



High Quality Transition Planning

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Objectives

- Understand the purpose of a transition plan
- Gain knowledge of what is included in the transition section of the IEP
- Identify strong predictors of postsecondary success

Purpose of a Transition Plan

The Purpose of Special Education: Our Charge



“

*...to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and **prepare them for further education, employment, and independent living...***

Transition Planning



What is a Transition Plan?

- The section of the Individualized Education Plan that outlines postsecondary goals and services for the student.
- Is based on a student's individual preferences, interest, needs, and strengths.
- It is used to identify and develop goals which need to be accomplished during the current school year to assist the student in meeting his/her postsecondary goals.
- IDEA indicates transition planning starts at age 16.
- TCA indicates transition planning starts at age 14

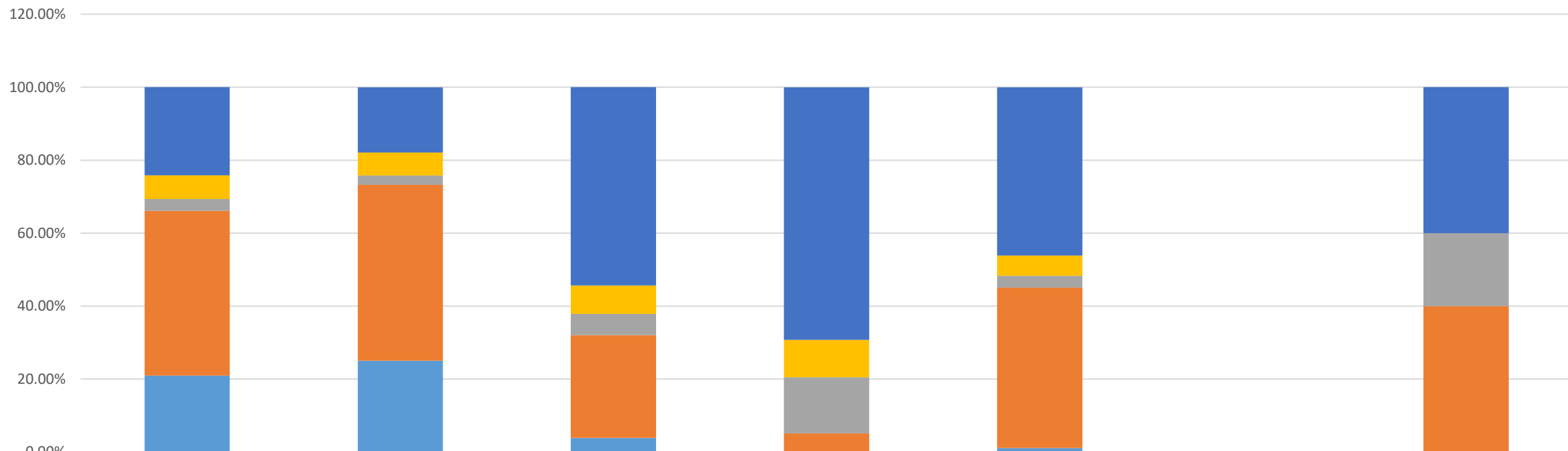
What role do you play in preparing your students for post-high school success?



Tennessee IDEA Part B APR Indicator 14: Post-School Outcomes 2021-2022

Engagement Category	Post-School Outcome(s)	Percentage of Survey Respondents
Measurement A	Enrolled in Higher Education	20.97%
Measurement B	Enrolled in Higher Education or Competitively Employed	66.10%
Measurement C	Enrolled in Higher Education, Competitively Employed, or Other Postsecondary/Employment	75.84%
Not Engaged	Not enrolled in an educational/training program/currently unemployed	24.16%

Tennessee IDEA Part B APR Indicator 14: Post-School Outcomes 2021-2022 School Year Exiters-By Type of Exit



	Total Statewide Respondants n=1345	Graduates n=1107	Special Ed Diploma or Certificate n=103	Age Outs n=39	Dropped Out n=91	Occupational Diploma n=0	Alternate Academic Diploma n=5
■ Non Engaged	24.16%	17.89%	54.37%	69.23%	46.15%	0.00%	40.00%
■ Other Employment	6.47%	6.32%	7.77%	10.25%	5.49%	0.00%	0.00%
■ Postsecondary Education or Training	3.27%	2.52%	5.82%	15.38%	3.30%	0.00%	20.00%
■ Competitively Employed	45.13%	48.24%	28.16%	5.12%	43.96%	0.00%	40.00%
■ Higher Education	20.97%	25.02%	3.89%	0.00%	1.09%	0.00%	0.00%

Components of the Transition Plan

- Transition Assessment
- Measurable Postsecondary Goals
- Courses of Study
- Transition Services
- Transition Annual Goal

Transition Planning Flowchart

Age-Appropriate Transition Assessments

Needs

Strengths

Preferences

Interests

Write Measurable Post Secondary Goals

Education/Training

Employment

Independent Living,
as appropriate

Identify Transition Services

Instruction

Related Services

Community
Experience

Daily Living
Objectives

Employment/Post-
school Living
Objectives

Write Course of Study

Coordination of Services

Write Annual IEP Goal(s)



Transition Assessment

- Transition assessment:
 - should identify student preferences, interests, needs, and strengths (PINS)
 - needs to be updated annually
 - must contain both formal and informal measures
 - will identify supports students will need before, during, and after the transition to adult life
- Examples of transition assessments:
 - Casey Life Skills
 - O*Net Interest Profiler
 - Learning Style Inventories
 - Student interviews

<https://transitiontn.org/assessment-database/>

Quality Present Level of Education Performance

Example: Transition Assessment

Assessment Area: PL-Transition

EXCEPTIONAL? Yes

Present Level of Performance: Chris is an 11th grade student who is earning the required credits to graduate with a general education diploma. He is currently on track to graduate on time. His focus area is Auto Mechanics. Chris has identified he would like to be a mechanic after finishing vocational school. Chris would like to attend TCAT and has asked for assistance setting up a tour. He is currently earning some certifications in his CTE program and will be able to use to work part time while attending vocational school. After graduation, Chris will live in an apartment with a friend to help pay the rent. He has his drivers license so he is able to access community events. Chris has difficulty reading long passages and comprehending what he has read. He is learning to take notes to summarize to help with comprehension. According to the O*Net Interest Profiler, Chris would like work that includes practical, hands on problems and answers. This interest area is realistic.

Impact of Mastery of Standards: Chris's reading comprehension deficits may impede his ability to understand and comprehend long informational passages. This will impact him comprehending the auto mechanic manual.

Source of Information: O*Net Interest Profiler

SubTest: Realistic	Date Administered: 08/02/2021	Score - 24
SubTest: Artistic	Date Administered: 08/02/2021	Score - 2
SubTest: Conventional	Date Administered: 08/02/2021	Score - 14
SubTest: Investigative	Date Administered: 08/02/2021	Score - 8



Measurable Postsecondary Goals

- There must be appropriate measurable postsecondary goals in the areas of training, education, employment, independent living and community involvement.
- There must be evidence the postsecondary goals are updated annually.
- The postsecondary goals should be results-oriented and indicate they occur **after high school**.
- The postsecondary goals should be based on the results of the transition assessment conducted with the student.

Format

(After HS, after graduation, after completion of high school)

(student)

will

(behavior)

(where and how)

Practice: Measurable Postsecondary Goals

With your neighbor, review the results of Chris' transition assessment and the requirements for measurable postsecondary goals and discuss. What might be Chris' measurable postsecondary goals?



Quality Measurable Postsecondary Goals Example

Measurable Postsecondary Goals

Employment:

Part-time employment- After high school, Chris will work part-time at the auto mechanic shop while he is attending vocational school. He will work full time after he completes the program and earns his certification.

Independent/Supported Living:

Live independently- After high school, Chris will live in an apartment, close to the vocational school. He will live with a friend to help with rent.

Postsecondary Education/Training:

Vocational technical school- After high school, Chris will enroll in The Tennessee College of Applied Technology auto mechanic program.

Community Involvement:

Independently mobile in the community and able to access services- After high school, Chris will be independently mobile as he already has his driver's license and reliable transportation. He will access car shows in his community.



Courses of Study

- There must be courses of study that will **reasonably enable** the student to meet his or her postsecondary goals. See 34 C.F.R. § 300.320(b)(2).
- It is written as a plan of purposeful and specific high school courses that will lead to attainment of postsecondary goals.
- Courses should correspond with the diploma path the student is completing.
- A well-developed course of study can stand up to the “stranger test.”
- If the school does not offer a course that a student may need to prepare them for postsecondary, the IEP team needs to discuss other options.

Practice: Course of Study

With your neighbor, review the results of Chris' transition assessment and the requirements for courses of study. What classes should Chris enroll in to meet his postsecondary goals?



Courses of Study

Grade 9 Course of Study

- Algebra I, Physical Science, World History, Auto Mechanics 1, English 9, Reading Intervention, PE

Grade 10 Course of Study

- Geometry, Biology I, Lifetime Wellness, English 10, Auto Mechanics 2, Art, Reading Intervention

Grade 11 Course of Study

- Algebra II, Chemistry, US History, English 11, Auto Mechanics 3, Personal Finance, Extended Assistance Algebra, Spanish I

Grade 12 Course of Study

- SAILS math, US Government, Economics, Auto Mechanics 4, English 12, Spanish II, WBL-Career Practicum



CTE Courses Provider In-House Schools

- **Career Awareness** (C25X06) .5 or 1 credit
Standards here : [Career Awareness Standards](#)
- **Career Exploration** (C25X07) .5 or 1 credit
Standards here: [Career Exploration Standards](#)
- **Career Advising and Planning** (C25X08) can be .5 or 1 credit
Standards here: [Career Advising and Planning Standards](#)
- **Preparing for the ACT, Postsecondary, and Career** (C25H19) .5 credit
Standards here: [Preparing for the ACT, Postsecondary, and Career Standards](#)



Transition Services

- There must be a plan for transition services in the IEP which will **reasonably enable** the student to meet his or her postsecondary goals.
- Transition services should
 - focus on improving the academic and functional achievement of the student to facilitate his/her movement from school to post-school.
 - include the activities/strategies/steps/actions that the “community of adults” including special/general education teachers, related service providers, counselors, other school personnel, outside agencies, family members, community members, etc., provides to help the student achieve the identified postsecondary goals.
 - address a student’s needs, strengths, interests, and preferences.
 - be individually designed for each student.



Transition Services- Instruction

Instruction Formal instruction taking place in the school, home, or community, including community-based instruction, academic and career/ technical education courses, and self-determination or advocacy training

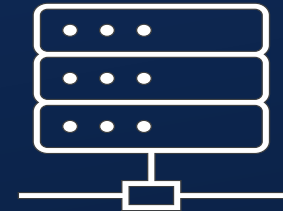
- Training in social skills and self-determination/self-advocacy
- Training in computer skills
- Learning and practicing employability skills
- Training in budget/money management
- Requesting accommodations for ACT/SAT test
- Enrolling in SAT prep courses
- Practicing negotiation skills for job raises, car purchases, job hiring, and more
- Substance abuse prevention/ counseling



Transition Services- Related Services

Related Services Supportive services assisting with transition services in special education and beyond

- Obtaining new equipment (wheelchair, seating, assistive technology)
- Identifying and visiting community mental health agencies
- Completing an assistive technology evaluation
- Using augmentative communication services on job site and in public settings
- Learning about and applying to post-school services who provide assistive technology
- Counseling to manage anger/behavior support
- Learning how to access interpreter services for college and/or work setting



Transition Services- Community Experiences

Community Experiences Transition services occurring in the community delivered by the school or other agencies that provide students with the opportunity to practice skills in the actual settings in which they will be used.

- Using public transportation
- Locating items in a grocery store
- Participating in job shadowing experience in the community
- Participating in internships/apprenticeships in the community
- Touring apartment homes
- Registering to vote



Transition Services- Employment & Post-School Living

Employment and Post-School Living Objectives Employment-related experiences provided by the school or other agencies that provide the training and education needed for a future career. Also included in this domain are post-school living objectives, or living skills used to function as independently as possible as adults.

- Participating in career exploration activities
- Attending career fair
- Interviewing an adult worker in a career field of interest
- Completing application for vocational rehabilitation services
- Participating in work-based learning
- Meeting with armed forces recruiter
- Setting up a checking account
- Life Skills instruction
- Financial Readiness



Practice: Transition Services

With your neighbor, review the results of Chris' transition assessment. What transition services would be appropriate to reasonable enable Chris to meet his postsecondary goals?





Transition Annual Goal

- Postsecondary annual goals state what the student will do or learn **within one year** that will close an identified skill deficit related to transition services.
- Postsecondary annual goals should focus on skill/strategy development, not activity completion.
- Developing postsecondary annual goals requires a thorough understanding of the skills, knowledge, and admission/job requirements for the student's specific postsecondary goals. The use of on-line resources (e.g., O'NET) will assist with identifying the necessary knowledge base.

Quality Transition Annual Goal Example

Area of Need: Transition

Personnel/Position Responsible:

CTE Instructor, Student, Special Education Teacher

Annual Goal: After reading a section in the Auto Mechanics textbook, Chris will analysis the important details 4 out of 5 times with 90% accuracy per quarter, using a teacher made graphic organizer.

Program Modifications/Supports for School Personnel:

No supports or modifications needed.

Supplementary Aids/Services and Support for the child:

N/A

Outside Agency Participation

TennCare

Department of
Intellectual &
Developmental
Disabilities

Autism TN

Special Education
Advisory Council

Disability Rights TN

TN Council on
Developmental
Disabilities

ECF Choices

Department of Education

Department of Mental
Health

Outside Agency Participation

TN Higher Ed
Commission

TN College of
Applied Technology

Military Recruiters

Voc Rehab

Work ABLE TN

Local Chambers of
Commerce

Dept of Labor &
Workforce

TN Rehab Center

Local Housing
Group

Practice: Outside Agency Participation

With your neighbor, review Chris' transition plan and discuss what outside agency should be invited to assist Chris to meet his measurable postsecondary goals.



Student Invitation

Date: 07/19/2021

Dear [REDACTED]

Our school system would like to invite you to attend a meeting to discuss the education needs of [REDACTED] It will be at **High School on August 02, 2021 at 2:00.**

Members of our staff would like to meet with you for the following reasons:

- To review and/or develop an Individualized Education Program (IEP).
- To consider the need to develop or revise a transition plan. (Other agency(s) representative(s) are also receiving this Invitation.)

Other team members who will be invited to attend:

Special Education Teacher

LEA Representative

Others as Appropriate

Regular Education Teacher

Interpreter of Evaluation Results

Please plan to participate in this meeting; your input is very important. You are welcome to bring others who you believe can assist the team. If you do bring others, we encourage you to notify us before the meeting so that arrangements can be made to accommodate all the participants. If you need an interpreter or translator, please let us know. If you are unable to attend at the proposed time, but would be able to participate if the meeting was rescheduled (to a mutually agreed upon time and/or place), or conducted by phone, or if you have questions concerning procedural safeguards, please contact our department by **July 30, 2021 at 555-555-5555.**

Student Invitation

- While invitation is the letter of the law, active involvement is the spirit of the law!!!

Strong Predictors of Postsecondary Success

Questions to Discuss

- What do you believe is the relationship between the transition plan and postsecondary success?
- What are some of the opportunities your school offers to increase postsecondary success for students with disabilities?
- What is one thing you have the power to influence/change next week that would lead to a student's postsecondary success?



Move Beyond Compliance

- Compliance is the baseline
- Quality is the goal
 - Focus on student outcomes
 - Use person-centered planning
 - Focus on student strengths
 - Foster self-determination
 - Hold high expectations
 - Adopt data-driven approaches





Thank You!

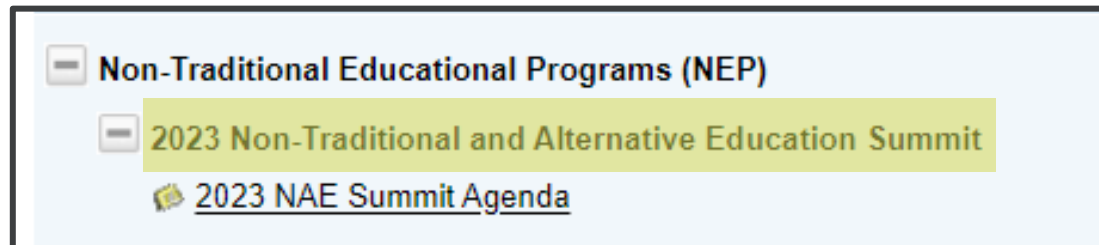
- Questions?
- Contact Info:

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- All breakout session presentations may be accessed by going to ePlan.tn.gov and clicking on “TDOE Resources” along the left menu options. On the TDOE Resources page, scroll down to Non-Traditional Educational Programs (NEP), click on the + icon, and then select 2023 Non-Traditional and Alternative Education Summit to find all presentations by session title.
- ***Note: A login is not required on ePlan to access TDOE Resources.***



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<https://tinyurl.com/naesummit>

