

## TRANSITION FROM SCHOOL TO ADULT LIFE: MAKING THE PROCESS MEANINGFUL



Bill Freeman

New Jersey Department of Education  
Office of Special Education Programs

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### This Presentation Focuses On:

- Transition planning as a multi-year collaborative process
- What school staff should do at different points in time to ensure the process is meaningful and consistent with state and federal requirements
- Emphasis will be on:
  - IEP Statements of Transition Services
  - Collaboration
  - Student Self-Advocacy
  - Age Appropriate Transition Assessment
  - Involvement of Other Agencies

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### Transition Coordinators Network of New Jersey

- Grassroots organization of educators, agency staff, parents, and others involved in transition
- Meets 3 times per year to share resources and hear presentations
- To be placed on email list, contact Andrea Romano at [transcoordofnj@yahoo.com](mailto:transcoordofnj@yahoo.com)
- <https://transitionnj.wikispaces.com> & Facebook at [transcoordofnj@yahoo.com](mailto:transcoordofnj@yahoo.com)
- Includes a sub group meeting on the topic of Community-based Instruction

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## Purpose of IDEA 2004

The purposes of this title are-- 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; 20 U.S.C. §1400(d)

Shift in emphasis to:

**Outcome** oriented approach  
Focus on better results

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## New Jersey Post-School Outcome Data Collection

- 1/5 of all NJ public school districts (with a 12<sup>th</sup> grade) participate each year
- School districts survey their former students 1 year after exiting school (regardless of how students exit school)
- Districts will ask about involvement in:
  - Employment
  - Post-Secondary Education

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## National Longitudinal Transition Study-2

**WWW.NLTS2.ORG**

National Longitudinal Transition Study - 2 of Special Education Students (2005) reported on the outcomes of students out of school less than 2 years

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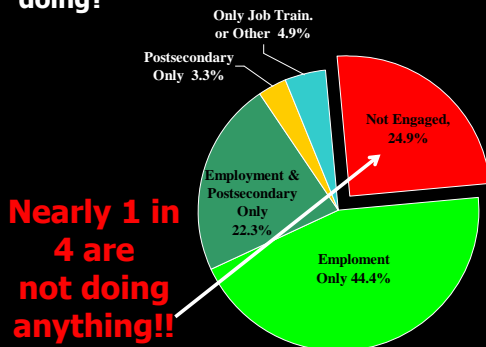
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## What are they doing?



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## Employment Outcome Data

- 30% had not worked for pay compared to 46% of students in the 1987 study.
- No real change in earnings over time ('87-'03) when wages were adjusted for inflation.

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## Postsecondary Education Enrollment

- 32% attended 2 or 4-year colleges compared to 14% of students from a prior study done in 1987.

Do students with disabilities who get into college eventually graduate with a college degree?

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## Public College & University 2009 Institutional Profiles

[www.state.nj.us/highereducation/IP2009/index.html](http://www.state.nj.us/highereducation/IP2009/index.html)

### E. Student outcomes:

1. Graduation rates:
  - a. Six-year graduation rate (4 year colleges)
  - c. Three-year combined graduation and transfer rate (community colleges)

### C. Characteristics of undergraduate students:

2. Enrollment in remediation courses by subject area

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## 4 Year College

### Graduation Rates for All Students

% of students who graduated within 6 years from starting in 2002

Rutgers	70.9 %
Stockton	64.6 %
NJIT	55.1 %
Montclair	62.1 %
Kean	43.7 %
William Paterson	45.3 %
New Jersey City	34.5 %

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## 2 Year College Graduation/Transfer Rates for All Students

% of students who graduated and transferred to a 4-year college within 3 years from starting in 2005

Mercer CC	29.0 %
Salem CC	35.9 %
Bergen CC	26.7 %
Passaic CC	18.2 %
Camden CC	28.4 %
Essex CC	12.2 %

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### % of First-time, Full-time College Students Enrolled in Remediation (one or more subjects)

Incoming college students take academic skills tests such as the ACCUPLACER® to determine if they have a need to enroll in non-college credit remedial courses in the following subject areas:

- Reading
- Writing
- Basic Arithmetic
- Elementary Algebra
- Intermediate Algebra/Precalculus.

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### % of First-time, Full-time College Students Enrolled in Remediation (one or more subjects) (2008)

<b>Rutgers</b>	<b>28.8%</b>	<b>Mercer CC</b>	<b>54.5%</b>
<b>Stockton</b>	<b>31.0%</b>	<b>Salem CC</b>	<b>54.0%</b>
<b>NJIT</b>	<b>17.7%</b>	<b>Bergen CC</b>	<b>72.7%</b>
<b>Montclair</b>	<b>25.9%</b>	<b>Passaic CC</b>	<b>77.4%</b>
<b>Kean</b>	<b>67.8%</b>	<b>Camden CC</b>	<b>72.2%</b>
<b>William Paterson</b>	<b>49.5%</b>	<b>Essex CC</b>	<b>76.3%</b>
<b>New Jersey City</b>	<b>73.4%</b>		

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### Correlation Between Remediation and Graduation

- Colleges and universities with the highest percentage of students enrolled in remediation courses have the lowest graduation/success rates.

	<u>Remediation Rate</u>	<u>Grad Rate</u>
Passaic CC	77.4%	18.2 %
Essex CC	76.3%	12.2 %
New Jersey City	73.4%	34.5 %
Bergen CC	72.7%	26.7 %
Kean	67.8%	43.7 %
William Paterson	49.5%	45.3 %

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## Federal Code Defines Transition As:

(34) Transition services. The term "transition services" means a coordinated set of activities for a child 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 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;

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## Definition of Transition (Continued)

(B) is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and

(C) 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 U.S.C. § 1401(34)

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## Transition: Defined

**Transition** is a *formal process of long-range cooperative planning* that will assist students with disabilities to successfully move from school into the adult world.

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### Who Should be Involved?

- ◉ All students with disabilities turning age 14 and older (or younger if appropriate)
- ◉ Parents and other family members
- ◉ Teachers and other educators (i.e. guidance, transition coordinators, CST, paraprofessionals, OT, PT, speech, etc.)
- ◉ Employers
- ◉ Staff from other agencies

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### Other Agencies to Involve

On the web at

[WWW.NJ.GOV](http://WWW.NJ.GOV) click on Departments/Agencies

- ◉ Division of Developmental Disabilities
- ◉ Division of Vocational Rehabilitation Services
- ◉ Division of Mental Health Services
- ◉ Center for Independent Living
- ◉ Social Security Administration
- ◉ Commission for the Blind and Visually Impaired
- ◉ Division of Children's Behavioral Health Services
- ◉ Division of Youth and Family Services

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## Other Agencies to Involve

- ◉ NJ Assistive Technology Advocacy Center
- ◉ Statewide Parent Advocacy Network, Inc.
- ◉ Disability Rights New Jersey
- ◉ County Office for the Disabled
- ◉ Division of the Deaf and Hard of Hearing
- ◉ Colleges/Universities/Trade Schools/etc.
- ◉ Service Provider Agencies:
  - Supported Employment
  - Residential Services

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[www.state.nj.us/humanservices/dds/documents/REsource%20Directory%202010.pdf](http://www.state.nj.us/humanservices/dds/documents/REsource%20Directory%202010.pdf)

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## Who's Responsible?

While many individuals and agencies may be involved in planning for and providing transition services, **the school district is responsible for the coordination of the process.**

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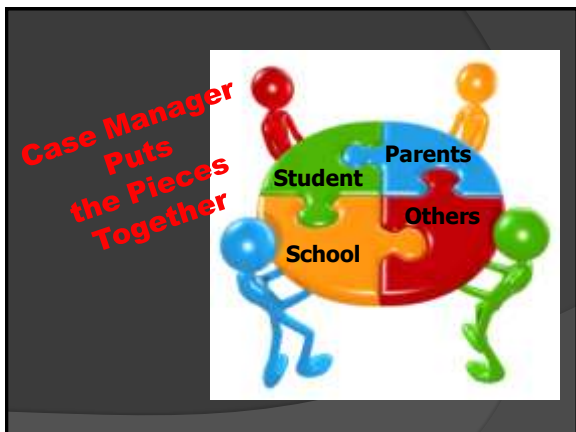
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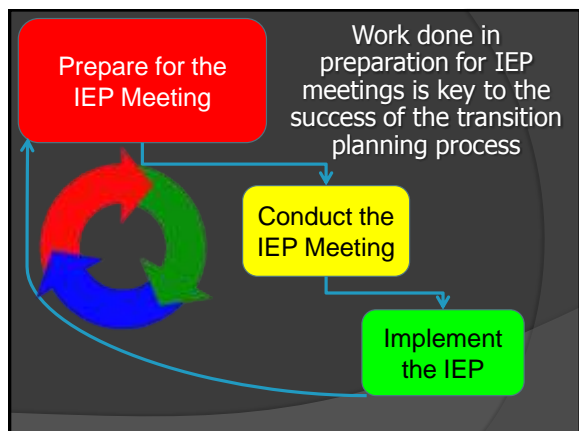
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In addition to educators preparing for IEP meetings, all the other IEP participants should be prepared:

- Student
- Parents
- Agency staff
- Others

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### Work with Students

#### Prepare for the IEP Meeting

- ◉ Promote self-determination & self-advocacy skills
- ◉ Prepare students to actively participate in their IEP meetings
- ◉ Some students may choose a leadership role for their IEP meetings
- ◉ No-cost resources are identified in the article "Resources for involving students in their IEP process" by Uphold, Walker, & Test, (2007)  
<http://escholarship.bc.edu/education/tecplus/vol3/iss4/art1>

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### Dare to Dream



- ◉ Student Leadership Conferences sponsored by NJ DOE
- ◉ Audience includes high school students, educators, parents
- ◉ Focus is on student presenters – student to student interactions

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## Work with Parents

### Prepare for the IEP Meeting

- ◎ Prepare parents and other family members to actively participate in the IEP meeting
  - Share information (i.e. progress reports, student work samples, assessment results, etc.) prior to the meeting
  - Provide parent training on collaboration and the IEP process
- ◎ Determine *and document* parents' thoughts, concerns, and ideas regarding their child's transition to adult life

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## When does transition planning begin?

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## Federal Law and Regulations and State Regulations

- ◎ Individuals with **Disabilities Education Act** 2004
  - Final Regulations 34 CFR Part 300 issued on August 14, 2006
- ◎ New Jersey Administrative Code  
Title 6A Chapter 14 (Effective: September 5, 2006)

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## Planning for Transition Begins...

- ⦿ There are two points in time when transition requirements must begin to be addressed in IEPs:
  - A. Some transition requirements must begin to be addressed in the IEP that will be in place for the school year when the student will turn age 14, or younger if determined appropriate by the IEP team
  - B. Additional transition requirements must begin to be addressed in the IEP that will be in place for the school year when the student will turn age 16, or younger if determined appropriate by the IEP team

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## Planning for Transition Begins...

- ⦿ The following transition requirements must begin to be addressed in the IEP that will be in place for the school year when the student will turn age 14, or younger if determined appropriate by the IEP team:

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## "Age 14" Requirements

- ⦿ Statement of the student's strengths, interests and preferences
- ⦿ Identification of a Course of Study
- ⦿ Identification of Related Strategies and/or Activities
- ⦿ Consider Consultation from Other Agencies
- ⦿ Identify the Liaison to Post-secondary Resources
- ⦿ Interagency Linkages and Responsibilities
- ⦿ Student Invitation to the IEP Meeting
- ⦿ With Consent, Agency Invitation to the IEP Meeting

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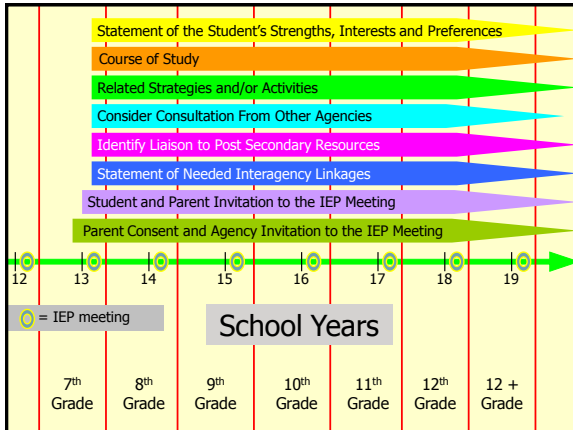
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### Beginning at "age 14" Transition Section of IEP

<p><b>STATEMENT OF TRANSITION PLANNING</b></p> <p>Beginning with the IEP in place for the school year when the student will turn age 14, or younger, if appropriate, develop the long range educational plan for the student's future. Review annually.</p> <p>Statement of the student's strengths, interests and preferences.</p> <p><b>APPROPRIATE MEASURABLE POSTSECONDARY GOALS</b></p> <p>Postsecondary Education: (including, but not limited to, college, vocational training and continuing and adult education)</p> <p>Employment:</p> <p><b>Post Secondary Goals Are Not Required Until the Student is Turning Age 16</b></p> <p>Community Participation: (including, but not limited, to recreation and leisure activities, and participation in community organizations)</p> <p>Independent Living:</p> <p><b>COURSES OF STUDY</b></p> <p>Considering the student's strengths, interests, preferences, and desired postsecondary goals, list the specific courses of study for the period of time covered by this IEP. Include both general education and special education courses. When appropriate, identify the courses of study projected for future years.</p> <p>Grade ____ Courses of Study (List course names):</p> <p>Grade ____ Projected Courses of Study (List course names):</p> <p>Grade ____ Projected Courses of Study (List course names):</p> <p>Grade ____ Projected Courses of Study (List course names):</p> <p><b>RELATED STRATEGIES AND/OR ACTIVITIES</b></p> <p>In addition to the courses listed above, list related strategies and/or activities that are consistent with the student's strengths, interests, and preferences, and are intended to assist the student in developing or attaining postsecondary goals related to training, education, employment and, if appropriate, independent living.</p>
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### Beginning at "age 14" Transition Section of IEP

<p><b>STATEMENT OF CONSULTATION</b></p> <p><input type="checkbox"/> Information/advice is needed from Division of Vocational Rehabilitation Services and/or other agency or agencies. List the name of any agency from which consultation is needed:</p> <p>NAME OF SCHOOL STAFF PERSON WHO WILL BE THE LIAISON TO POSTSECONDARY RESOURCES:</p> <p><b>STATEMENT OF NEEDED INTERAGENCY LINKAGES AND SCHOOL DISTRICT RESPONSIBILITIES</b></p> <p>As appropriate to the anticipated needs of the student, list all agencies to which the student will be referred by the school district liaison to postsecondary resources in the spaces below. List the responsibility of the school district and/or student/parent(s) with respect to contacting each agency listed and providing needed information or documentation to each such agency.</p> <p>AGENCY:</p> <p>School district responsibilities:</p> <p>Student/parent responsibilities:</p> <p>AGENCY:</p> <p>School district responsibilities:</p> <p>Student/parent responsibilities:</p> <p>AGENCY:</p> <p>School district responsibilities:</p> <p>Student/parent responsibilities:</p>
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## Planning for Transition Begins...

- The following additional transition requirements must begin to be addressed in the IEP that will be in place for the school year when the student will turn age **16**, or younger if determined appropriate by the IEP team:

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## Additional “Age 16” Requirements

- Age Appropriate Transition Assessments
- Measurable Post Secondary Goals
- Statement of Transition Services

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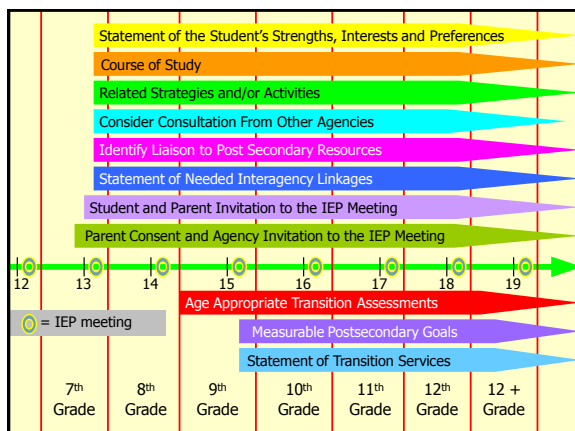
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## Beginning at "age 16" Transition Section of IEP

### STATEMENT OF TRANSITION PLANNING

Beginning with the IEP in place for the school year when the student will turn age 14, or younger, if appropriate, develop the long range educational plan for the student's future. Review annually.

Statement of the student's strengths, interests and preferences.

### APPROPRIATE MEASURABLE POSTSECONDARY GOALS

Postsecondary Education: (including, but not limited to, college, vocational training and continuing and adult education)

Employment/Career:

Community Participation: (including, but not limited, to recreation and leisure activities, and participation in community organizations)

Independent Living:

### COURSES OF STUDY

Considering the student's strengths, interests, preferences, and desired postsecondary goals, list the specific courses of study for the period of time covered by this IEP. Include both general education and special education courses. When appropriate, identify the courses of study projects for future years.

Grade \_\_\_\_\_ Courses of Study (List course names):

Grade \_\_\_\_\_ Projected Courses of Study (List course names):

Grade \_\_\_\_\_ Projected Courses of Study (List course names):

Grade \_\_\_\_\_ Projected Courses of Study (List course names):

### RELATED STRATEGIES AND/OR ACTIVITIES

In addition to the courses listed above, list related strategies and/or activities that are consistent with the student's strengths, interests, and preferences, and are intended to assist the student in developing or attaining postsecondary goals related to training, education, employment and, if appropriate, independent living.

## Beginning at "age 16" Transition Section of IEP

### STATEMENT OF CONSULTATION

- ☐ Information/advice is needed from Division of Vocational Rehabilitation Services and/or other agency or agencies. List the name of any agency from which consultation is needed:

NAME OF SCHOOL STAFF PERSON WHO WILL BE THE LIAISON TO POSTSECONDARY RESOURCES:

### STATEMENT OF NEEDED INTERAGENCY LINKAGES AND SCHOOL DISTRICT RESPONSIBILITIES

As appropriate to the anticipated needs of the student, list all agencies to which the student will be referred by the school district liaison to postsecondary resources in the spaces below. List the responsibility of the school district and/or student/parent(s) with respect to contacting each agency listed and providing needed information or documentation to each such agency.

AGENCY:

School district responsibilities:

Student/parent responsibilities:

AGENCY:

School district responsibilities:

Student/parent responsibilities:

AGENCY:

School district responsibilities:

Student/parent responsibilities:

## Beginning at "age 16" Transition Section of IEP

### STATEMENT OF TRANSITION SERVICES: COORDINATED ACTIVITIES/STRATEGIES

Beginning with the IEP in place for the school year when the student will turn age 14, or younger, if appropriate, develop the long range educational plan for the student's future. Review annually. The student's needs, strengths, interests and preferences in each area (instruction, community experiences, etc.) must be considered and responsibilities should be shared among participants (student, parent, school staff, outside agencies, employers, etc.).

Activities/Strategies Related to Measurable Postsecondary Goals	Expected Date of Implementation	Person or Agency Arranging and/or Providing Services
Instruction – Postsecondary Education / Training		
Related Services		
Community Experiences		

## Beginning at "age 16" Transition Section of IEP

STATEMENT OF TRANSITION SERVICES NEEDED TO ATTAIN MEASURABLE POSTSECONDARY GOALS: COORDINATED ACTIVITIES/STRATEGIES (Continued)		
Activities/Strategies Related to Measurable Postsecondary Goals	Expected Date of Implementation	Person or Agency Arranging and/or Providing Services
Employment		
Adult Living Objectives		
Daily Living Skills		
Functional Vocational Evaluation		

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## Truism

- ◉ The IEP form used by the district determines the process followed by the IEP team.
- ◉ Suggested Oversight Activity
  - Compare your district's IEP form with the state model IEP form to be sure that each required component is present in your form, and it is formatted in a user friendly, logical manner.

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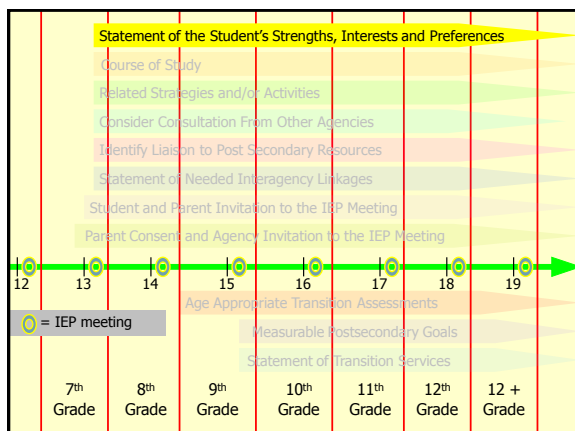
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## Prepare for the IEP Meeting

### Develop and determine the student's strengths, interests and preferences

- On an ongoing basis throughout the school year, use a variety of activities, tools, and methods to assist students in developing and/or determining strengths, interests and preferences related to the past and future.
- Involve the people who know the student the best such as parents and other family members, teachers, friends, and of course the student.

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### Resources for Strengths, Interests, and Preferences (in preparation for "age 14" IEP and beyond)

- Website on Counseling, Testing & Advice:  
[www.jobhuntersbible.com/counseling/index.php](http://www.jobhuntersbible.com/counseling/index.php)
- Paper and pencil checklists
- Computer/internet-based tools - guide at:  
[www.quintcareers.com/online\\_career\\_assessments.html](http://www.quintcareers.com/online_career_assessments.html)
- Class assignments related to self-discovery
- Interview with student/parents/friends
- Observation of student during activities
- Situational assessments in the community

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### Using information about the students' strengths, preferences and interests

- Students refine interests through activities
  - Getting information through reading, research
  - Courses
  - Other authentic experiences
- Case managers should collaborate with teachers to help students to reflect on activities and refine their interests and preferences

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## Implementation Tip



- Create a place to centrally file students' strengths/interest/preference information.

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## Develop and determine the student's strengths, interests and preferences

### Practices to Avoid:

- Using one tool/method for all students.
- Waiting until the IEP meeting to identify this information.
- Getting this information during a single (high pressure) opportunity.
- Not sharing this information across departments (i.e. Guidance, Spec. Ed., English, etc.).
- Not getting information from the individuals who know the student the best.

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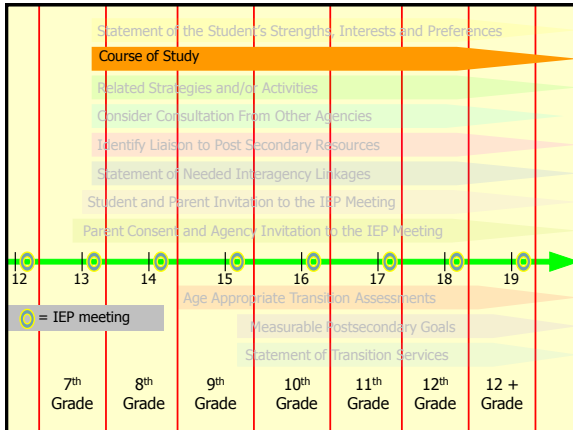
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Prepare for the IEP Meeting

**Course of Study**

- ◉ In preparation for the next IEP meeting, case managers should collaborate with guidance staff, the student, and family to determine the specific courses the student will take during the implementation period of the IEP (i.e. the next 12 months).
- ◉ It is very helpful to also develop a projection of specific courses for any future years until the student's anticipated exit from high school.

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Prepare for the IEP Meeting

**Course of Study**

- ◉ If the implementation period of the IEP spans two academic years/grades (i.e. second half of 9<sup>th</sup> grade and the first half of 10<sup>th</sup> grade), include in the IEP the specific courses for both years as the current program.
- ◉ Courses listed for future years beyond the implementation period of the current IEP should be labeled "Projected Courses."

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Beginning with the IEP in place for the school year when the student will turn age 14, or younger, if appropriate, develop the long range educational plan for the student's future. Review annually.
Statement of the student's strengths, interests and preferences.
<b>APPROPRIATE MEASURABLE POSTSECONDARY GOALS</b>
Postsecondary Education: (including, but not limited to, college, vocational training and continuing and adult education)
Employment/Career:
Community Participation: (including, but not limited, to recreation and leisure activities, and participation in community organizations)
Independent Living:
<b>COURSES OF STUDY</b>
Considering the student's strengths, interests, preferences, and desired postsecondary goals, list the specific courses of study for the period of time covered by this IEP. Include both general education and special education courses. When appropriate, identify the courses of study projected for future years.
<b>Grade 9 Courses of Study:</b> Earth Science, World History, Language Arts Literacy, French I, Algebra I, Computers, Chorus, Physical Education/Health
<b>Grade 10 Courses of Study:</b> US History I, Algebra II, Language Arts Literacy II, Biology, French II, Drivers Education, Art I, Physical Education/Health
<b>Grade 11 Projected Courses of Study:</b> US History II, Chemistry, Geometry, Language Arts Literacy III, French III, Physical Education/Health, Advanced Technology, Film and Society
<b>Grade 12 Projected Courses of Study:</b> Anatomy and Physiology, Pre-calculus, Language Arts Literacy IV, Physical Education/Health, Photography, Internship
<b>RELATED STRATEGIES AND/OR ACTIVITIES</b>
In addition to the courses listed above, list related strategies and/or activities that are consistent with the student's strengths, interests, and preferences, and are intended to assist the student in developing or attaining postsecondary goals related to training, education, employment and, if appropriate, independent living.

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## Course of Study

- Practices to avoid:
  - Listing subject areas (i.e. Science, Math) instead of specific courses (i.e. Biology, Algebra I, English 9).
  - Listing courses under the heading "Projected Courses" when they will occur during the time period of the current IEP (i.e. Fall semester courses listed in an IEP developed in February.)

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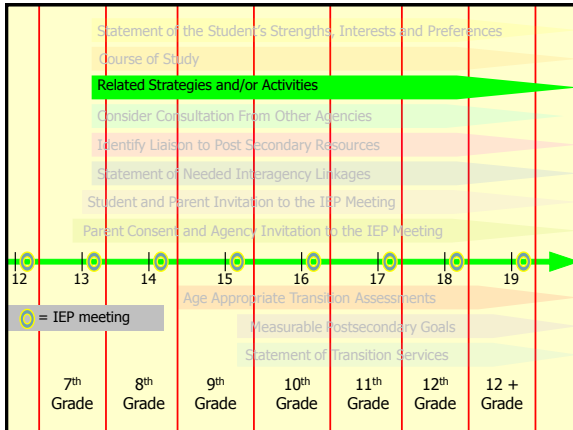
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**Related Strategies and/or Activities**

- In preparation for the next IEP meeting, case managers should collaborate with the student, family, teachers, transition coordinators, and others to determine the related strategies and/or activities that :
  - Are consistent with the student's strengths, interests, and preferences.
  - Will assist the student to develop or attain postsecondary goals.

**Prepare for the IEP Meeting**

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**Related Strategies and/or Activities**

- For students who do not have or are unsure of their post school goals, consider activities/ strategies that provide more opportunities for them to develop and/or refine their goals, or "vision for the future."
- For students who have post school goals, consider activities/strategies that help them to attain their post school goals.

**Prepare for the IEP Meeting**

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<b>STATEMENT OF TRANSITION PLANNING</b>	
Beginning with the IEP in place for the school year when the student will turn age 14, or younger, if appropriate, develop the long range educational plan for the student's future. Review annually.	
Statement of the student's strengths, interests and preferences.	
<b>APPROPRIATE MEASURABLE POSTSECONDARY GOALS</b>	
Postsecondary Education: (Including, but not limited to, college, vocational training and continuing and adult education)	
Employment/Career:	
Community Participation: (Including, but not limited to recreation and leisure activities, and participation in community organizations)	
Independent Living:	
<b>COURSES OF STUDY</b>	
Considering the student's strengths, interests, preferences, and desired postsecondary goals, list the specific courses of study for the period of time covered by this IEP. Include both general education and special education courses. When appropriate, identify the courses of study projected for future years.	
Grade _____	Courses of Study (List course names):
Grade _____	Projected Courses of Study (List course names):
Grade _____	Projected Courses of Study (List course names):
Grade _____	Projected Courses of Study (List course names):
<b>RELATED STRATEGIES AND/OR ACTIVITIES</b>	
In addition to the courses listed above, list related strategies and/or activities that are consistent with the student's strengths, interests, and preferences, and are intended to assist the student in developing or attaining postsecondary goals related to training, education, employment and, if appropriate, independent living.	

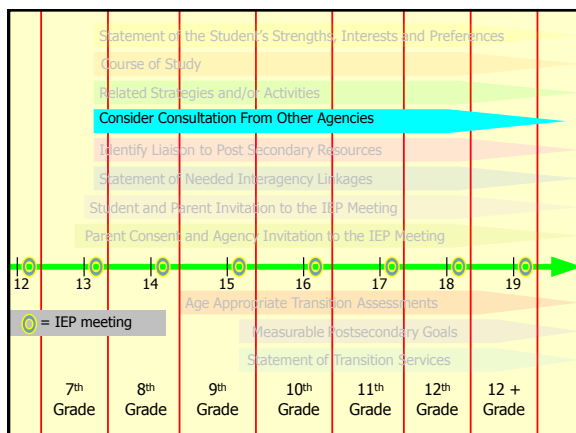
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<p align="center"><b>STATEMENT OF CONSULTATION</b></p> <p>□ Information/advice is needed from Division of Vocational Rehabilitation Services and/or other agency or agencies. List the name of any agency from which consultation is needed:</p>
<p><b>NAME OF SCHOOL STAFF PERSON WHO WILL BE THE LIAISON TO POSTSECONDARY RESOURCES:</b></p>
<p align="center"><b>STATEMENT OF NEEDED INTERAGENCY LINKAGES AND SCHOOL DISTRICT RESPONSIBILITIES</b></p> <p>As appropriate to the anticipated needs of the student, list all agencies to which the student will be referred by the school district liaison to postsecondary resources in the spaces below. List the responsibility of the school district and/or student/parent(s) with respect to contacting each agency listed and providing needed information or documentation to each such agency.</p> <p><b>AGENCY:</b></p> <p>School district responsibilities:</p> <p>Student/parent responsibilities:</p> <p><b>AGENCY:</b></p> <p>School district responsibilities:</p> <p>Student/parent responsibilities:</p> <p><b>AGENCY:</b></p> <p>School district responsibilities:</p> <p>Student/parent responsibilities:</p>

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## Agency Interactions

Consultation  
**is not**  
Referral,  
and **does not**  
require an invitation to  
the IEP Meeting

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### Consultation from Other Agencies

#### Conduct the IEP Meeting

- During the IEP meeting, as a team, determine if there is a need for information or advice (consultation) from another agency such as:

- NJ Division of Disability Services
- NJ Division of Vocational Rehabilitation Services
- NJ Transit Access Link
- NJ Comm. for the Blind and Visually Impaired
- Community Mental Health Agency
- Center for Independent Living
- NJ Division of Developmental Disabilities

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### Consultation from Other Agencies

#### Conduct the IEP Meeting

#### ■ Sample topics

- What are the programs and services available to eligible clients of the agency?
- What are the eligibility criteria for the agency?
- Which vocational assessments and interest inventories would be appropriate for this student given her unique needs?
- What are the post high school vocational training options for this student?
- What transportation options are available in our community?

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### Implement the IEP

#### Consultation from Other Agencies

- If consultation is needed, after the IEP meeting obtain the information and/or advice from the identified agencies. This can be done through phone calls, email, mail, individual and group meetings, etc.

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#### Consultation from Other Agencies

- **Practices to avoid:**
  - Confusing this consideration for consultation with the consideration for *referring* the student to another agency for eligibility.
  - Making the decision about the need for consultation prior to the IEP meeting.
  - Inviting agency staff to IEP meetings for information/advice that can easily be obtained at another time.

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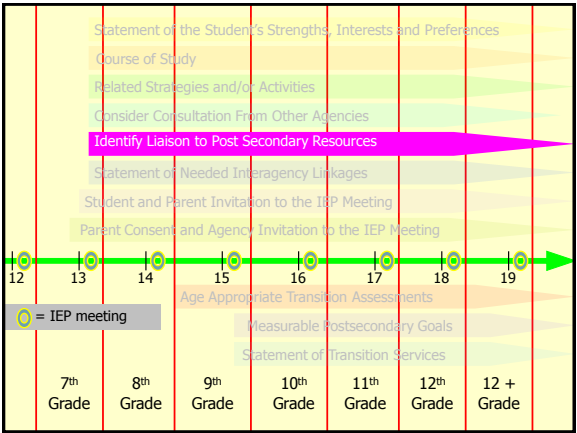
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## Prepare for the IEP Meeting

### Liaison to Postsecondary Resources

- In preparation for the next IEP meeting, identify the staff person who will have the responsibility to make referrals to other agencies that the student needs to establish linkages to post school services.

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#### STATEMENT OF CONSULTATION

- ☐ Information/advice is needed from Division of Vocational Rehabilitation Services and/or other agency or agencies. List the name of any agency from which consultation is needed:

NAME OF SCHOOL STAFF PERSON WHO WILL BE THE LIAISON TO POSTSECONDARY RESOURCES:

#### STATEMENT OF NEEDED INTERAGENCY LINKAGES AND SCHOOL DISTRICT RESPONSIBILITIES

As appropriate to the anticipated needs of the student, list all agencies to which the student will be referred by the school district liaison to postsecondary resources in the spaces below. List the responsibility of the school district and/or student/parent(s) with respect to contacting each agency listed and providing needed information or documentation to each such agency.

##### AGENCY:

School district responsibilities:

Student/parent responsibilities:

##### AGENCY:

School district responsibilities:

Student/parent responsibilities:

##### AGENCY:

School district responsibilities:

Student/parent responsibilities:

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### Liaison to Post-secondary Resources

## Conduct the IEP Meeting

- Include in the IEP the **position** of the school staff (i.e. case manager, transition coordinator, social worker, guidance counselor, etc.) who have the responsibility to serve as liaison to post-secondary resources and make referrals to the resources if needed by the student.

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## Liaison to Post-Secondary Resources

### Practices to avoid:

- This prompt may be in the “age 16” section of transition, resulting in it not being completed for students aged 14 and 15. The form should be revised to include this prompt in the “age 14” transition section.
- Listing too many people resulting in ambiguity.

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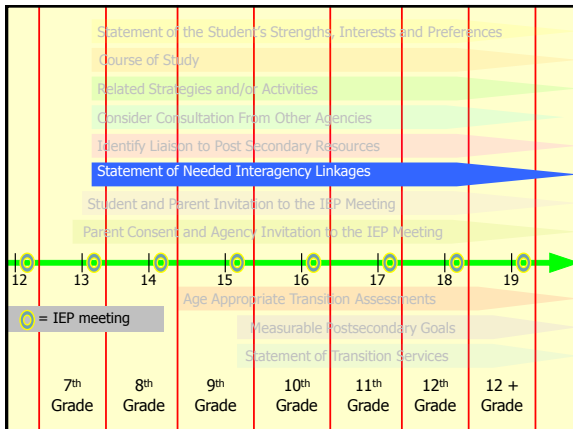
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## Prepare for the IEP Meeting

### Interagency Linkages

- In preparation for the next IEP meeting, determine if the student should be **referred** to another agency for an eligibility determination to receive current and/or future (i.e. post school) services.
- Be sure to consult with the student, family members, and agency personnel when making this determination.

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## Department of Human Services

The Division of Disability Services offers an information and referral service through the toll-free number

**1-888-285-3036.**

This telephone number serves as a point of entry into the often-confusing system of national, state, county and local services for the disabled, and can be particularly helpful to people who do not meet the various requirements for programs for people with specific types of disabilities. The information and referral service also can provide information on issues that cut across more than one disability.

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### STATEMENT OF CONSULTATION

- ☐ Information/advice is needed from Division of Vocational Rehabilitation Services and/or other agency or agencies. List the name of any agency from which consultation is needed:

NAME OF SCHOOL STAFF PERSON WHO WILL BE THE LIAISON TO POSTSECONDARY RESOURCES:

### STATEMENT OF NEEDED INTERAGENCY LINKAGES AND SCHOOL DISTRICT RESPONSIBILITIES

As appropriate to the anticipated needs of the student, list all agencies to which the student will be referred by the school district liaison to postsecondary resources in the spaces below. List the responsibility of the school district and/or student/parent(s) with respect to contacting each agency listed and providing needed information or documentation to each such agency.

AGENCY:

School district responsibilities:

Student/parent responsibilities:

AGENCY:

School district responsibilities:

Student/parent responsibilities:

AGENCY:

School district responsibilities:

Student/parent responsibilities:

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## Interagency Linkages

- If it has been determined that the student needs to be referred to an agency or agencies, then in the IEP, identify the agencies and the responsibilities of the school district, student and parent with respect to contacting each agency listed, providing needed information or documentation, and any other steps to be taken to complete the referral process.
- Sample interagency linkages are contained in the resource "Sample Strategies/Activities for Statements of Transition Services."

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## Interagency Linkages

### Practices to avoid:

- Failing to consider needed linkages.
- Including linkages to agencies that the student and/or parent have not agreed to.
- Assigning responsibilities to students and parents that they have not agreed to.
- Referring students at the wrong time (either too early or too late).

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## Three Types of Invitations to IEP Meetings

- Students
- Parents
- Agency Representatives

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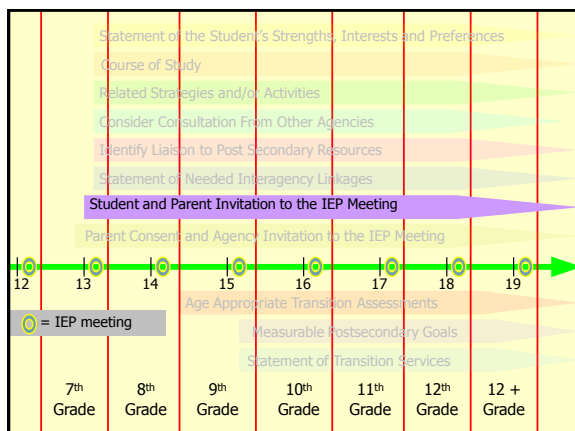
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Student Invitation

Prepare for the IEP Meeting

● Provide the student with a **written** invitation to his or her IEP meeting, and place a copy of the invitation in the student's file.

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STUDENT INVITATION TO A TRANSITION IEP MEETING  
TURNING AGE 14 (or younger, if appropriate)

Date:

Dear **(Student's Name)**:

You are invited to attend a meeting to review and revise your individualized education program (IEP). Some of the activities of this meeting will be to discuss; 1) your strengths, interests and preferences; 2) the courses, related strategies and other activities that will help you to develop and achieve your goals for the future; and 3) the other agencies that may provide help to you both now and in the future to live a successful adult life.

The meeting is scheduled for:

Date:	Time:	Location:
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The following individuals will be attending the meeting:

☐ School psychologist

☐ Learning disabilities/teacher consultant

☐ School social worker

☐ Special education teacher

☐ General education teacher

☐ Related services provider

☐ Other school personnel: \_\_\_\_\_

☐ Representatives from the following outside agency or agencies: \_\_\_\_\_

Your participation in this meeting is important. Please make arrangements to attend. If you have any questions or would like help in preparing for this meeting, please contact me at (phone).

Sincerely,

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STUDENT INVITATION TO A TRANSITION IEP MEETING  
TURNING AGE 16 (or younger, if appropriate)

Date:

Dear **(Student's Name)**:

You are invited to attend a meeting to review and revise your individualized education program (IEP). Some of the activities of this meeting will be to discuss; 1) your strengths, interests and preferences; 2) the courses, related strategies and transition services that will help you to develop and achieve your goals for the future; and 3) the other agencies that may provide help to you both now and in the future to live a successful adult life.

The meeting is scheduled for:

Date:	Time:	Location:
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The following individuals will be attending the meeting:

☐ School psychologist

☐ Learning disabilities/teacher consultant

☐ School social worker

☐ Special education teacher

☐ General education teacher

☐ Related services provider

☐ Other school personnel: \_\_\_\_\_

☐ Representatives from the following outside agency or agencies: \_\_\_\_\_

Your participation in this meeting is important. Please make arrangements to attend. If you have any questions or would like help in preparing for this meeting, please contact me at (phone).

Sincerely,

(Name)

(Title)

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## Student Invitation

### Practices to avoid:

- Sending student invitation via mail to the parents
- Verbal invitations
- Only providing hall passes

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## Parent Invitation

### Prepare for the IEP Meeting

- The parental notice of the IEP meeting needs to:
  1. Indicate that a purpose of the meeting is the consideration of transition services for the student;
  2. Indicate that the school will invite the student; and
  3. Identify any other agency that will be invited to send a representative.

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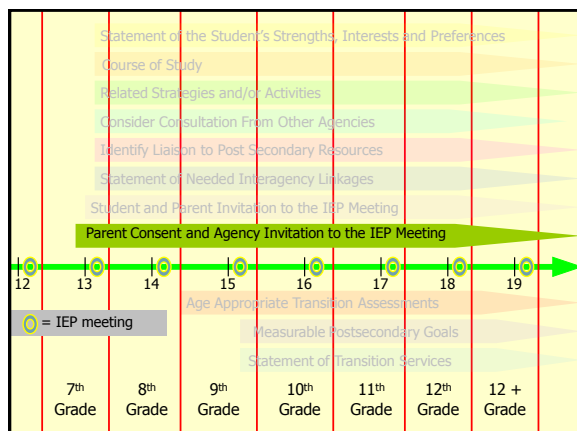
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## Agency Invitation with Written Consent

### Prepare for the IEP Meeting

- If an agency (i.e. CBVI, DDD, supported employment provider) is likely to provide transition services to the student prior to graduation, **obtain written consent from the parent or adult student** to invite that agency to the IEP meeting.
- If written consent is obtained, send a written invitation to the agency representative and place a copy of the agency invitation and written consent to invite in the student's file.

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### SAMPLE REQUEST FOR CONSENT TO INVITE AGENCY REPRESENTATIVE(S) TO A TRANSITION IEP MEETING (Parent)

Date: \_\_\_\_\_  
Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
City: NC 27602

Dear \_\_\_\_\_:

We are beginning to plan for your (son's/daughter's) next IEP meeting. During the meeting, we will be discussing (his/her) transition from school to adult life. To assist in planning for your (son's/daughter's) future after high school we would like to invite a representative from an agency or agencies that would be likely to provide or pay for transition services. A brief list or description of the services offered by the agency or agencies is listed below. Before a representative may be invited your written consent is needed. Please complete the form below and return it to school no later than \_\_\_\_\_ so that we may invite the necessary person(s) to the meeting. An invitation to the meeting will be sent to you as soon as we schedule the meeting.

If you have any questions about this you may contact me at (phone number).

Sincerely,  
Name, title

Name of Agency: \_\_\_\_\_ List or Description of Agency Services: \_\_\_\_\_

\_\_\_\_ I give permission to invite a representative from the agency/agencies listed above to my (son's/daughter's) IEP meeting.  
\_\_\_\_ I do not give permission to invite a representative from the agency/agencies listed above to my (son's/daughter's) IEP meeting.

(Signature)

(Date)

Sample Consent 2009

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## Agency Invitation

### Practices to avoid:

- Sending agency representatives a copy of the parent notice of a meeting
- Verbal invitations
- Inappropriately inviting an agency to the IEP meeting.....
  - Only because it is expected to provide post-school services
  - To initiate or complete a referral for eligibility determination
  - Without written consent

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## Agency Interactions

Action	Reason	How done
Consultation	Someone needs information/advice	Phone, email, mail, meetings, presentations, etc.
Invitation to IEP	If agency is expected to provide or pay for transition service	Documented method
Referral	To begin the eligibility determination process for current and/or future services	Varies by agency, web site, paper forms, etc.

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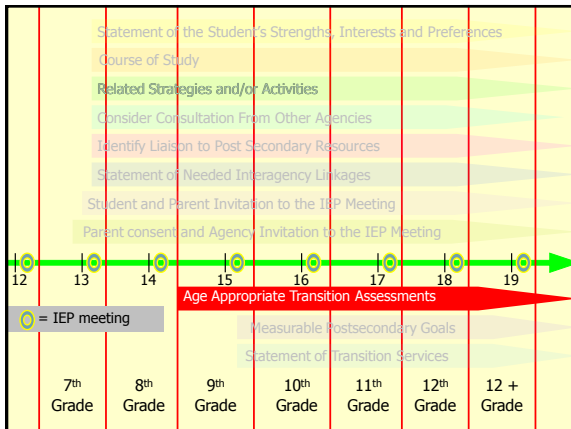
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## Age Appropriate Transition Assessments

According to the Division on Career Development and Transition of the CEC, Transition Assessment is:

“An ongoing process of collecting information on the student’s strengths, preferences and interests as they relate to the demands of current and future working, educational, living, and personal and social environments.”

(Sitlington, Neubert, & Leconte 2007)

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## Age Appropriate Transition Assessments

Information obtained from transition assessments provide the basis for the student's postsecondary goals.

Transition Assessment Data

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Postsecondary Goals

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### Age Appropriate Transition Assessments ("age 16" and beyond)

- ◉ Work with Students in preparation for the IEP in place for the school year when the student will turn age 16 and older (or younger if appropriate)
- ◉ Review previously collected information on the student's preferences, strengths, and interests
- ◉ Throughout the school year, conduct age appropriate transition assessments related to training, education, employment and, if appropriate, independent living to assist students to develop postsecondary goals.

**Prepare for the IEP Meeting**

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### Types of Transition Assessments (in preparation for "age 16" IEP and beyond)

- ◉ Website on Counseling, Testing & Advice: [www.jobhuntersbible.com/counseling/index.php](http://www.jobhuntersbible.com/counseling/index.php)
- ◉ Paper and pencil checklists
- ◉ Computer/internet-based tools - guide at: [www.quintcareers.com/online\\_career\\_assessments.html](http://www.quintcareers.com/online_career_assessments.html)
- ◉ Class assignments related to self-discovery
- ◉ Interview with student/parents/friends
- ◉ Observation of student during activities
- ◉ Situational assessments in the community

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Age Appropriate  
Transition Assessments  
Options for Documentation

**Prepare for the  
IEP Meeting**

- Document the use of transition assessments in the IEP
  - PLAAF section (i.e. description of interviews, assessments, etc.)
  - Strengths, interests and preferences
- And/or the student's file
  - Copies of formal assessments/test results
  - Documentation of computer-based assessments
  - Documentation of observational & situational assessments

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Age Appropriate Transition Assessments

Resources:

- CEC and NSTTAC Fact Sheet
- Career Planning Begins with Assessment: A Guide for Professionals Serving Youth with Educational and Career Development Challenges

[www.ncwd-youth.info/career-planning-begins-with-assessment](http://www.ncwd-youth.info/career-planning-begins-with-assessment)

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Age Appropriate Transition Assessments

The following publications are available at your regional Learning Resource Center

- Transition Methods For Youth With Disabilities, Chapter 3, by David W. Test, Nellie P. Aspel, and Jane M. Everson
- Transition Assessment: Wise Practices for Quality Lives by Caren L. Sax and Colleen A. Thoma
- Assessment for Transitions Planning - Second Edition by Gary M. Clark

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## Age Appropriate Transition Assessments

### Practices to Avoid:

- Using only one opportunity to collect this information.
- Using one tool/method for all students.
- Not sharing this information across departments (i.e. Guidance, Spec. Ed.).
- Not getting information from the individuals who know the student the best.

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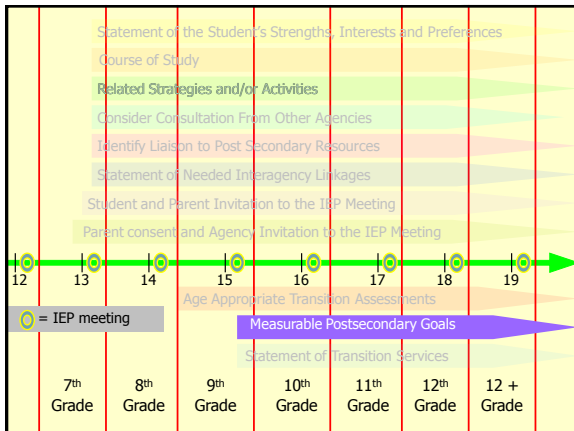
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### Work with Students prior to turning 16 and older

### Prepare for the IEP Meeting

- ⦿ Using results from completed transition assessments, develop **appropriate measurable postsecondary goals** related to:
  - Training, and/or
  - Education, and/or
  - Employment, and/or
  - If appropriate, Independent Living

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### Appropriate Measurable Postsecondary Goals

### Prepare for the IEP Meeting

- ◉ In preparation for the next IEP meeting, use information from transition assessments to develop **Appropriate Measurable Postsecondary Goals** related to training, education, employment and, if appropriate, independent living.
- ◉ Well before the next IEP meeting, determine if you have enough information obtained from transition assessments to identify what the student plans to do after finishing high school.
- ◉ If you don't have enough information, conduct additional transition assessments to get the needed information prior to the next IEP meeting.

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### What is a measurable postsecondary goal?



A statement that articulates what the student would like to achieve after high school based on student's strengths, preferences and interests.

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### How do I write measurable postsecondary goals?

- ◉ Use results-oriented terms such as "enrolled in", "working", "live independently"
- ◉ Use descriptors such as "full-time" and "part-time"

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## Statement of Transition Services

Transition services are activities and strategies that assist students to reach their postsecondary goals.

Postsecondary Goals

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Transition Services

Activities/Strategies that help the student to reach postsecondary goals

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## Statement of Transition Services

Prepare for the IEP Meeting

- ◉ In preparation for the next IEP meeting, collaborate with the student, parents, and staff from other school departments (i.e. guidance) and other agencies to select transition services (activities and strategies) that will assist the student to meet his or her postsecondary goals.
- ◉ Activities and strategies can be planned for multiple years with responsibilities for implementation shared among all IEP team members.

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## Statement of Transition Services

- ◉ Consider activities and strategies in the areas of:
  - Instruction
  - Related services
  - Community experiences
  - Employment
  - Adult living objectives
  - Daily living skills
  - Functional vocational evaluation

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## Activities/Strategies

Provide opportunities for  
Meet with  
Visit  
Organize  
Use \_\_\_\_\_ to  
Create  
Examine  
Work towards

Conduct  
Develop  
Invite  
Participate in  
Involve  
Identify  
Enroll in  
Placement

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STATEMENT OF TRANSITION SERVICES: COORDINATED ACTIVITIES/STRATEGIES		
<small>Beginning with the IEP in place for the school year when the student will turn age 18 or younger, if appropriate, complete the following multi-year plan for promoting movement from school to the student's desired postsecondary goals. The student's needs, strengths, interests and preferences in each area (instruction, community experiences, etc.) must be considered and responsibilities should be shared among participants (student, parent, school staff, outside agencies, employers, etc.).</small>		
Activities/Strategies Related to Measurable Postsecondary Goals	Expected Date of Implementation	Person or Agency Arranging and/or Providing Services
Instruction – Postsecondary Education / Training		
Related Services		
Community Experiences		

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STATEMENT OF TRANSITION SERVICES NEEDED TO ATTAIN MEASURABLE POSTSECONDARY GOALS: COORDINATED ACTIVITIES/STRATEGIES (Continued)		
Activities/Strategies Related to Measurable Postsecondary Goals	Expected Date of Implementation	Person or Agency Arranging and/or Providing Services
Employment		
Adult Living Objectives		
Daily Living Skills		
Functional Vocational Evaluation		

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## Transition “Related Services”

- This is not a repeat of the student’s current related services needs as indicated elsewhere in the IEP.
- The question to ask is: Will the student need a “related service” such as transportation, counseling, etc. after graduating high school? If so, then what needs to be done prior to the student exiting school to ensure that he or she will receive that service as an adult?

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## Statement of Transition Services

### Conduct the IEP Meeting

- Identify who will be responsible for activities/strategies in the statement of transition services, what will be done, when and where
- If it is determined at the IEP meeting that an area is not needed, although you are not required to do so, you may want to write in that area’s box “Considered, not needed.”

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## Statement of Transition Services

- **Practices to avoid:**
  - Specifying the implementation dates for activities/strategies to be only within the period of time covered by the current IEP (one year).
  - Repeating information in this section from other areas of the IEP (i.e. current educational program description).
  - Using the related services section for listing the student’s current related services, rather than activities/strategies to link the student to post-school “related services” (i.e. transportation, therapy, etc.).

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## Statement of Transition Services

### Practices to avoid:

- Only listing school staff as responsible for implementing all the activities/strategies.
- Listing parents/students/others as responsible for implementation of activities/strategies without their participation and agreement.
- Listing people responsible and one implementation date for multiple activities/strategies in an area, rather than specifying the individuals responsible and implementation dates for each activity/strategy within an area. For example:

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STATEMENT OF TRANSITION SERVICES: COORDINATED ACTIVITIES/STRATEGIES		
<small>Beginning with the IEP in place for the school year when the student will turn age 16 or younger, if appropriate, complete the following multi-year plan for promoting movement from school to the student's desired post-school goals. The student's needs, strengths, interests and preferences in each area (instruction, community experiences, etc.) must be considered and responsibilities should be shared among participants (student, parent, school staff, outside agencies, employers, etc.).</small>		
Activities/Strategies Related to Measurable Postsecondary Goals	Expected Date of Implementation	Person or Agency Arranging and/or Providing Services
<b>Instruction – Postsecondary Education/Training</b>  1. Learn about section 504 of the Rehabilitation Act 2. Enroll in SAT prep course 3. Visit college campuses and meet with student support services 4. Learn about process for accessing apartments for rent 5. Obtain, complete, and submit applications to Rutgers and Rowan 6. Obtain, complete, and submit applications for tuition assistance	9/11	Guidance, transition coordinator, special education teacher, Student, Parent

Who is doing what, and when?

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STATEMENT OF TRANSITION SERVICES: COORDINATED ACTIVITIES/STRATEGIES		
<small>Beginning with the IEP in place for the school year when the student will turn age 16 or younger, if appropriate, complete the following multi-year plan for promoting movement from school to the student's desired post-school goals. The student's needs, strengths, interests and preferences in each area (instruction, community experiences, etc.) must be considered and responsibilities should be shared among participants (student, parent, school staff, outside agencies, employers, etc.).</small>		
Activities/Strategies Related to Measurable Postsecondary Goals	Expected Date of Implementation	Person or Agency Arranging and/or Providing Services
<b>Instruction – Postsecondary Education/Training</b>  1. Learn about section 504 of the Rehabilitation Act 2. Enroll in SAT prep course 3. Visit college campuses and meet with student support services 4. Learn about process for accessing apartments for rent 5. Obtain, complete, and submit applications to Rutgers and Rowan 6. Obtain, complete, and submit applications for tuition assistance	Fall 2011  Fall 2012 Spring and Fall 2013 Spring 2012  Fall 2013  Fall 2013	Student, Teacher  Student, Parent Student, Parent  Student, Teacher  Student, Guidance Student, Parent

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**Preparation for the IEP meeting is complete when you have the following:**

- ❑ Documentation of the students **strengths, interests and preferences** and the methods used for obtaining this information
- ❑ Identification of the **course of study** for the next 12 months, and projections for future years
- ❑ Identification of **related strategies and activities**
- ❑ Identification of the **liaison to post secondary resources**
- ❑ Identification of **needed interagency linkages**
- ❑ Copy of **invitations for 1) student, 2) parent, and 3) other agency personnel (with parental consent)**

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**Preparation for the IEP meeting is complete when you have the following:**

If the student will be turning age 16 or older, also make sure you have:

- ❑ Documentation of the **age appropriate transition assessments** that were conducted
- ❑ Identification of the student's **measureable postsecondary goals**
- ❑ Identification of **transition services (coordinated set of strategies/activities)**

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## Conduct the IEP Meeting

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## Transition should drive the IEP process

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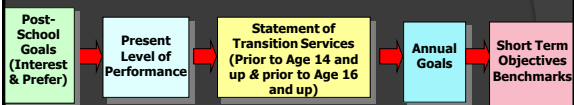
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### IEP Process for Transition Age Students



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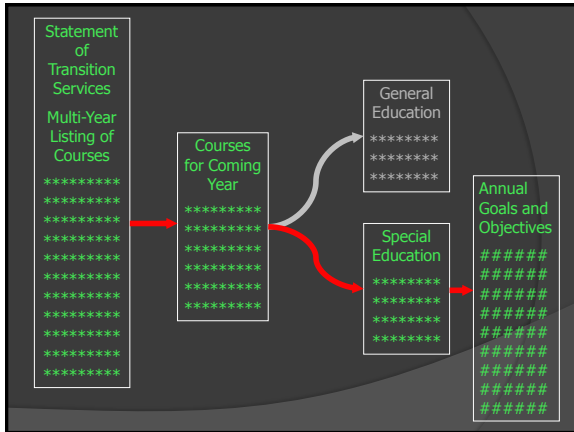
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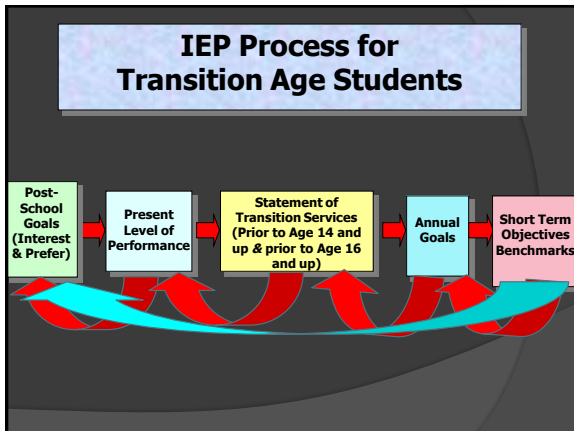
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### Common Computer-based IEP Problems

- The district uses a computer generated IEP form that incorrectly allows the user to omit required components.
- The district uses a computer generated IEP form that is formatted so that information is unclear. This is a common issue for the "age 16" statement of transition services. For example:

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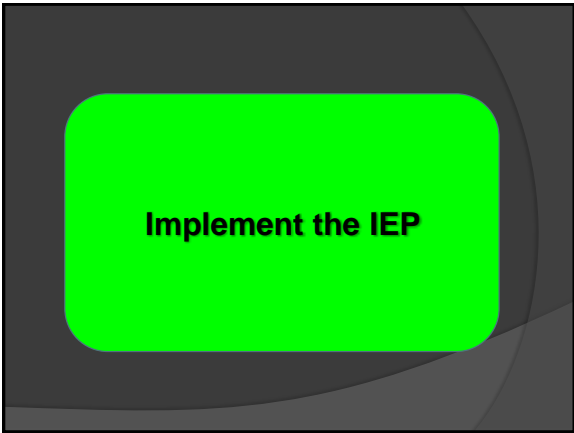
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<p align="center"><b>STATEMENT OF TRANSITION SERVICES: COORDINATED ACTIVITIES/STRATEGIES</b></p> <p><small>Beginning with the IEP in place for the school year when the student will turn age 16 or younger, if appropriate, complete the following multi-year plan for promoting movement from school to the student's desired postschool goals. The student's needs, strengths, interests and preferences in each area (instruction, community experiences, etc.) must be considered and responsibilities should be shared among participants (student, parent, school staff, outside agencies, employers, etc.).</small></p> <p>Expected Date of Implementation <b>9/11</b></p> <p>Person or Agency Arranging and/or Providing Services <b>Guidance, Transition Coordinator, Special Education Teacher, Student, Parent</b></p> <p>Instruction – Postsecondary Education/Training</p> <ol style="list-style-type: none"> <li>1. Learn about section 504 of the Rehabilitation Act</li> <li>2. Enroll in SAT prep course</li> <li>3. Visit college campuses and meet with student support services</li> <li>4. Learn about process for accessing apartments for rent</li> <li>5. Obtain, complete, and submit applications to Rutgers and Rowan</li> <li>6. Obtain, complete, and submit applications for tuition assistance</li> </ol>	<p><i>Who is doing what, and when?</i></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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<p align="center"><b>STATEMENT OF TRANSITION SERVICES: COORDINATED ACTIVITIES/STRATEGIES</b></p> <p><small>Beginning with the IEP in place for the school year when the student will turn age 16 or younger, if appropriate, complete the following multi-year plan for promoting movement from school to the student's desired postschool goals. The student's needs, strengths, interests and preferences in each area (instruction, community experiences, etc.) must be considered and responsibilities should be shared among participants (student, parent, school staff, outside agencies, employers, etc.).</small></p> <p>Expected Date of Implementation <b>See below</b></p> <p>Person or Agency Arranging and/or Providing Services <b>See below</b></p> <p>Instruction – Postsecondary Education/Training</p> <ol style="list-style-type: none"> <li>1. Learn about section 504 of the Rehabilitation Act – Fall 2011 – Student, Teacher</li> <li>2. Enroll in SAT prep course - Fall 2012 - Student, Parent</li> <li>3. Visit college campuses and meet with student support services – Spring and Fall 2013 – Student, Parent</li> <li>4. Learn about process for accessing apartments for rent – Spring 2012 – Student, Teacher</li> <li>5. Obtain, complete, and submit applications to Rutgers and Rowan – Fall 2013 – Student Guidance</li> <li>6. Obtain, complete, and submit applications for tuition assistance – Fall 2013 – Student, Parent</li> </ol>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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## Implement the IEP

- Provide instruction, experiences, and services outlined in the IEP

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### Case managers need to make sure that:

## Implement the IEP

- Everyone with responsibilities as specified in the IEP are aware of what to do, and when.
  - Liaison to post-secondary resources
  - Student
  - Parents
  - Teachers
  - Transition Coordinators
  - Job coaches
  - Guidance staff
  - Other agency staff
  - Others

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### Case managers need to make sure that:

## Implement the IEP

- Activities/strategies as specified in the statement of transition services are being completed on schedule.

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## Implement the IEP

- Begin preparing for the next IEP meeting:
  - Collect information on an ongoing basis that can be used for transition assessment
  - Teach students self-determination & self-advocacy skills
  - Provide training to students and parents to actively participate in IEP meetings

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## Schools need to focus on four basic areas

- 1) Conduct ongoing **transition assessments** to help students identify and refine **strengths, preferences and interests** and **post secondary goals**
- 2) **Collaborate** with students, parents, community agencies, and others
- 3) **Design school experiences** so that students gain the skills needed to reach their goals
- 4) Ensure that students are **connected to the adult programs**, supports and services they need to achieve their goals

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**Bill Freeman – (609) 292-0362**  
**Bill.Freeman@doe.state.nj.us**

**[www.nj.gov/education](http://www.nj.gov/education)**

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