

THE TRANSITION IEP: ENSURING A QUALITY, COMPLIANT, AND STUDENT-FOCUSED PROCESS

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Presented by

Indiana Secondary Transition Resource Center

a project of the

Center on Community Living and Careers

Indiana Institute on Disability and Community

Indiana University



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WELCOME!

We are glad you are here!

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WEBINAR LOGISTICS

- All handouts have been made available in the chat room to either view or download.
- IF you put your name and email in the chat box, a follow up email with all attachments will be sent to you.
- IF you would like to receive a certificate of attendance for today's webinar, please put your name and email in the chat box (if you are sharing a computer, please make sure you list everyone who would like to received a certificate).
- We would be sincerely grateful if you would take a few minutes to complete a short online survey at: https://iu.co.l.qualtrics.com/jfe/form/SV_3UzMgBVquLOmL5P
- This webinar will be recorded and archived so it can be accessed at a later date.

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WE'D LIKE TO INTRODUCE YOU...



Judith Gross, Center Director,
Center on Community Living
and Careers

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AGENDA

- General Session
 - Statewide data / monitoring system
 - Lessons learned in 2016-17
 - Update: Certificate of Completion / General Diploma
 - Update: Order of Selection / Pre-ETS
 - Q & A – What supports and resources do you need?



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TRANSITION IEP: INDICATOR 13 OUTCOMES

Date	Proactive	Date	Federal
2014-15	42%	2015	81%
2015-16	41%	2016	84%
2016-17	51%	2017	82%

WHAT THE LONG TERM DATA IS TELLING US...

- Districts who attend regional trainings, are part of a Cadre, and request TA during their proactive year have significantly increased compliance %'s.
- Districts who do not reach out or those who only get assistance directly following a finding, are not making sustainable changes.



IMPACTING COMPLIANCE

- High rates of teacher turnover
- Smaller districts without an internal monitoring process
- Lack of a good foundational knowledge of transition

UNDERSTANDING INDICATOR 13 MONITORING

Monitoring Rotation					
Federal Fiscal Year	FFY 2014	FFY 2015	FFY 2016	FFY2017	FFY2018
School year of data reviewed	SY 14-15	SY 15-16	SY 16-17	SY 17-18	SY 18-19
Date findings to be issued	Nov 2015	Nov 2016	Nov 2017	Nov 2018	Nov 2019
<ul style="list-style-type: none"> •Indicator 11 •Fiscal Audit 	2	3	1	2	3
<ul style="list-style-type: none"> •Indicator 12 •Least Restrictive Environment 	3	1	2	3	1
<ul style="list-style-type: none"> •Indicator 13 •Procedural Audit •Post-Secondary Outcomes 	1	2	3	1	2



INDICATOR 13 MONITORING

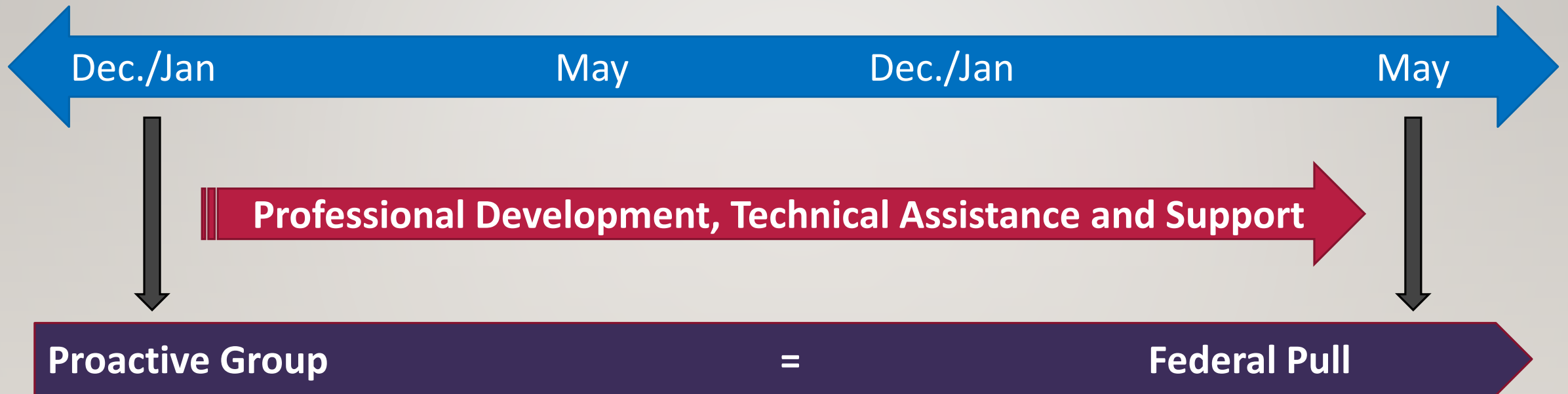
New proactive monitoring plan ---
beginning THIS December (2017)



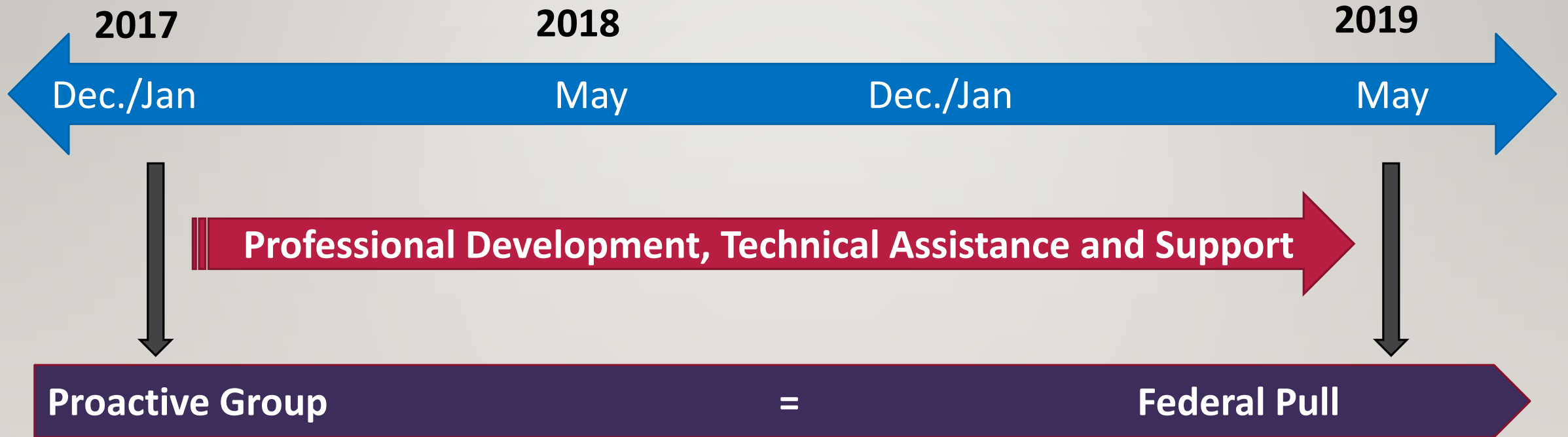
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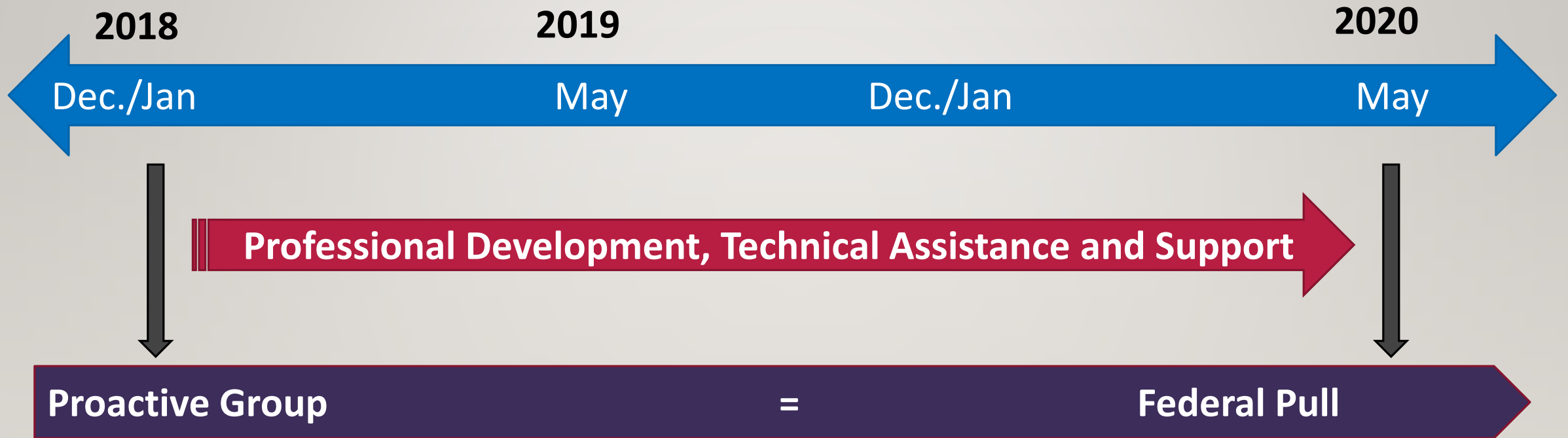
¹² Allows Proactive Group 1.5 Years of Needed Support



GROUP 2: Federal 2018-2019



GROUP 3: Federal 2019-2020



SUPPORTS

- How do you request support?
 - Email Joni at jeschmal@Indiana.edu
 - Complete a quick TA request form
 - You will be contacted to discuss and schedule
- What support is available?
 - On site large group/small group overviews
 - On site 1:1 teacher coaching
 - Virtual coaching
 - Receipt of resources



17 QUESTIONS ON YOUR MONITORING ROTATION OR PROACTIVE SUPPORTS?

- The annual rotations for each school district are located on the DOE Office of Special Education website:
 - <https://www.doe.in.gov/specialed/monitoring>
- Proactive Supports – email us (previous slide)

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ONWARD AND UPWARD: TWO STEPS FORWARD ... ONE STEP BACK...

Progress has been made over the last four years in the areas of:

- Regularly conducting age appropriate transition assessments
- Summarizing the findings of the age appropriate transition assessments &
- Writing strong postsecondary goal statements

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MOST IMPORTANT TO REMEMBER: STAY STUDENT FOCUSED



In our busy worlds...we often say
HOW CAN I DO THIS FOR EVERY STUDENT?

1. What do we already know about this student?
2. Where does this student want to go / what does this student want to do?
3. What else do we need to know / what else can we do to help each student continue to make informed decisions on their path to their postsecondary goals?

**MOVING FORWARD...ON THE
PATH TO QUALITY
TRANSITION PLANNING**





WE NEED TO RE-VISIT

1. Age-appropriate transition assessments (how to better individualize them)
2. Measurable annual goals (making them skill based)
3. Transition services & activities that are aligned to the student's postsecondary goals (keeping them individualized)

AGE-APPROPRIATE TRANSITION ASSESSMENTS



What we are seeing:

- Every student receiving the same assessment (“abc” high school transition assessment) – regardless of age, grade, or what we already know
- Assessments that yield the same information year after year

AGE APPROPRIATE TRANSITION ASSESSMENTS

What we should see:

Transition assessments should be chosen based upon:

- Student's current post secondary goals
- What we still need to find out about the student
- Driven from authentic activities whenever possible



AGE APPROPRIATE TRANSITION ASSESSMENTS

What that would look like:

- Assessments would move from more general (student dream sheet) to more specific (the outcome of an interview with a person in my desired field)
- Assessments that are not cookie cutter...there is no one assessment that is right for ALL students
- New assessments conducted each year (not just reviewing what was done previously)

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AGE APPROPRIATE TRANSITION ASSESSMENTS



AGE APPROPRIATE TRANSITION ASSESSMENTS / FOLLOWING THE FLOW OF THE STUDENT

Transition Assessments: (Monitored in Indicator 13, need to put the specific assessment name and date given)

Date Completed	Assessment
11-15-16	Initial Career Research Sheet (Employment, Education/Training)
9-9-16	Job Shadow Experience Reflection (Employment, Education/Training)
9-12-15	Adolescent Autonomy Checklist (Independent Living)
11-1-15	Student Dream Sheet (Employment, Education/Training)
11-15-15	Career Interest Inventory (Employment/Education/Training)

Summary of Findings from Age Appropriate Transition: (Monitored in Indicator 13; should *summarize* the assessments listed above, should support the post-secondary goal statements)

Independent Living: On the Adolescent Autonomy Checklist (9-12-15) Sabrina indicates that she already knows how to use basic household appliances, does her own laundry, and keeps her own room clean. She recreates in the community with her family and her friends. She has an understanding of money and banking, but does not have her own account yet. She knows what to do if she is sick and could call the doctor if she needed to. On the Student Dream Sheet, Sabrina indicated that she makes many of her own choices. The case conference committee determines that Sabrina does not need an Independent Living Post Secondary Goal.

Employment: As one of her transition services and activities and part of the schools internship program, Sabrina spent ½ day job shadowing at Maurices (9-9-16). After this experience, she completed a reflection and discussed the experience with her counselor and TOR. She mainly shadowed a retail clerk and found out that you need to be friendly but persuasive to sell clothes. What she enjoyed most was putting out new clothes and keeping the areas organized. The thing she liked least was being on her feet all day and said that would take some getting used to. She did find out that a retail clerk makes minimum wage to start, but can get raises. After this experience, Sabrina thinks she still wants to look into working retail, but would like to know more about how to be a manager.

Education/Training: As one of her transition services and activities for this year, Sabrina completed an Initial Career Research Sheet (11-15-16). She explored careers in retail. Sabrina found out that there are postsecondary education opportunities that would help her in this area. There are degrees in marketing, business, merchandising, and retail management. Though she is still not sure if she is interested in college, she thinks she might visit a local community college

MEASURABLE ANNUAL GOALS



What we are seeing:

- Outcomes not skills (e.g., raise my Lexile score, turn in homework, attend school)
- Too many goals in one statement
- No form of measurement

MEASURABLE ANNUAL GOALS

What we should see:

- Goals that address a skill that needs specially designed instruction
- Connection to present levels
- An indication of how you will measure progress



MEASURABLE ANNUAL GOALS

What that would look like?

- ABCD (Antecedent, Behavior, Condition, Degree) goals
- SMART goals

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MEASURABLE ANNUAL GOALS



WRITING SKILL BASED MEASURABLE ANNUAL GOALS: Skills v. Hopeful Outcomes

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We often write annual goals that are 'hopeful outcomes' – Turn in all your work, pass your classes, come to school, raise your reading level...

What we need to think about INSTEAD is what skill or process does the student need (specially designed instruction) to increase the chances of meeting that 'hopeful outcome'.

EXAMPLE:

- Instead of: Sabrina will complete 80% of her assignments in all of her classes (yes, it is measurable – but there is no skill attached)
 - Think about what process Sabrina needs to put into place (and skill we need to teach) to increase the potential of that 'hopeful outcome'. Some possibilities include:
 - Checking the assignment she wrote down in her book or on her iphone with the teacher before she leaves class
 - Keep all of her work in one place in the room
 - Turn in what she has completed in class before she leaves the room
 - Create a calendar reminder on her ipad or iphone for assignment due dates
 - All of this is determined by the present levels of performance we have collected about what Sabrina currently does.
 - Specially designed instruction makes us step back and think about what are 'we' going to do to support students in developing or fine tuning skills that increase our hopeful outcomes (these do transfer into adult skills)

What the homework goal started as: Sabrina will turn in 80% of assignments in all of her classes weekly.

What it could look like:

Using the calendar on her Iphone, Sabrina will set reminders and due dates for all major assignments at least one week in advance on 3 out of 4 weeks per month.

How else could it look?

TRANSITION SERVICES & ACTIVITIES



What we are seeing:

- Minimal compliance (meet with guidance / 4 year plan)
- All students participating in the same service/activity

TRANSITION SERVICES & ACTIVITIES

What we should see:

- Coordinated set of activities
- Aligned to the student's postsecondary goals
- Individualized
- Use of the narrative to explain



TRANSITION SERVICES & ACTIVITIES

What that would look like:

- Services/activities that increase in specificity each year
- Services/activities that make a solid alignment/connection to the students long term goals
- Use of more authentic activities that can become next years transition assessments

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TRANSITION SERVICES & ACTIVITIES



TRANSITION SERVICES & ACTIVITIES: MAKING THEM COORDINATED AND STUDENT FOCUSED

Transition Services and Activities: (Monitored in Indicator 13; should support the student making progress toward their long term, post-secondary goals; need to be unique to the student)

Description	Frequency	By Whom	Date of Completion	To Support (if selected)
College Visit	1 x per year	Sabrina, TOR	12-20-17	Employment, Education/Training

Narrative: After learning more about retail, Sabrina would like to visit a local college and look at programs in retail or merchandising.

Work permit	1 x per year	Sabrina, TOR	12-20-17	Employment, Education/Training
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Narrative: Sabrina would like to get a part time job working in a clothing store. She does not know how to get a work permit or how many hours she would be able to work. She will look into it and apply for one.

Previous Year

Description	Frequency	By Whom	Date of Completion	To Support (if selected)
Career Exploration	2 x per year	Sabrina, TOR	12-20-16	Employment, Education/Training

Narrative: Sabrina will research different careers in the area of retail, specifically looking at qualifications needed.

Job Shadow	1 x per year	Sabrina, TOR	12-20-16	Employment, Education/Training
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Narrative: Sabrina will job shadow someone working in a local retail store to better understand what the position/career entails. She will complete a job shadow summary after the experience.

QUESTIONS?



ORDER OF SELECTION: UPDATES

- Please see handout (document shared in the chat room)
- Important to know and share with families
- Students can still apply to VRS
- Will not impact any Pre-ETS services a student is receiving

PRE-ETS: UPDATES

What does it include:

- Job exploration counseling
- Work based learning experiences
- Counseling on postsecondary opportunities
- Workplace readiness activities
- Instruction in self-advocacy

Who has it?

See handout (available in chat room) for the 9 service providers and counties currently receiving Pre-ETS dollars



Please put your questions in the chat box. If we do not get to them during this webinar, we are creating a Q and A sheet from all of the regional trainings. Look for it in an upcoming Tuesdays Tip!

**PUTTING FORM TO
OUR ALREADY GOOD
WORK**



COFFEE TALK...

- Make sure you tune in to the DOE Office of Special Education Coffee Talk discussing the Certificate of Completion!
- Office of Special Education-[Certificate of Completion Coffee Talk](#)



Certificate of Completion

Office of Special Education
Steve Yockey

September 2017



Indiana
DEPARTMENT OF
EDUCATION

COC BACKGROUND

- The law requires that we designate what a student is pursuing (diploma, certificate of completion)
- The term “Certificate of Completion” is not further defined, but is interpreted to be a document awarded to a special education student who has been taken off of the diploma path but completes the public school educational program prescribed in the student’s IEP.
- The term “Certificate of Completion” may only be used to refer to a document awarded for completion of the special educational program outlined in a student’s IEP, and may not be used in any other circumstances.



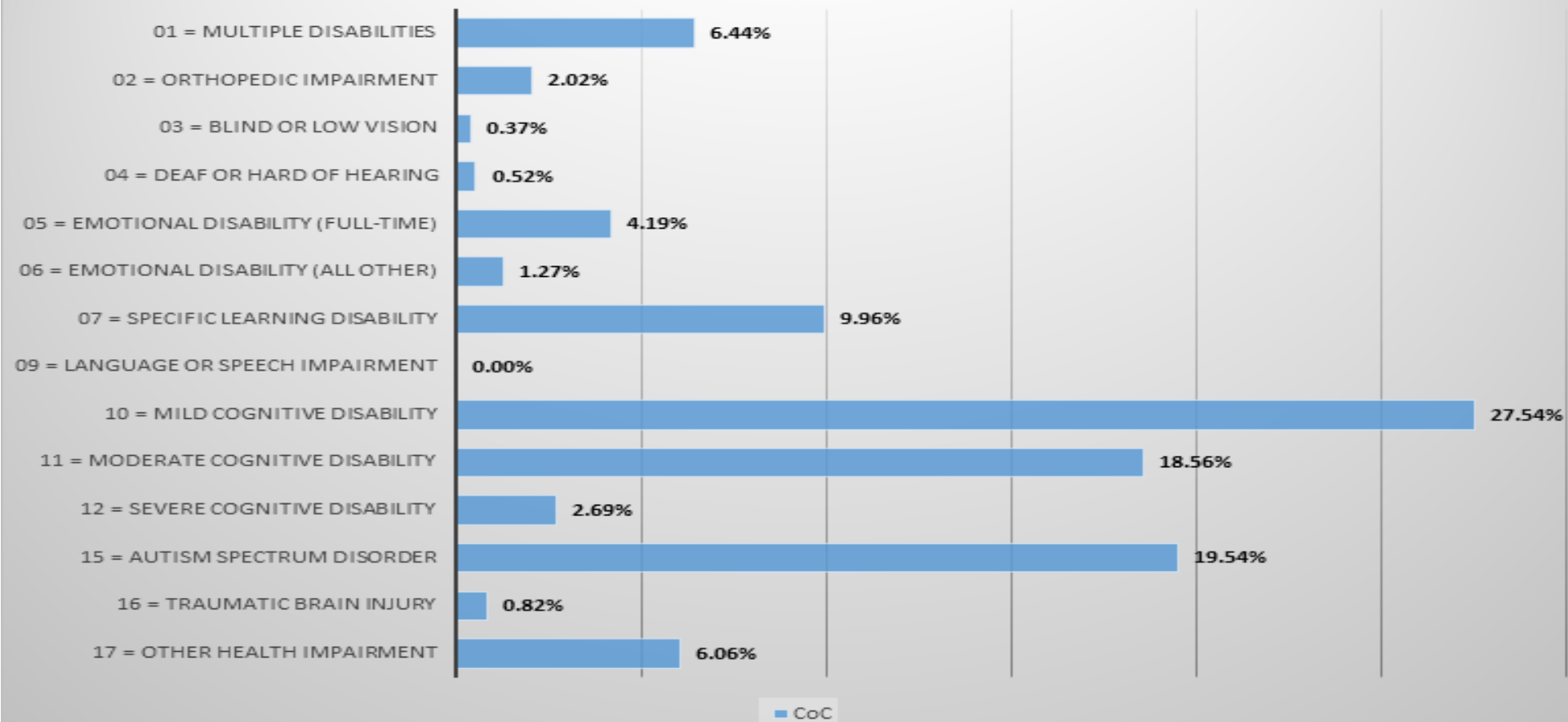
EXIT DATA

	2015	2016
Total SWD who exited	7223	8102
Total SWD who exited with Certificate of Completion	795	1326
Percentage of SWD who exited with COC	11%	16%



2016 COC Distribution by Disability

**Certificate of Completion Distribution by Disability, 2016
(N=1,326)**



WHY THE CHANGE?

- Shift from functional to academics
- Concerns from Vocational Rehabilitation and Workforce Development about student readiness to enter the workforce
- Parent concerns
- School concerns about minimal guidance of COC. No documentation of academic or employability skills
- Increase in students receiving Certificate of Completion in 2016



IMPETUS FOR CHANGE

- November 2015 – A Dear Colleague Letter (DCL) from the Office of Special Education Programs clarified the definition of a Free Appropriate Public Education including access to grade level standards.
- December 2015 - Every Student Succeeds Act (ESSA) requires Equity and Access for all students. Challenging academic content standards apply to all public schools and students in the State; for students with significant cognitive disabilities, alternate achievement standards must be aligned with state academic standards.



CERTIFICATE OF COMPLETION WORKGROUP

- The Certificate of Completion Work Group, a subset of the Interagency Transition Council, began meeting monthly in September 2015 to examine the issues related to the Certificate raised by schools, parents, students and the community and to develop a plan to address the issues.
- The group is comprised of representatives from Vocational Rehabilitation, Workforce Development, FSSA, ARC of Indiana, ICASE, INSOURCE, Indiana Resource Network, the Indiana Manufacturers Association, school and education personnel and various members of the Department of Education.



PROBLEM STATEMENTS

- Students who are on a Certificate of Completion track are often removed from academic classes or have limited access to pathways that lead to successful employment.
- Students with disabilities who have had appropriate academic and vocational instruction-and who leave high school without a diploma, are capable and willing to work; however, the existing Certificate of Completion is not recognized as a meaningful document by the employment community.



PROBLEM STATEMENTS

- Currently, a Certificate of Completion is not defined in statute; little guidance has been provided to schools other than it is awarded to a student with a disability who does not meet the requirements for a HS diploma but has remained in school and has aged out or met IEP goals.
- Certificate of Completion does not require any level of academic exposure or achievement and holds little value for the student, employer or adult agency provider.



POSITION STATEMENT: DIPLOMA FIRST!

The majority of students with disabilities are capable of earning a high school diploma if given appropriate instruction, supports and services.

Students who have been removed from the diploma track by the case conference committee must be presented with and follow a course of study that raises expectations, is aligned with grade level standards and/or alternate standards, and provides opportunities to gain employability skills.



Development Process

Course of Study

- Aligned with Diploma
- Support from VR/DWD/Transition
- Assumptions
- Aligned with standards and statewide assessments

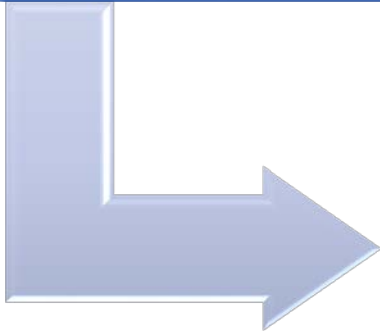


EVERY STUDENT SUCCEEDS



Course Descriptions

- Support from P-16
- Aligned to Content Standards, Content Connectors and Workplace Essentials
- Support high expectations and assumptions



Professional Development

- Academic Instruction
- Transition Planning
- Employability

DEVELOPMENT OF COC COURSE OF STUDY

- Mirrors regular diploma in requirements (Minimum 40 applied units or credits with emphasis on academics)
- Employability Skills are an integral part of the plan
- **Transition portfolio** is a requirement
- Can be earned through any combination of applied units and credits
- Aligned with Statewide Assessment (ISTAR or ISTEP)



Indiana Certificate of Completion

Course of Study

Effective with the students who enter high school in 2018-19 school year (class of 2022)

The Course of Study for the Certificate of Completion is a framework for aligning curriculum to grade level standards while meeting the individual goals and transition needs stated in the student's Individual Education Plan (IEP).

Minimum total 40 credits/applied units: It is expected that these requirements are met through enrollment in a combination of general education courses for credit, modified general education courses in which non-credit applied units are earned and special education courses in which non-credit applied units are earned.

English/Language Arts	8 credits/applied units
	Including a balance of literature, composition, vocabulary, speech/communication
Mathematics	4 credits/applied units
	Including a balance of number sense, expressions, computation, data analysis, statistics, probability, equations and inequalities and personal finance. Student must take a math or applied math course each year in high school.
Science	4 credits/applied units
	Including a balance of physical, earth/nature, life, engineering and technology
Social Studies	4 credits/applied units
	Including a balance of history, civics and government, geography, economics
Physical Education	2 credits/applied units
Health & Wellness	1 credit/applied unit
Employability	10 credits/applied units
	Job exploration, work- or project-based learning experiences, employability skills (mindsets, self-management, learning strategies, social, workplace), portfolio creation, intro to post-secondary options
	Investigation into opportunities for enrollment in postsecondary programs, work place readiness training to develop employability and independent living skills and instruction in self-advocacy
Electives	7 credits/applied units

Certificate of Completion Transition Portfolio

Students earning a certificate of completion fulfill **at least one** of the following (aligned with transition goals):

- 1. Career Credential:** Complete an industry-recognized certification, one-year certificate or state-approved alternative
- 2. Career Experience:** Complete project- or work-based learning experience or part time employment
- 3. Work Ethic Certificate:** Earn a Work Ethic Certificate (criteria to be locally determined)
- 4. Other Work Related Activities:** As determined by the case conference committee

COC ASSUMPTIONS

- High Expectations for all students is a shared responsibility
- General Education classes are accessed whenever appropriate to fulfill COC Course of Study
- Student's IEP goals are aligned with grade level content standards that drive the curriculum
- Communication skills, reading skills, problem solving skills are woven into all classes
- Classes may be repeated with new goals if appropriate; more than four years may be needed for completion
- Course selection is driven by the Transition IEP and individual goals of students



Course Descriptions

- Reviewed existing Course Descriptions and developed “Applied” Versions earning units instead of credits.
- Aligned to Academic Standards or Content Connectors and cross walked with Workforce Development Workplace Essentials
- Worked with CCR and PK-16 Office to ensure alignment with credit based courses.



WHAT'S NEXT

- Finalize course descriptions
- Examples of 4/6 year plans
- Revision of the Summary of Performance format to provide skill/work experience detail
- Further conversations with employment community
- INFORMATION, INFORMATION, INFORMATION
- Professional Development



Comments, Suggestions, Questions:

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QUESTIONS?



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WHAT ELSE DO YOU NEED?

- What resources do you need to support your efforts?
- Please don't hesitate to contact us:
 - Joni at jeschmal@Indiana.edu
 - Erica at ehmacke@Indiana.edu

RESOURCES

SIGN UP TO RECEIVE TUESDAY TIPS!

PLEASE EMAIL SUSAN HENNING-HARRIS: SKHARRIS@INDIANA.EDU

- <http://instrc.indiana.edu> Indiana Secondary Transition Resource Center
 - <http://instrc.Indiana.edu/transition-resources/transition-matrix.html> Transition Assessment Matrix
 - <https://transitionta.org/> National Technical Assistance Center on Transition
 - <https://www.indianaieprc.org/index.php/services#special-education-resources> IIEP Resource Center
 - <http://online.onetcenter.org/> O'Net Online – Career Research
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RESOURCES

- <http://www.ncset.org/> National Center on Secondary Education and Transition
- <http://www.ou.edu/education/centers-and-partnerships/zarrow.html>
Oklahoma University Zarrow Center
- <https://transitioncoalition.org/> University of Kansas Transition Coalition

Coming Soon

- Transition IEP Planning Process: Guide for New Teachers
- Transition IEP Compliance Series

FINAL REMINDERS...

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- IF you would like to receive a certificate of attendance for today's webinar, please put your name and email in the chat box (if you are sharing a computer, please make sure you list everyone who would like to received a certificate).
- We would be sincerely grateful if you would take a few minutes to complete a short online survey at:
https://iu.co | .qualtrics.com/jfe/form/SV_3UzMgBVqu|OmL5P

