transition IEP required to list related services?

Yes, related services are required to be listed on the IEP and transition services is a mandated component of the IEP. It is the **responsibility of the IEP team to consider what** related services the child needs and the detail with which the team specifies them in the IEP.

How do we list post-secondary goals on the IEP if the student refuses to express goals?

Special education law states transition goals and services must be in the student's IEP beginning in the year the student turns 16, or younger if determined appropriate. Getting the student to actively participate in transition planning is not always an easy task. A teacher must be creative in attempts to verify preferences, interests, and goals. Best practices suggest transition planning should take place before the IEP meeting. Since it might involve assessments and multiple meetings there should be ample time allotted for assessments and planning. During the transition planning process there will be many conversations, with many different people. Make sure notes are taken on any conversations with the student, family members, teachers, school administrators, evaluators, service providers, doctors, nurses and/or advocates. It is a good idea to follow-up with a brief note or e-mail to confirm what was said about the student's preferences, interest and goals.

How do we find the time to provided transition services if students rarely attend school?

All districts have policy and procedures, in place, for students who are not meeting attendance expectations. Interventions provided to individual students who are not attending school regularly should be tracked and data should be analyzed to determine the effectiveness of the intervention efforts.

Students and families with multiple issues or more intensive problems should participate in School Attendance Review Boards (SARB) or other multidisciplinary teams that include student, their family and school staff such as Student Success Teams (SST).

How do we document transition services for students who are in general education classes 100% of the time and involved in extracurricular activities?

Districts are mandated to document the student's transition services through the IEP process. It is reasonable to document the student's performance in general education classes, and engagement in extracurricular activities as part of transition record-keeping.

Are teachers providing DIS services (e.g. Adaptive PE, speech and language) required to address transition in their IEPs?

Yes, DIS personnel are required to address transition in the student's IEP. Tie the services to transition topics. For example, the DIS Adaptive PE Services may reference transition goals related the fitness, wellness and recreation; the DIS Language Specialist may reference transition goals related to communication skills required for employment or soft skills- interpersonal skills, cooperation, and listening skills.

The law requires IEPs to address transition at age 16. What is the recommended age to address transition in their IEPs?

Special education law specifically states transitions will begin when the student is "16 years of age, or younger if determined appropriate by the IEP team." Many states require transition services at an early age.

Can we meet the course of study mandate if we attach the four year education/employment plan developed by school counselors with students?

Yes, a four year plan by a school counselor can meet the course of study requirement if the counselor is invited to the IEP team meeting and the contents of the plan is documented in the student's IEP.

Can responsibility be assigned to students and/or parents on the transition IEP?

Yes, responsibility regarding aspects of transition services can be assigned to the student and/or parent. Special education law mandate that students and parents are full and equal participants with the District in the development of the IEP. This means they must be invited to the meetings regarding the special education programming for the student and they must have equal voice in developing the program.

Can we state the student participates in A-G courses?

Yes, student progress in A-G courses are an integral part of the IEP process. All teachers keep data on which skills their students have mastered and special education law requires the utilization of that information to make informed decisions on the instructional needs of the student.

How do we list dual enrollment courses that typically offered in partnership between the high schools and local community colleges?

> Transition services mandate facilitating the movement of the pupil from secondary activities to post-secondary education. Best practice would involve developing a memorandum of understanding between the secondary education system and the community college.

How do we invite agencies to participate in the IEP if our community is small, rural and isolated therefore, lacking agency partners?

> Special education law states the school needs to reconvene the IEP team to identify alternative strategies to meet the transition needs of the student. Most service agencies like the Department of Rehabilitation have regional offices that cover large territories. Contact the regional office to invite a representative to a student or group of students who may become clients.

Do we need to document the services agencies provide students?

> Yes, all schools need to document the services other agencies provide students with disabilities. A time to collect this type of information is when the parents are interviewed.

What supporting documentation is recommended to document the provision of services listed on the IEP.

When a complaint is filed against a district with the state that claims violation of federal and state special education law, district must provide documentation to support compliance. Depending of the complexity of the complaint, documentation may include, but are not limited to, district forms, policies and procedures, cumulative files, copy of IEPs, referrals, assessments, inventories, reports, notes, minutes of meetings, student progress reports, work samples, report cards, attendance reports, service logs, etc.

Apply tiered intervention model to postsecondary transition

Source: Transition Coalition   www.transitioncoalition.org

Key points:
 • **Set up career development classes to assist with transition**
 • **Keep students engaged in Tier 2 with 'Check & Connect'**
 • **Employ intensive person-centered planning in Tier 3**

< Apply tiered intervention model to postsecondary transition

While the three-tier intervention model is often affiliated with RTI in the classroom, it also works quite well for transitioning students to life after high school, sources say.

"This model is similar in structure to RTI, but the difference is that it looks at academics and functional skills along with specific transition areas that we address," said Michael Stoehr, an educational consultant for the Pennsylvania Training and Technical Assistance Network, or PaTTAN.

Stoehr recently discussed the benefits of a three-tier postsecondary transition model in the Aug. 20 PaTTAN webinar, Successful Practices in Secondary Transition for Continuous Improvement.

For instance, Tier 1 focuses on assessment and career planning for all students. Supplemental assistance is provided at Tier 2 for students who may need more targeted interventions. And at Tier 3, school staff engages in intensive transition assessment and planning for the student, Stoehr said.

"We've been encouraging school districts to look at postsecondary transition for all students, not just students with disabilities," Stoehr said. "The most important thing I think this model has done in schools that have really embraced it is ... it has broken down the silos between general and special education because you are working more collaboratively. It's an approach that looks at all our kids, whether they have an IEP or not."

Consider these steps:
Break down support barriers between special, general ed in Tier 1
Tier 1 looks at the entire student body and focuses on student-directed transition planning and progress monitoring.

Students with disabilities who receive Tier 1 supports are fully included in general education classrooms and complete the same coursework -- they may just need extra support for transition planning, Stoehr said.

For example, extra support at Tier 1 could involve biweekly or monthly postsecondary advisory sessions with a guidance counselor. In addition, the student may be required to create a personal plan of study, which could include employment interests, postsecondary goals, and courses to take to reach those goals.

"To go along with Tier 1, you would ideally have a specific class or elective open to all students that looks specifically at transitional programming, such as a career readiness class or career development course." Stoehr said. Usually, districts will offer these classes at key transition times in seventh and eighth grade, and again in 10th and 11th grades. IEP teams can incorporate such classes into students' transition plans and goals, he said.

Consider supervision, student engagement in Tier 2

"Students at Tier 2 are engaged in more specific instruction around supports for developing employment skills," Stoehr said. They may have more intensive disabilities or could be in jeopardy of dropping out, he said.

Examples of Tier 2 interventions include using work-based assessments, which evaluate a student's performance in the workplace, conducting FBAs, and using the "Check & Connect" approach, Stoehr said.

Check & Connect assesses students' learning engagement by "checking on students" through close monitoring of their attendance, behavior, and grades, and "connecting with students" by offering individualized support through partnership with school personnel, families, and community service providers.

Furthermore, while students in Tier 1 may not need targeted supervision during internships and work experiences, this is something to consider for students in Tier 2, Stoehr said.

Engage in person-centered planning in Tier 3

"In Tier 3, most of the students have IEPs and are in the 18-21 age group," Stoehr said. The interventions here are much more concentrated on small group instruction and intensive person-centered planning.

For students with disabilities, person-centered planning involves having IEP teams come together to look at the students' needs and map out their futures, Stoehr said. Oftentimes this is done in the presence of staff members from community-based organizations or social services agencies.

To provide person-centered planning in Tier 3, Stoehr has been working with project RENEW, an organization that provides transition-based training to school staff.

Other Tier 3 interventions include one-on-one job coaching and individualized instruction on self-determination, social skills, and independent living, Stoehr said.

Incorporate 6 constructs of college and career readiness

The tiered transition model was originally developed in part by Mary Morningstar, director of the Transition Coalition and associate professor in the Department of Special Education at the University of Kansas, Stoehr said.

Morningstar has since applied the tiered model across six constructs of college and career readiness.

Consider the first construct, which is critical thinking, Morningstar said. A student with significant disabilities can still work on his critical thinking, she said. But to do so, he may need more significant supports such as increased intervention or assistive technology. Therefore, the student would move from Tier 1 to either Tier 2 or Tier 3, she said.

"The construct would stay the same across tiers, but how you implement changes at the instruction level," she said.

See also:
Use 6 constructs as "blueprint" for your transition planning (August 27)
Launch school-based enterprise for students with significant disabilities (July 24)
Avoid 3 common mistakes in postsecondary transition planning (December 6

For more stories and guidance on this topic, see the Postsecondary Transition Roundup.
Philip Barnes covers postsecondary transition and charter school topics for LRP Publications
September 3, 2014

Essential Skills for Employment

Skills required to find, maintain, and advance in all careers
Compiled by Sue Sawyer, CA Transition Alliance

Equipped for the Future
http://eff.clee.utk.edu/

- Communication
  - Observe, convey ideas in writing
  - Listen actively, Speak, Read
- Decision-Making
  - Use Math to solve problems
  - Plan and solve problems
  - Make decisions
- Interpersonal Skills
  - Cooperate   Resolve conflict
  - Advocate & Influence
  - Guide Others
- Lifelong Learning Skills
  - Take Responsibility for Learning
  - Use information/communications technologies
  - Learn through research
  - Reflect and Evaluation

Soft Skills to Pay the Bills
Essential Skills for Getting a Job
www.dol.gov/odep

- Communication Skills
- Enthusiasm & Attitude
- Teamwork
- Networking
- Problem Solving & Critical Thinking
- Professionalism

Technical skills for each occupation:
O'NET   www.onetonline.org
My Next Move mynextmove.org
Labor Market Information identifies industries /careers with highest potential for opportunity and wages.
www.edd.gov/lmid and *Doing What Matters,* www.cccco.edu

Standards for Career Ready Practice
www.careertech.org

- Apply appropriate technical and academic knowledge
- Communicate clearly, effectively and with reason
- Develop an education and career plan aligned with personal goals
- Apply technology to enhance productivity
- Utilize critical thinking to make sense of problems and persevere to solve them.
- Practice personal health and **understand financial literacy**
- Act as a responsible citizen in the workplace and community
- Model integrity, ethical leadership and effective management
- Work productively in teams while integrating cultural and global competence
- Demonstrate creativity and innovation
- Employ valid and reliable research strategies
- Understand environmental, social and economic impact of decisions

Non-Academic Soft Skills: What Should We Call Them?   www.npr.org

Character,   Social and Emotional Skills,   Soft Skills,   Grit
Non-cognitive Traits and Habits,   21st Century Skills,   Growth Mindset,

P21 Framework for 21st Century Learning   www.P21.org

Key Interdisciplinary Subjects
Global Awareness, Civic, Financial, Health, Environmental Literacy
Learning and Innovation Skills
Creativity, Critical Thinking, Communication, Collaboration
Information, Media and Technology Skills
Information Literacy, Media Literacy, ICT (Info, Communication and Technology Literacy)
Life and Career Skills
Flexibility & Adaptability, Initiative & Self-Direction, Social & Cultural Skills, Productivity & Accountability, Leadership & Responsibility

Executive Functioning Skills   www.askjan.org
Cognitive skills
Plan,   Organize,   Strategize
Pay attention to, remember details
Start and stop actions, Form concepts, think abstract
Behavior & Social Skills
Monitor, regulate behavior
Plan future behavior related to new tasks
Anticipate outcomes, adapt to change

Chart Legend
Chart is available at
www.catransitionalliance.org
Blue = applied academic skills
Red = soft skills

Green = website includes teaching/training resources

Employability Skills Framework
cte.ed.gov/employabilityskills/

- Applied Knowledge
  - Applied Academic Skills
  - Critical Thinking Skills
- Effective Relationships
  - Interpersonal Skills
  - Personal Qualities
- Workplace Skills
  - Resource Management
  - Information use
  - Communication Skills
  - Systems Thinking
  - Technology Use

Universal Skills Employers Seek
www.ncwd-youth.info/ilp

- Good communication skills
- Leadership Qualities
- Positive Attitude
- Flexibility and Adaptability
- High Standard for Performance
- Good Work Ethic
  - Dependability, Punctuality, Maturity
- Acceptance of responsibility
- Productivity
- Willing to learn and keep learning
- Ability to analyze and evaluate
- Teamwork

Job Readiness Skills Inventory
www.dor.ca.gov

- Communication
- Attitude
- Teamwork
- Problem Solving & Critical Thinking
- Professionalism
- Job Seeking Skills

Essential Life Skills for All Teens

Transportation / Community Access

Use Public Transportation
Know Schedules
Know Routes, Pick-up Points
Know Options (Bus, Taxi, On-demand)

Community Access
Know Options
Read a Map/ Use GPS
Know Landmarks
Community Orientation

Drive/Maintain Car & Driver's License
Buy Car, Buy Insurance
Registration
Pump gas
Maintain Vehicle Oil, Fluids
Maintain, Change Tires,
Follow Traffic Laws/Safety

Social / Recreation
Explore Social/Recreational Opportunities
Pursue Hobbies, Recreational Interests
Develop, Maintain Healthy Friendships
Develop, Maintain Healthy Family Relationships

Postsecondary Options
Explore Options -- Job Center, Web Postings
Explore Postsecondary Education Options
Apply Decision-Making Skills
Use Labor Market Info. to guide choices
Develop Resume
Submit Applications/Resume on-line
Interview skills

Employability Skills
Communication Skills (Listen, Speak, Customer Service)
Interpersonal Skills (Leadership, Social Skills, Teamwork)
Personal Qualities / Work Ethic
Thinking Skills (Analyze, Prioritize, Visualize, Problem Solve)
Application of Core Academic Skills
Use of Technology
Manage Resources; Time
Understand Value of Lifelong Learning
Be Adaptable

Independent Living Skills

At Home Skills
Locate Housing options
Arrange Rent, Utilities, Phone
Basic Routine Maintenance
Clean, Vacuum, Dust
Find a Circuit Breaker/use it
Locate, use Water Furnace Shut-off
Fix Basic Plumbing

Food Skills
Plan, shop for Healthy Diet
Prepare, Store Food
Cook Balanced Meal
Use Kitchen Appliances

Personal Appearance Skills
Basic Clothing Repair (buttons, hems)
Iron Garments
Fold, put away Clothes
Laundry -- Follow care labels, treat stains
Maintain Personal Appearance

Health and Wellness
Basic First Aid
Maintain Healthy Diet
Use Medication Safely
Routine Exercise
Make Healthy Lifestyle Choices
Maintain Hygiene/Grooming
Be aware of Personal Safety

Financial Literacy
Understand Gross/Net pay, Deductions
Make a Budget -- stick to it
Use a Bank and/or ATM/ On-Line Banking
Open, Use, Balance Checking Account
Apply for Credit Card, use wisely
Benefits Planning
Saving Account,
Keep track of documents file taxes

Citizenship
Register to Vote, Vote
Comply with Laws, Regulations
Be Environmentally Responsible
Participate in Community Activities
Volunteer

Use Technology at Work, Home, Socially
Use Social Media Responsibly
Know Cyber Presence
Cell Phone Message & Ringtone should Leave a Good Impression
Validate Sources of Information
Maintain Safe Identity
Maintain Current Knowledge of Technology/Applications

Self Determination & Self Management
Know Yourself -- Your Strengths, Limitations
Manage Your Time
Set Priorities
Monitor Your Performance
Balance Your Responsibilities and Priorities.
Adapt and Accept Change
Advocate for Yourself to Meet Your Needs
Learn from Mistakes

Believe in Yourself
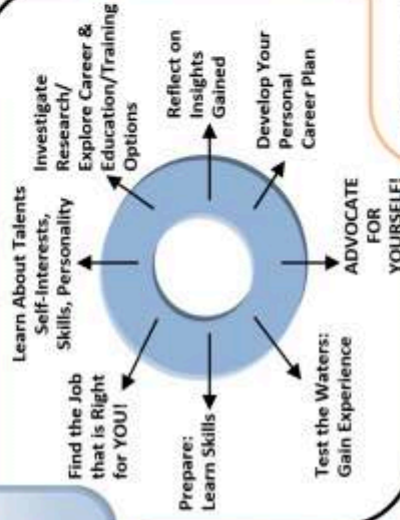
Be A Lifelong Learner: Be curious & interested to learn new things or apply old info in new ways
Seek Opportunities to Learn -- in Classroom, with Computers, with Books, with People
Learn From and With Others -- Share what you Learn -- Recognize You are Not "The Expert"
Take in Information -- Analyze it, join it with other Information, then apply it

(Career development cycle)
Learn About Talents Self-Interests, Skills, Personality
Investigate Research/ Explore Career & Education/Training Options
Reflect on Insights Gained
Develop Your Personal Career Plan
ADVOCATE FOR YOURSELF!
Test the Waters: Gain Experience
Prepare; Learn Skills
Find the Job that is Right for YOU!

Compiled by Sue Sawyer, CA Transition Alliance

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