



SECONDARY TRANSITION – WHAT ADMINISTRATORS NEED TO KNOW

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OBJECTIVES



- Increased understanding of the requirements and mandates related to secondary transition
- Increased ability to evaluate IEP content as relates to secondary transition requirements
- Increased ability to assess the secondary transition program within the district



WHAT IS SECONDARY TRANSITION?

- Oregon Administrative Rule (OAR) 581-015-2200(41)(a)(b)(c)(A)(B)(C)(D)(E)(d) defines "Transition services" means a coordinated set of activities for a student with a disability that:
 - (a) Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the student to facilitate the student's movement from school to post school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
 - (b) Is based on the individual student's needs, taking into account the student's preferences and interests; and
 - (c) Includes:
 - (A) Instruction;
 - (B) Related services;
 - (C) Community experiences;
 - (D) The development of employment and other post school adult living objectives; and
 - (E) If appropriate, acquisition of daily living skills and functional vocational evaluation; and
 - (d) May be special education, if provided as specially designed instruction, or related services, if required to assist a student with a disability to benefit from special education.



WHAT STUDENTS MUST HAVE TRANSITION PLANNING?

ALL students who are eligible for special education are required to have transition assessments and planning to ensure the development of a compliant Individualized Education Program (IEP) that includes all required content.



WHY DO TRANSITION PLANNING?

- The obvious response is because it's required by federal and state law. However, the real reason to do transition planning is to ensure students ability to be successful in achieving their post-school outcomes/goals.
- Studies consistently inform us that students with disabilities are not pursuing higher education at the same rate as non disabled peers and they are not as successful as their non-disabled peers in obtaining and maintaining successful employment.



STATISTICS

Post Secondary Education

- **National Longitudinal Transition Study-2:**
 - 60% of students with a disability enrolled in college within 8 years of high school
 - 44% of these were most likely to enroll in a 2 year community college and 19% enrolled in a 4 year college
 - 71% enrolled on a full time basis
 - 63% of students who were identified as having a disability in secondary education **DID NOT** disclose they had a disability when enrolling in college
 - Students with more impacting disabilities (e.g. ID or ASD) were less likely to enroll in either a 2 or 4 year college

Employment

- **2019 Bureau of Labor and Industries:**
 - Employment rate:
 - Person with a disability: 19.1 (up from 17.9% in 2016)
 - Person without a disability 66.3 (up from 65.3% in 2016)
 - 34% employed part time v. without a disability 18%
 - More likely to be self employed
 - Those between the ages of 16-64 are 27.7% employed
 - **Unemployment rate**
 - **2019: 7.3%** (down from 10.5% in 2016)
 - Remains twice the percentage for non-disabled persons
 - Approximately 8 in 10 are not in the labor force
 - Most employed are concentrated in service occupations e.g. production, transportation and material handling



POST SCHOOL OUTCOMES STUDY

- Teaching Research at Western Oregon University conducts the Post School Outcome Study
- Districts are required to interview all seniors with a disability earning a standard diploma before exiting in June
- One year later, a follow up interview is conducted
- Interview questions relate to the secondary transition IEP content
- Data collected is available to districts to help them evaluate programs, courses, special education services, etc.
- Data is also intended to be used to inform why students leave school without earning a standard or other diploma



WHAT DOES TRANSITION PLANNING ACCOMPLISH?

- Effective, thoughtful and purposeful transition planning helps students and families focus on post school outcomes that meet the individual students preferences, interests, and needs of the student.
- Effective, thoughtful and purposeful transition planning also identifies the students strengths.
- It assists students and families to focus on specific areas of need and helps the team develop a plan to address that need.
- Good planning = success, be that in the world of post secondary education, employment or an alternative to work environment.



WHEN DOES TRANSITION PLANNING START?

- OAR 581-015-2200(2)(a)(A)(B)(b)states:
(a)Beginning not later than the first IEP to be in effect when the child turns 16, or younger, if determined appropriate by the IEP team, and updated annually thereafter



HOW DO WE DETERMINE WHAT A STUDENT NEEDS FOR GOOD TRANSITION PLANNING?

- Effective and focused transition planning begins with good transition assessment(s)
- Assessments must be completed prior to writing the IEP
- Assessments must be chosen so that they will inform the IEP team about the student's preferences, interests, needs and strengths (PINS)
- Assessments must be chosen to inform post-secondary goals in these areas:
 - Vocation
 - Employment
 - Education
 - Activities of Daily Living, if necessary



WHO IS INVOLVED IN THIS PLANNING?



- IDEA 2004 and Oregon Administrative Rule requires that the following persons must be included in transition planning:

- Student (beginning at age 16)*
- Parent*
- Special education teacher/provider*
- Regular education teacher*
- A representative from the public agency commonly referred to as the “district representative”*
- An individual who can interpret evaluation results*
- Other individuals with special expertise
- Representative of any agency that is likely to be responsible for providing or paying for transition services

* required participants



IEP CONTENT RE: SECONDARY TRANSITION

- Transition Assessment
- Measurable Post secondary goals
- Course of Study
- Graduation Day
- Diploma Type
- Transfer of Rights
- Outside Agency Participation
- The information gathered in the transition assessment(s) is then synthesized with the information that informed the student's eligibility for special education, and used to write a thorough, compliant IEP.



REVIEW TRANSITION PAGE OF THE IEP

- See handout



OUTSIDE AGENCIES/RESOURCES – WHO, ROLE & RESPONSIBILITY



OUTSIDE AGENCY/RESOURCE MAY INCLUDE:

- Transition Community Network
- Statewide Transition Technical Assistance Network
- Council on Developmental Disabilities
- Mental Health
- Brokerages
- Office of Vocational Rehabilitation Services
- Department of Human Services, Office of Seniors and People with Disabilities
- Oregon Department of Community College and Workforce Development
- Oregon Department of Employment
- Employment First
- Local Recreation providers
- Support services provided by private companies e.g.
MV Advancements, Mennonite Group Homes



THE ROLE OF THE OUTSIDE AGENCY IN THE IEP PROCESS

- To provide relevant agency information
- To provide information on eligibility criteria
- To work collaboratively with school staff and the student
- To provide resources when appropriate and agreed
- To attend IEP meetings
- To be a resource to the student and family about options available to them within their agency and associated agencies e.g. Developmental Disability and Vocational Rehabilitation

TRANSITION TECHNICAL ASSISTANCE NETWORK

- Staff hired by ESD's to provide training and technical assistance
- Their goals are to:
 - Help schools recognize and understand Executive Order 15-01
 - Specifically focus on employment and/or education
 - Establish relationships with community partners e.g. Vocational Rehabilitation, County Mental Health
 - Provide training and professional development for educators re: policy



HOW IMPORTANT IS THE PARTICIPATION OF OUTSIDE AGENCIES?

- The participation and collaboration with schools by outside agencies is critical. IDEA and OAR require that (with permission) outside agency representatives be included in the IEP process.
- Executive Order 15-01
- Consent to contact the outside agency is required **prior to** making contact
- It's important to note that outside agency participation is voluntary; they are not mandated to participate although with Executive Order 15-01 there is a signed agreement that some agencies will coordinate activities that support secondary transition.
- It's also important to note that if an outside agency agrees to provide a service and/or pay for a service and they decide they don't want to provide that service and/or pay for it, the school must meet to determine how the school will provide the service and pay for it.



HOW CAN ADMINISTRATORS SUPPORT SECONDARY TRANSITION?

Administrators can support secondary transition by:

- Ensuring their staff is knowledgeable about federal and state mandates pertaining to secondary transition

- Receive training on transition assessment

- Receive training on writing quality IEP's that include all required secondary transition content

- Have the resources necessary e.g. transition assessments to do their work

- Provide adequate time for staff to plan and prepare for IEP meetings

- Be a resource for information regarding outside agency contacts



WHERE CAN ADMINISTRATORS GET INFORMATION/ASSISTANCE WITH SECONDARY TRANSITION?

- Oregon Department of Education, secondary transition web page
- Statewide Transition Technical Assistance Network
- Oregon Post Schools Outcomes Study
- National Transition Network
- National Longitudinal Transition Study - 2



WORDS TO PONDER



YOU CANNOT ALWAYS
BUILD THE FUTURE
FOR OUR YOUTH, BUT
WE CAN BUILD OUR
YOUTH FOR THE
FUTURE.

Franklin D. Roosevelt

QUESTIONS???

