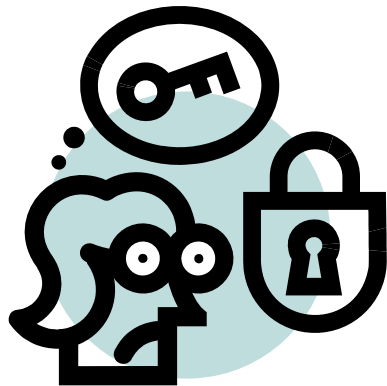

Moving from High School to Post-school Opportunities: Transition Components and Strategies for High School Redesign



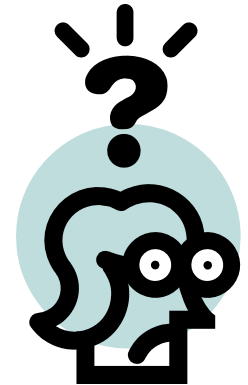
Carolyn Roman, Student Advocate

Carl Suter, Executive Director, CSAVR

Bill East, Executive Director, NASDSE

Nancy Reder, Deputy Executive Director, NASDSE

What is Transition?



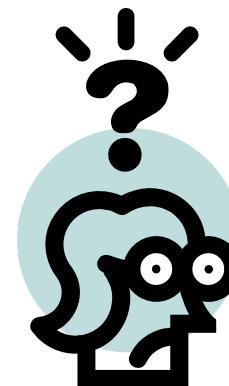
IDEA

- “The term “transition services” means a coordinated set of activities for a child with a disability that
 - is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to 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 when appropriate, acquisition of daily living skills and functional vocational evaluation.” [20 USC 1401(34)]
-

Vocational Rehabilitation (VR) Act

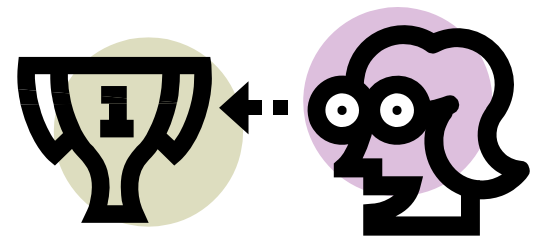
- The term ‘transition services’ means a coordinated set of activities for a student, designed within an outcome-oriented process, that promotes movement from school to post school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.
 - The coordinated set of activities shall be based upon the individual student’s needs, taking into account the student’s preferences and interests, and shall include instruction, community experiences, the development of employment and other post school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation. [29 USC 705(34)]
-

What does that really mean to a student?

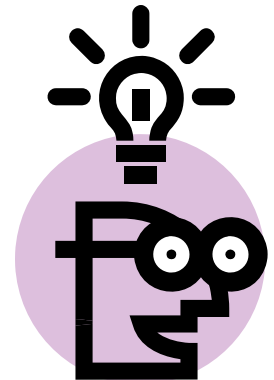


Variety of Post-Secondary Goals

- Employment
- Supported Employment
- Post-Secondary Education
 - Career and Technical Education
 - Continuing and Adult Education
- Independent Living
- Community Participation

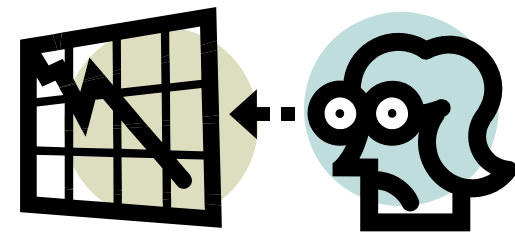


**Why are transition services
important to each of you?**



Are Individuals with Disabilities Working?

- Poverty rate: 25.3%
- SSI: 16.5%
- Employment (21-64): 37.7%
- Employed full time – full year: 21.7%



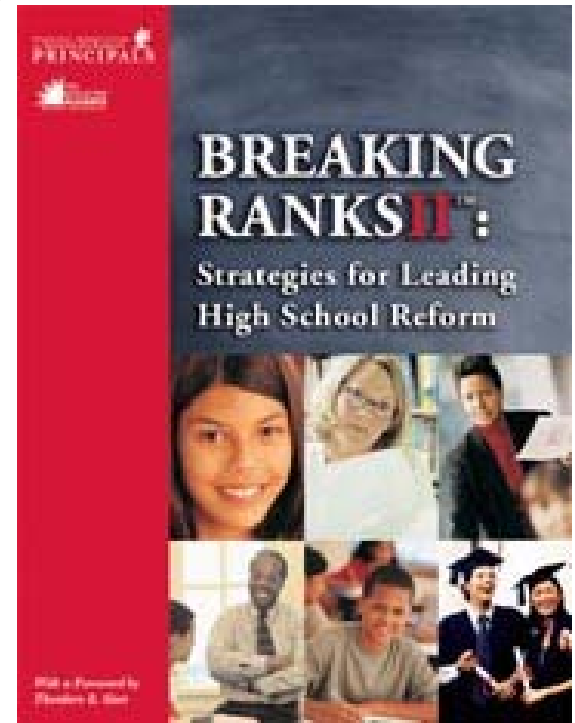
Source: NIDRR. Cornell University: “2006 Disability Status Report: United States.” www.DisabilityStatistics.org

High School Redesign

- Unlike transition, high school redesign is not in special education law.
 - It is a policy strategy to improve outcomes for all youth.
 - Major initiatives:
 - National Governors Association
 - Gates Foundation
 - International Center for Leadership
 - National Secondary School Principals Association (NASSP)
-

Previous Satellite Conference

- High School Redesign: Expanding Resources and Opportunities through School/Business Partnerships – October 3, 2007
- National Association of Secondary School Principals (NASSP) – *Breaking Ranks II: Strategies for Leading High School Reform*
 - <http://www.principals.org>



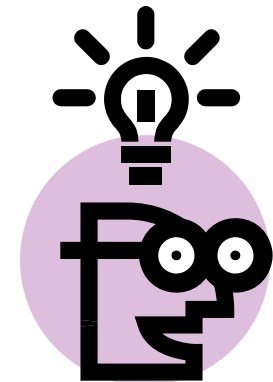
High School Redesign in *Breaking Ranks*

How Well Does Your School Serve Each Student?

- How many of the students who enter your school in ninth grade graduate in four years?
 - What percentage of your graduates must take remedial courses in college or a community college? What percentage of those finish college?
 - Does your leadership team successfully interact with “hard-to-reach” parents with activities such as home visits, Saturday meetings, and meetings outside of regular business hours?
 - How many low-income and/or minority students are enrolled in advanced courses?
 - How many teachers from different disciplines work together on a regular basis?
 - Are the aspirations, strengths, and weaknesses of each student known by at least one faculty member or other member of your staff?
 - How do you ensure the staff member uses that information appropriately to help the student become successful in all classes and activities?
 - What percentage of the classes per week at your school is primarily lecture-driven?
-

The Link Between Transition and High School Redesign

- Do these questions seem familiar?
- These are questions that transition personnel have been raising for years.
- High school redesign provides the context for transition work to become a part of the “core work” of change in secondary schools.
- What other questions would special educators address?

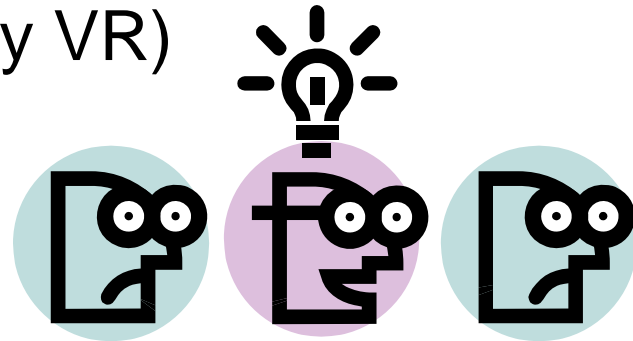


Transition in the Context of High School Redesign

- High standards
 - Core academic subjects
 - Graduation requirements
 - Response to intervention (RtI)
 - Accountability
 - Positive behavioral supports (PBS)
-

How Must Our Work Change?

- Expand the number of people you work with
 - Academic partners
 - Career/Tech partners
 - Family and youth partners
 - Agency partners (especially VR)
 - Employers

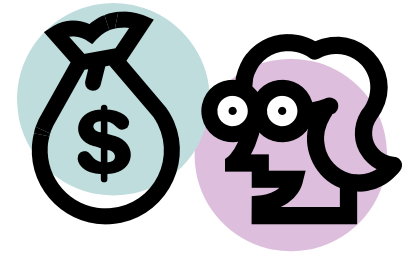


- Change the way we work
 - Learning across the boundaries of agencies, geography and roles.
-

How Must Our Work Change?

- Change how services are funded

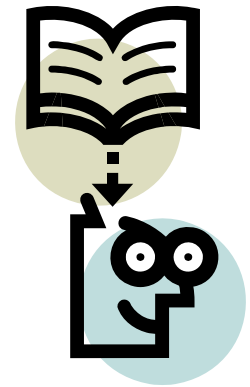
- Blended and braided funding
- Cross-agency goals



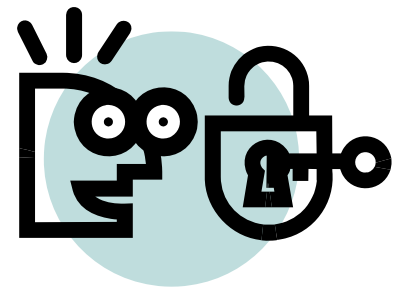
- Move Beyond Compliance: Adopt a lifespan focus

- Provide education and experiences that prepare students for the opportunities that lie ahead
 - Empower students with knowledge and skills to command their futures
-

What Have We Learned from Successful Programs?



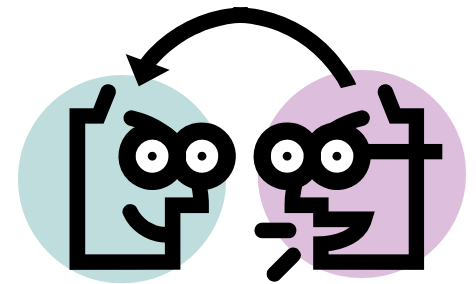
-
1. Transition activities are viewed as a critical component of school achievement and high school reform initiatives.
-



Key Question

- **Does high school redesign reach all students?**
 - Academic components
 - Work-based components
 - Supportive services
 - Consider: Many school districts have adopted the framework advanced by the International Center for Leadership: *Rigor, Relevance, Relationships*. <http://www.leadered.com/>
-

2. There is agency collaboration around common work, beginning with education and vocational rehabilitation but including other stakeholders (e.g., policymakers, parents, youth, health personnel)



Key Question: Who Is Involved?

Everyone is invested in improving the outcomes of youth

VR Counselors

Communities

School Personnel

Higher Ed

Human Services Agency Staff

Youth

Family Members

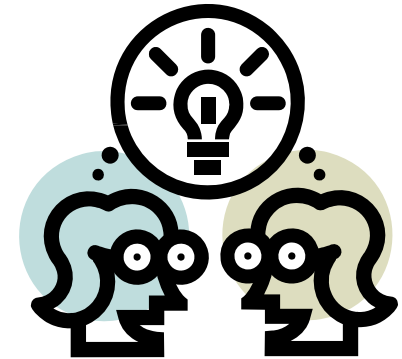
Business Leaders

Public Health Agency Staff

OSERS Commitment to Transition

- OSERS focus
 - Two-year capacity-building grants
 - RSA model demonstration grants

3. There is shared stakeholder planning and implementation.

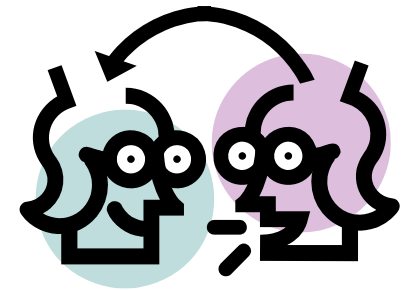


Key Question

- **How do we work together?**

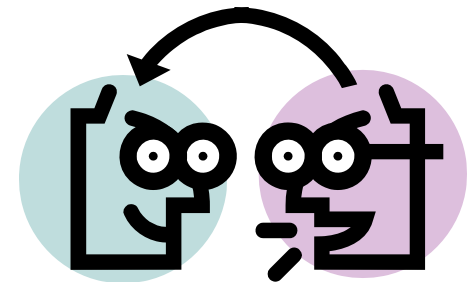
- Are there:

- Joint policy discussions
- Joint promotion of best practices
- Joint training
- Student leadership



- Consider:
 - PA Community of Practice site on www.sharedwork.org
 - NASDSE Community of Practice manual available at <http://ideapartnership.org/documents/CoPGuide.pdf>
-

4. There are opportunities to develop business/education partnerships.

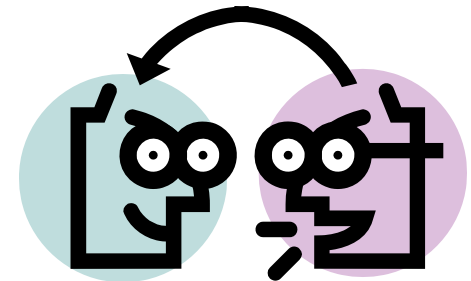


Key Question

■ **Do schools and employers have good working relationships?**

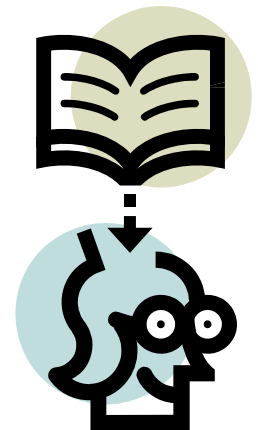
■ **Is there:**

- funding and/or in-kind relationship
- engagement in career awareness activities
- engagement in career exploration
- engagement in career training
- promotion of student achievements



- Consider: The Council for Corporate and School Partnerships resources such as a *How-to Guide for School-Business Partnerships* available at <http://www.corpschoolpartners.org>

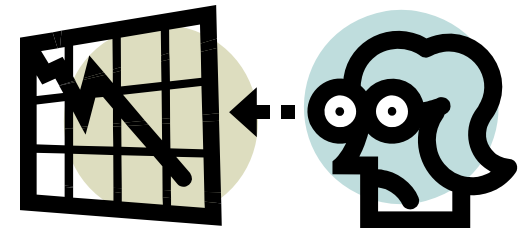
5. There is meaningful young adult/youth involvement in the entire transition process.



Key Question

- **How are youth/young adults involved in the transition process?**
 - Leaders in their own lives with adults as allies
 - Youth/young adults as advocates
 - Young Adults who have exited the system as policy and practice advisors
 - “Nothing about us without us”
 - Age of majority
 - Consider:
 - Wisconsin’s *Youth Development and Participation Guide* at <http://sharedwork.org/documents/YLADPartGuideFINAL.doc>
 - National Youth Leadership Network at www.nyln.org
-

6. There is accurate data collection that documents in-school and post-school outcomes and the data is used for program improvement.



Key Question

- **How can we use the accountability indicators in IDEA to improve the system and meet individual needs?**
 - Indicator 13
 - Indicator 14
 - Summary of Performance
-

Indicator 13

- “Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual goals and transition services that will reasonably enable the student to meet post-secondary goals.”
 - Consider:
 - Include stakeholders:
 - youth, family, academic partners, agency partners
 - Move beyond the data: How will the information help improve transition services?
-

Indicator 14

- “Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both within one year of leaving high school.”

 - Consider:
 - Responsibility for planning that has a reasonable chance of achieving outcomes
 - Move beyond the data: How will the information help improve transition services?
-

Summary of Performance (SOP)

- “For a child whose eligibility under this part terminates under circumstances described in clause (i), a local educational agency shall provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.”
[20 USC 1414(c)(5)(B)(ii)]
 - SOP can be a bridge between the individualized education plan (IEP) and the individualized plan for employment (IPE) under VR.
-

Vocational Rehabilitation Act

- Under VR Services Section 103, VR is responsible for:
 - Transition services for students with disabilities, that facilitate the achievement of the employment outcome identified in the individualized plan for employment.
 - Under Section 103, VR Services for Groups of Individuals, VR is responsible for:
 - Consultative and technical assistance services to assist educational agencies in planning for the transition of students with disabilities from school to post-school activities, including employment.
-

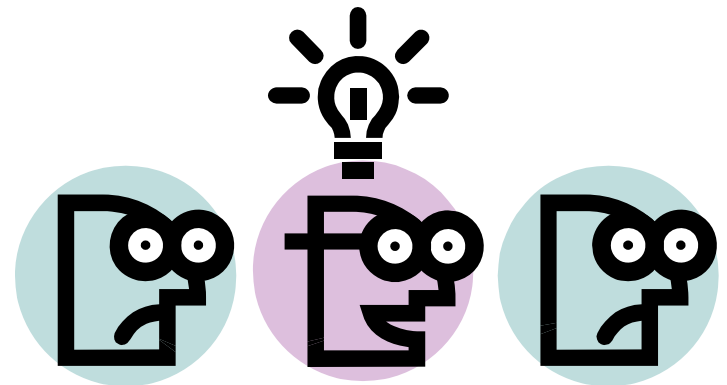
VR Standards and Indicators

- Evaluation Standard 1: VR Impact on Employment
 - Indicator
 - 1.1 Change in employment outcomes
 - 1.2 Percent of employment outcomes
 - 1.3 Competitive employment outcomes
 - 1.4 Significance of disability
 - 1.5 Earnings ratio
 - 1.6 Self-support
-

VR Standards and Indicators

- Evaluation Standard 2: Equal Access
Opportunity for Individuals of All Groups and
Backgrounds
 - Indicator
 - 1.1 Minority background service rate
-

7. There is a high school exit document valued by all stakeholders.

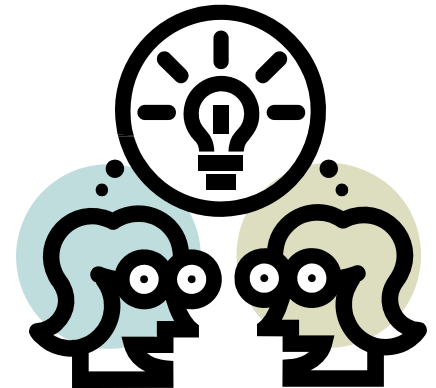


Key Questions

- **Will all students graduate with a diploma?**
 - **If not, what considerations should we give to the exit document?**

 - Consider:
 - States have discussed and debated various approaches to exiting documents.
 - The National Center on Educational Outcomes: *Revisiting Graduation Requirements and Diploma Options for Youth with Disabilities: A National Study* available at <http://cehd.umn.edu/NCEO/OnlinePubs/Tech49/TechReport49.pdf>
-

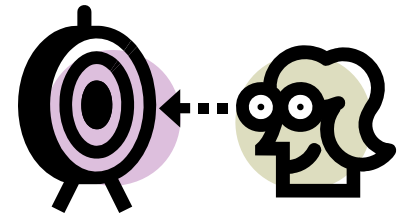
8. Higher education is involved to ensure that highly trained and capable personnel are involved in preparing youth for post-school opportunities.



Key Questions

- **Is transition a part of the training for all special educators and VR counselors?**
 - **Are there specialized certificate or degree programs that focus on transition?**
 - **Does teacher preparation for general educators provide the skills to teach all students?**
 - Consider:
 - *Collaborative Programs in General and Special Teacher Education: An Action Guide for Higher Education and State Policymakers* and the INTASC standards for licensure of all teachers of students with disabilities available at http://www.ccsso.org/projects/Center_for_Improving_Teacher_Quality/Resources_Links/
-

9. Youth with disabilities have access to meaningful post-school activities, including higher education and/or employment.

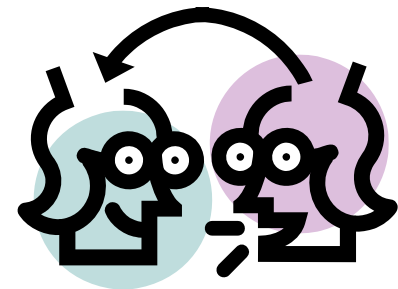


Key Questions

- **Do youth with disabilities have choices?**
 - **Do youth with disabilities have services in place that expand their choices (e.g. transportation, etc)?**

 - Consider:
 - United We Ride – Assessing and Planning for Transportation
http://www.unitedweride.gov/1_7_ENG_HTML.htm
 - National Council on Disability – *Empowerment for Americans with Disabilities: Breaking Barriers to Careers and Full Employment* available at
<http://www.ncd.gov/newsroom/publications/2007/publications-index.htm>
-

10. Stakeholders participate in new strategies, such as Communities of Practice, at the national, state and/or local levels.



Communities of Practice

Sharing Knowledge and Practices

Communities of Practice (CoP)

“A group of people who share a concern, a set of problems or a passion about a topic, and who deepen their understanding and knowledge of this area by interacting on an ongoing basis.”

(Etienne Wenger et.al., 2002)

Communities of Practice

Sharing Knowledge and Practices

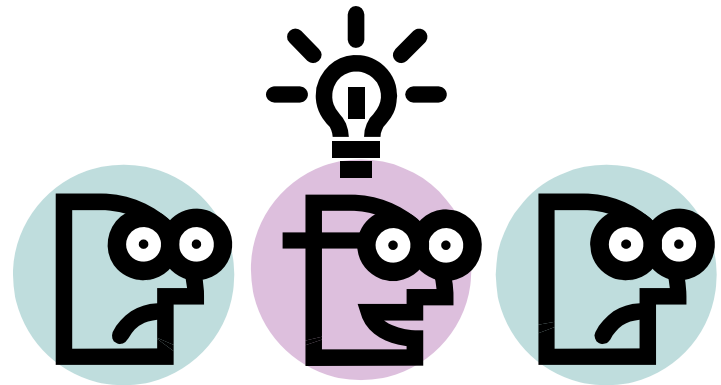
The Spirit of Community: We Are In This Together

A community of practice on secondary transition comes together around the shared vision of youth with disabilities becoming productive, self-sufficient citizens. Working as a community helps to solve some of the persistent problems that we each face daily.

**Transition outcomes are not 'one system' outcomes.
We need each other!**

Key Questions

- **Are the stakeholders united around common goals?**
- **Is there a mechanism for stakeholders to routinely communicate?**
- **Do stakeholders share information and strategies?**
- **Do state agencies seek stakeholder advice?**



National Transition CoP States

- Alabama
- Arizona
- California
- Delaware
- District of Columbia
- Minnesota
- New Hampshire
- North Dakota
- Pennsylvania
- Virginia
- Wisconsin

- 16 National Organizations
- 7 Technical Assistance Centers
- Federal Partners

- Consider: www.ideapartnership.org and www.sharedwork.org
-

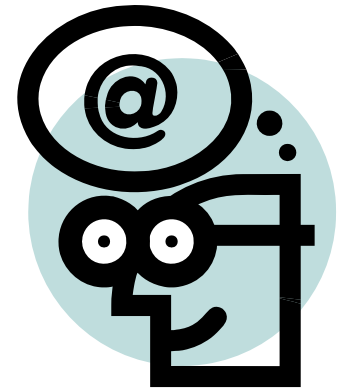
11. Stakeholders participate in an annual conference or meeting to celebrate their work, spotlight emerging issues and create a year-round plan for interacting to improve transition.

Key Question

- **Can a meeting be more than a meeting?**
 - It must!
 - Face-to-face interaction fuels on-going activity across groups all year.
 - Regional meetings can support work on issues between state meetings.
 - The state meeting can provide a format for local transition teams to join together around common needs.
 - State meeting can kick-off electronic communication that keep people connected year round.
 - Consider: The Statewide Conference Planning Practice Group at <http://www.sharedwork.org/section.cfm?as=146&ms=5&ms2=146>
-

Resources - Websites

- NASDSE: www.nasdse.org
 - IDEA Partnership: www.ideapartnership.org
 - Shared Work: www.sharedwork.org
 - Project Forum: www.projectforum.org
- CSAVR: <http://www.rehabnetwork.org>
- National Center on Secondary Education and Transition (NCSET): <http://www.ncset.org/>
- National Dropout Prevention Center for Students with Disabilities: <http://www.ndpc-sd.org>
- National Secondary Transition Technical Assistance Center: <http://www.nsttac.org>
- National Post-School Outcomes Center: <http://www.psocenter.org>



Resources - Documents

■ Project Forum Document

- Diploma Options for Students with Disabilities: Synthesis of the NCEO Document
 - <http://www.projectforum.org/docs/DiplomaOptionsforSWD-SynthesisoftheNCEODocument.pdf>
- High School Reform: Integration of Special Education
 - <http://www.projectforum.org/docs/HighSchoolReform-IntegrationofSpecialEducation.pdf>

■ NCSET Documents

- <http://www.ncset.org/publications/default.asp>

