

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

High Expectations + Effective Transition Planning= Positive Outcomes

Readiness for College, Careers & Quality Adult Life

November, 2018



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/

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)

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 November, 2018



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EXPECTATIONS 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.

The federal government had defined the high school diploma and impacts the course of study mandates California has developed the schooldashboard.org to align accountability with the Every Student Succeeds Act

Recent legislation- the Workforce Innovation and Opportunity Act reauthorizes the Rehabilitation Act and employment services provided by the California Department of Rehabilitation (DOR). DOR is mandated to provide Pre-employment Services to youth with disabilities ages starting at age 16. The America's Job Centers also places a strong focus on Pre-Employment Transition Services.

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**

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 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, and 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 16 in California.
- 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).

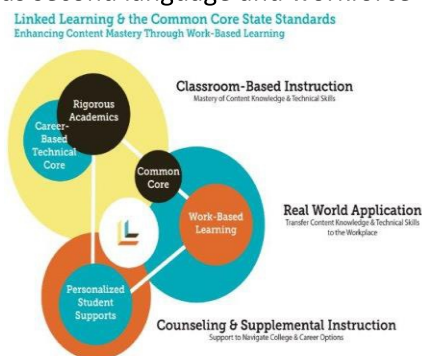
Adult Education: Adult Education programs are offered through Local Education Agencies (LEAs), community colleges, adult literacy programs and community-based organizations. If you are seeking information related to adult education in your community, <https://www.cde.ca.gov/sp/ae/ds/index.asp> allows you to search for local/regional adult education providers. These programs offer:

- 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.

Career-Technical Education Career Pathway requires the completion of two or more classes in a specific pathway. It is a path to a high school diploma.

- 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.



Recent Legislation, Regulations, Rulings that Impact Transition for Students with Disabilities

The **Every Student Succeeds Act (ESSA)** provides guidance that impacts our youth.

It defines the High School Diploma

The term "regular high school diploma:"

- (A) means 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, except that a regular high school diploma shall not be aligned to the alternate academic achievement standards; and
- (B) **does not include a recognized equivalent of a diploma, such as a general equivalency diploma, certificate of completion, certificate of attendance, or similar lesser credential**, such as a diploma based on meeting IEP goals.
- The vast majority of students with disabilities should have access to the same high-quality academic coursework as all other students in the State that reflects grade-level content for the grade in which the student is enrolled and that provides for assessment against grade-level achievement standards. **Office of Special Education and Rehabilitation, July 2017**

It defines the four year cohort- which requires "graduates to earn a diploma" in four years.

It defines who is eligible for an alternative diploma

- Only students with the most significant cognitive disabilities should receive alternative diplomas and only if they have taken the state's alternative assessments.
- No more than 1% of students graduating in a state should receive an alternative diploma.

It is important to remember that a student with a disability may only be exited from special education under the following three conditions: **1)** If, after the completion of a special education evaluation, it is determined that the student is no longer a student with a disability; **2)** Upon a student's graduation from high school with a **regular** high school diploma; or **3)** Upon the student **exceeding the maximum age** for receiving special education services. Authority: 34 C.F.R. § 300.306(a)(1); 34 C.F.R. § 300.102(a)(3)(i); 34 C.F.R. § 300.101(a); and Minn. Stat. § 125A.03

It defines **accountability requirements at the federal level**, which resulted in the schooldashboard.org website for California.

It influences the State of California Accountability System

The Dashboard lists graduation rates for various student populations for each Local Education Agency (LEA) in the state and college and career indicators. The dashboard is based on the data submitted to the central data collection system in the California Longitudinal Pupil Achievement Data System (CALPADS). This is a longitudinal data system used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting.

CALPADS designates a Dashboard Alternative School Status (DASS) program for "high risk" students who attend alternative education programs. Special Education is integrated into the DASS data. It is important to be aware of the methods CALPADS uses to evaluate college and career readiness.



California Education Code

- A student who graduates from high school with a regular diploma is no longer eligible for special education and related services (34 C.F.R. 300.102(a)(3); Ed Code 56026.1
- An LEA is obligated to issue a diploma when any student meets regular graduation requirements, and withholding a diploma to meet procedural requirements of the IDEA would be discriminatory. (see Runkel and Anonymous)
- When a student meets graduation requirements, an LEA must only provide the student and parents with adequate notice of graduation and the rights available upon termination of education consistent with the general notice requirements of 34 C.F.R.300.503
- Neither achievement of IEP goals, nor academic proficiency at a 12th grade level is required for graduation with a regular high school diploma. (34 C.F.R. 300.102(a)(3)(iii))

Please note, students with disabilities who earn an alternative diploma continue to be eligible for special education and related services.

Recent Supreme Court Rulings have an impact on diploma issues and the Opportunity to Learn

Andrew F. v. Douglas County School District,

The Supreme Court determined that, “[t]o meet its substantive obligation under the IDEA, a school must offer an IEP [individualized education program] that is reasonably calculated to enable a child to make progress appropriate in light of the child’s circumstances.” The Court additionally emphasized the requirement that “every child should have the chance to meet challenging objectives.”

U. S. Department of Education Advisory

Q 12 How can an IEP Team ensure that every child has the chance to meet challenging objectives?

The IEP must include annual goals that aim to improve educational results and functional performance for each child with a disability. This inherently includes a meaningful opportunity for the child to meet challenging objectives. Each child with a disability must be offered an IEP that is designed to provide access to instructional strategies and curricula aligned to both challenging State academic content standards and ambitious Goals ,based on the unique circumstances of that child.

Higher Education Opportunity Act, 2008

Universal Design for Learning (UDL) means a scientifically valid framework for guiding educational practice that —(A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient. *Higher Education Opportunity Act of 2008*

The Higher Education Opportunity Act of 2008 (HEOA) contains several important provisions that make postsecondary education more accessible and affordable for young adults with disabilities. This is particularly true for students with intellectual disabilities, as the law created new comprehensive transition and postsecondary programs and provided access to federal student aid to this population for the first time. *Rehabilitation Research, Policy, and Education, v26 n1 p33-42 2012*



Secondary Transition Services as Defined in IDEA

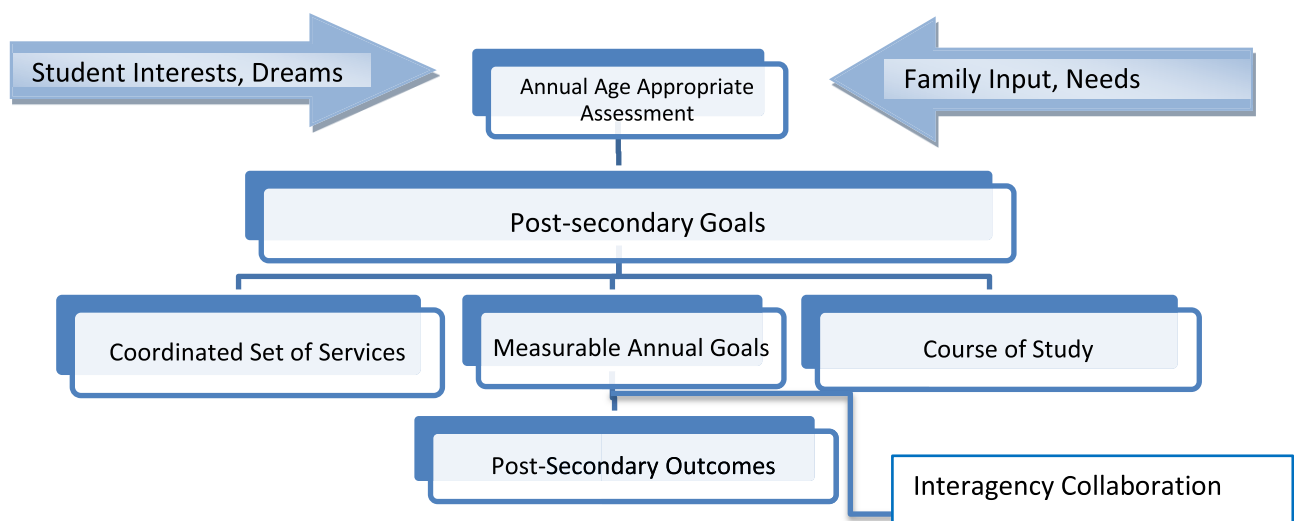
The term “transition services” means a coordinated set of activities for a child with a disability that:
(34 CFR 300.43(a) 120 U.S.C. 1401 (34))

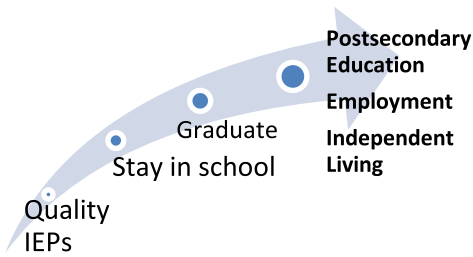
- Is designed to be within a **results-oriented process**, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s **movement from school to post-school activities**:
- Including post-secondary education, vocational education, integrated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





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 8 If appropriate, and agreed upon, agencies invited Yes No NA

Describe how the student participated in the process 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 <div style="border: 1px solid black; display: inline-block; padding: 2px;">1.2</div> Linked to Annual Goal # <div style="border: 1px solid black; display: inline-block; padding: 2px;">6</div> Person / Agency Responsible _____	Transition Service Code as Appropriate <div style="border: 1px solid black; display: inline-block; padding: 2px;">4</div> _____ Activities to Support Post Secondary Goal _____ Community Experiences as Appropriate _____ Related Services as Appropriate _____
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Student's Post Secondary Goal Employment (Required)

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

Upon completion of school I will <div style="border: 1px solid black; display: inline-block; padding: 2px;">1.2</div> Linked to Annual Goal # <div style="border: 1px solid black; display: inline-block; padding: 2px;">6</div> Person / Agency Responsible _____	Transition Service Code as Appropriate <div style="border: 1px solid black; display: inline-block; padding: 2px;">4</div> _____ Activities to Support Post Secondary Goal _____ Community Experiences as Appropriate _____ Related Services as Appropriate _____
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Page 2

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 mandate to conduct follow-up surveys to verify the percentage of students who are no longer in secondary education, 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) for at least one complete term since leaving high school.
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 for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment.
Enrolled in other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	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).
Some other employment	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.).

California documents Indicator 14 based on student surveys. Additional questions to confirm employment is competitive (at or above minimum wage, opportunity to advance, and have benefits) and Integrated (working with and integrated into the workplace with non-disabled peers) will be required.

Source: National Technical Assistance Center on Transition (www.transitionta.org)



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

New questions that focus on competitive and integrated employment will be required.

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.*

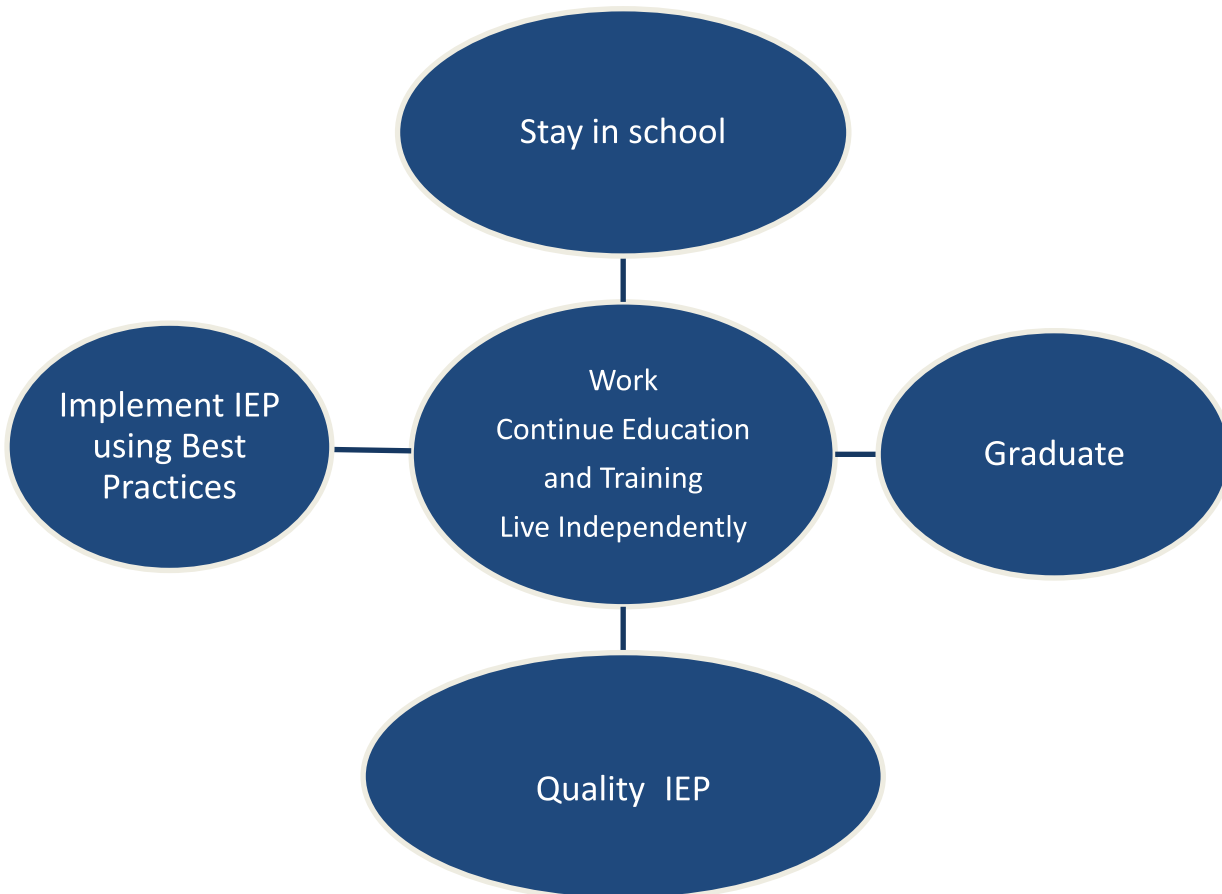


Do you use your information about student outcomes to improve your transition services?



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)(1)(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 measured. 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 goal statements are examples of behaviors that are based on IDEA guidelines.

Goal statements in the IEP need to reflect the **student's personal plan**.

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

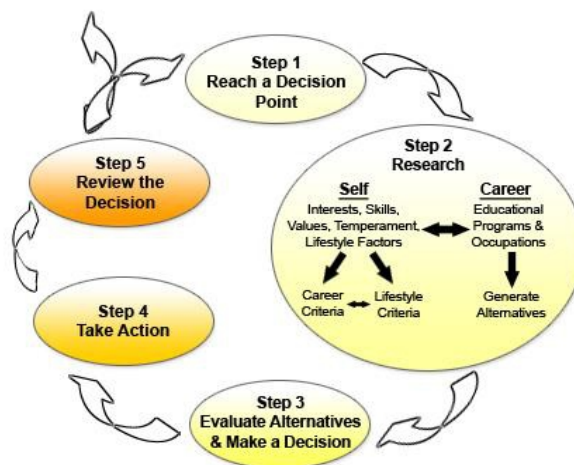
Goals need to be updated annually. Goals may change as students gain experience, opportunities, training and work experience. Post-secondary goals evolve from general to specific as students grow and mature.



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.



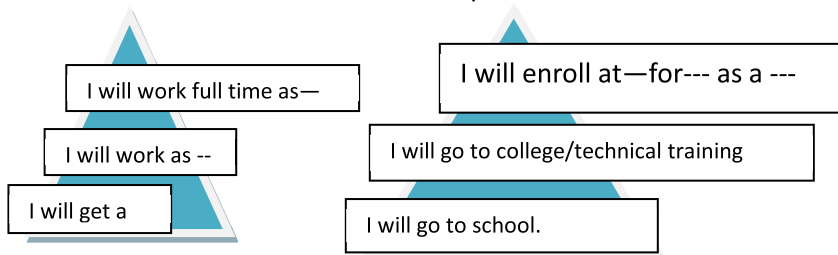
Validate goal statements annually using annual career / transition assessment data. Encourage students to present their goals through authentic assessments.



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.



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.



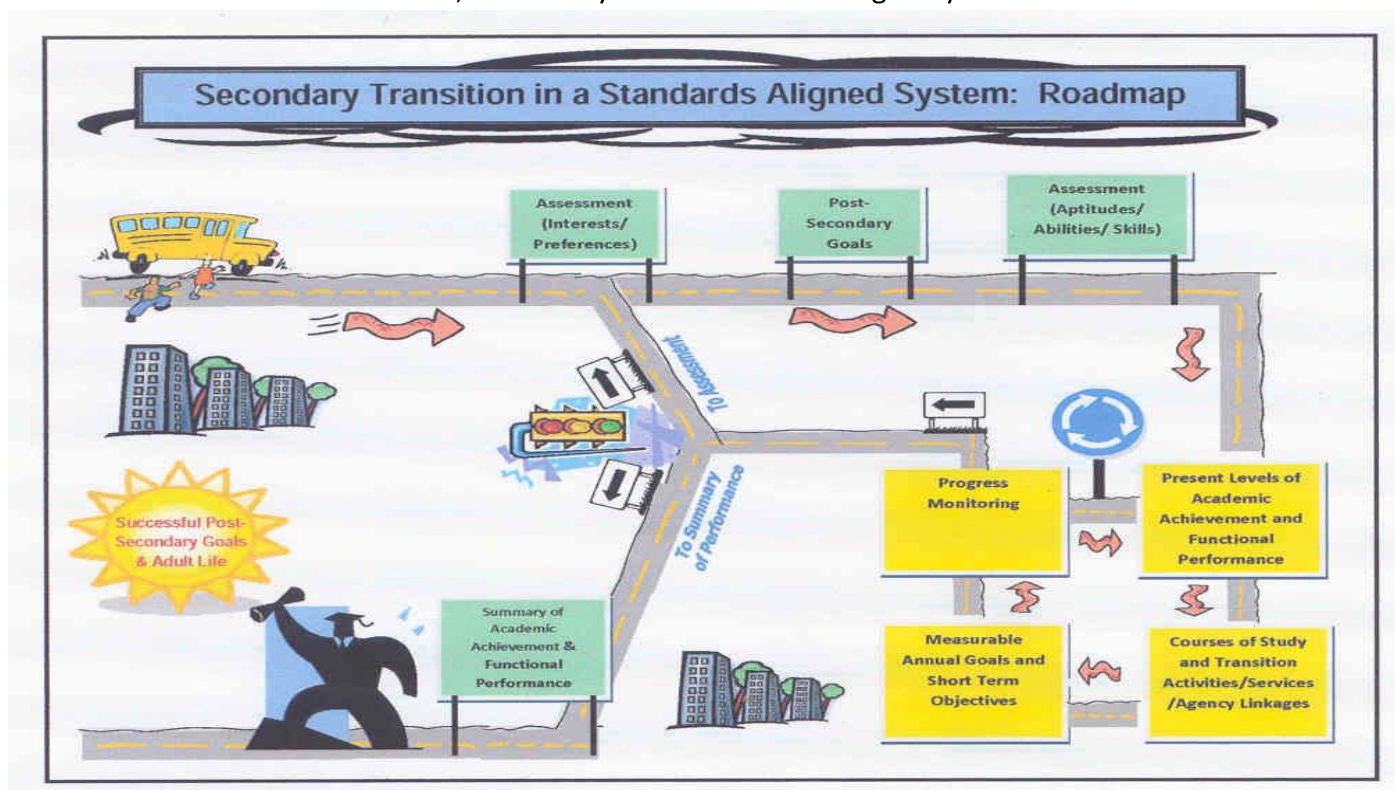
3A. Mandates: Goals are based on age appropriate assessments

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 all aspects 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



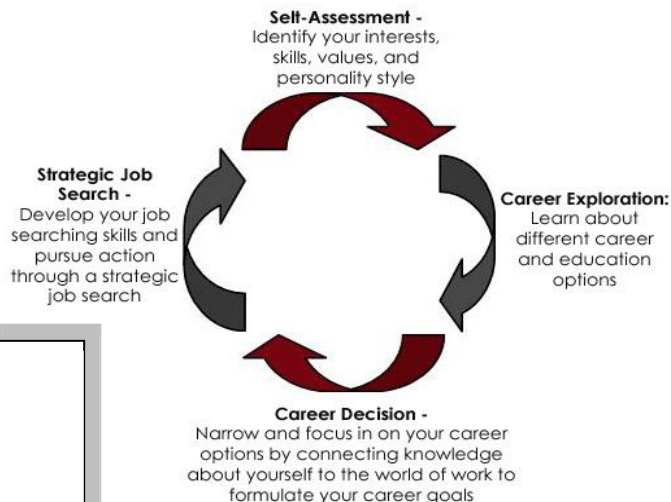
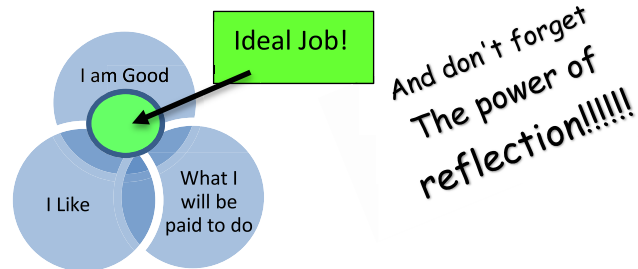
3B. Best Practices: Goals are based on age-appropriate transition assessments

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!



Source: Pennsylvania Youth Transition Partnership

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

<p>California Career Resource Network (CalCRN) California Career Zone Lesson Plans Career Surfer Mobil App California Career Center www.californiacareers.info</p>	<p>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/</p>
<p>Life Skills inventories: Casey Life Skills (Rates life skills) www.caseylifeskills.org Transition Health Care Checklist http://www.portal.state.pa.us</p>	<p>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/HowIWantoSpendMyTime_English.pdf</p>
<p>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</p>	<p>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</p> <p>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</p>



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.

As California implements a comprehensive system for data collection (CalPADS) we continue to use the Transition Services as listed in IDEA Regulations and California Education Code

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

Remember: The justification for services is defined through the assessment process.

CalPADS also defines college and career indicators of DASS Students (who find meeting graduation standards a challenge and use the state diploma expectations as the route to a diploma

These Indicators include:

Completion of a Pre-Apprenticeship	Completion of a State or Federal Jobs Program State or Federal Jobs Program	Workforce Readiness Certificate	Received services through DOR or WorkAbility Work-Based Learning
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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. A course of study listing classes is required for all students with an IEP. The citations in Education Code (EC) **EC Section 56390 define the criteria for earning a certificate of completion as:**

Completion of a prescribed alternative course of study. Meet IEP goals and objectives. Complete a prescribed course of study.	EC Section 56026 Age Out of the K-12 system at age 22.
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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.
10. 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)



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, and certificate) that begins in middle school and culminates the last year in school. It defines what courses the student will complete from now to the end of K-12 education. **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 depicts the options being used by local Boards to establish graduation requirements.** *EC 51225.3*

	State	CTE Path	CSU	UC
English	3	3	4	4
Math	2	2	3	3
Science	2	2	2	2
Social Science	3	2	2	2
Visual / Performing Art	1		1	1
Foreign Language			2	2
Career Technical		2	1	1
PE	2	2	----	----

Current (2018) Diploma requirements are based on local education agency decisions. The State defines a mandatory course of study. Students who earn an Adult Education Diploma **may** meet state course requirements.

The California Accountability Data system (CALPADS) stipulates two paths to a diploma:

1. Meet A-G Course Requirements
2. Meet CTE Pathway Course requirements, which are based on the State Course of study with an emphasis on career technical education pathway courses.

OR 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

These student populations may qualify for state diploma requirements or alternative means.

- Foster Youth
- Military Family member
- English Language Learner
- Alternative Ed. Participant
- Homeless youth
- Adjudicated youth

Requirements for graduation and specified alternative modes for completing the prescribed course of study shall be made available to pupils, parents, and the public. The University of California and the California State University systems have established a uniform minimum set of courses required for admission as a freshman.

- ❖ 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.

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. There is an exception for students with significant intellectual disabilities who do not earn a diploma who are transitioning from K-12 education to colleges and universities that have programs to meet their needs.

The high school diploma a a ticket to work and to postsecondary education and training-and financial aid.

To see graduation statistics for your LEA, visit www.schooldashboard.org



6A. Mandates: Annual IEP goals

Federal Guideline

For each area where a post-secondary measurable outcome/goal is identified, a measurable, annual IEP goal must be developed.

IDEA defines annual goals in Regulations: Part 300 / D / 300.320 / a / 2 / i

A statement of measurable annual goals, including academic and functional goals designed to--

(A) Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and

(B) Meet each of the child's other educational needs that result from the child's disability;

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: The Academic Achievement and Functional Performance of Youth With Disabilities A Report From the National Longitudinal Transition Study-2 (NLTS2) 2006

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

A recent supreme court ruling (Endrew F. v Douglas School District, December 2017) stipulated that to meet its substantive obligation under IDEA, a school must offer an IEP that is reasonably calculated to enable the child to make progress appropriate in light the the child's circumstances. The Court emphasized that every child should have the chance to meet challenging objectives. The Department of Education interprets this to mean that each child must be offered an IEP designed to provide access to instructional strategies and curricula aligned to both challenging State academic standards and ambitious goals, based on the unique circumstances of the child. (Source United States Department of Education December 7, 2017 Questions and Answers on U.S. Supreme Court Case Decision Endrew F. v Douglas School District www.ed.gov)



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.

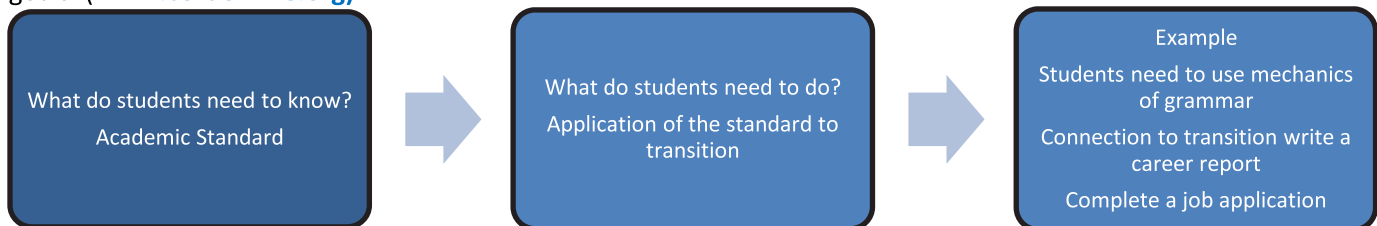


The formula for writing annual goals is SMART

Specific Measurable Action Realistic/Relevant Time 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)



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 Learners, as well as students with disabilities.

Universal Access/ Design: Universal Design for Learning (UDL) means a scientifically valid framework for guiding educational practice that —(A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient. *Higher Education Opportunity Act of 2008*
www.pacer.org <http://lessonbuilder.cast.org/>.

Universal Design for learning reduces need for modified curriculum.

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. **Persistence:** 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

Employ self-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 rationale 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 list 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

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).

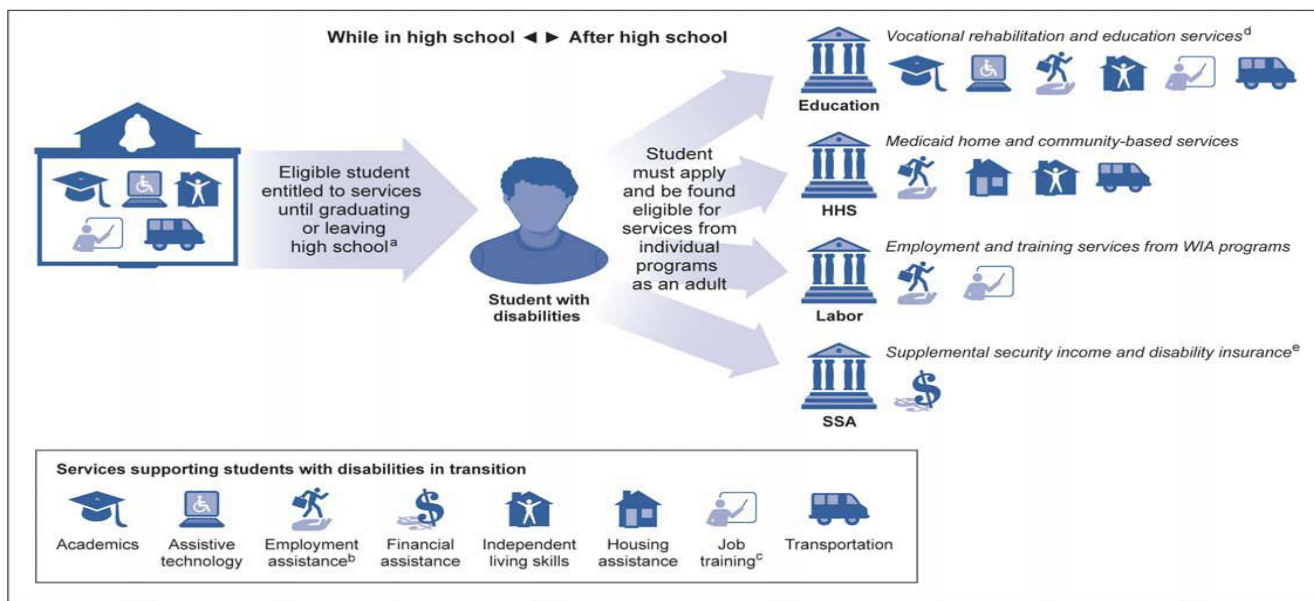


8B. Best Practices: Parent/family and interagency collaboration

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.



Source: GAO analysis of agency documentation, including postings and publications.

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 <ul style="list-style-type: none"> 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 intellectual / developmental disabilities (IDD)

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



Transition Questions We All Want to Ask

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

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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 Skills for Employment

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

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

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

Chart Legend

Chart is available at

www.catransitionalliance.org

Blue = applied academic skills

Red = soft skills

Green = website includes

teaching/training resources



Essential Life Skills for All Teens

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

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

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

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

Transportation Community Access

Drive/Maintain Car & Driver's License

- Buy Car, Buy Insurance
- Registration
- Pump gas
- Maintain Vehicle Oil, Fluids
- Maintain, Change Tires,
- Follow Traffic Laws/Safety

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

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

