



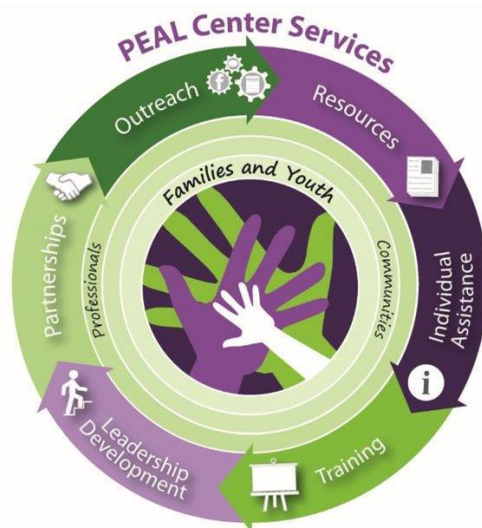
STEPS FOR SUCCESSFUL SECONDARY TRANSITION PLANNING:

POST SECONDARY EDUCATION/TRAINING, EMPLOYMENT AND INDEPENDENT LIVING GOALS

2020-21 - Transition Tuesdays Webinar Series

PEAL Center Services

- Outreach
- Resources
- Individual Assistance
- Training
- Leadership Development
- Partnerships



NTACT:C Funders and Partners

- Jointly funded by: The Office of Special Education Programs (OSEP) and the Rehabilitation Services Administration (RSA)
- Five Year Grant: October, 2020 – September, 2025
- Awarded to: University of North Carolina at Charlotte, with multi-site partners
 - East Tennessee State University
 - The George Washington University
 - Portland State University
 - University of Kansas
 - University of Maryland
 - University of Oregon

Outcome of the NTACT:C

- All students and youth with disabilities will be prepared to graduate from high school with the knowledge, skills, and supports for postsecondary education, training, employment, and community engagement, with a focus on:
 - enrollment in postsecondary education
 - credential attainment
 - competitive integrated employment
 - community engagement

Participants will be able to:

- Discuss what families need to know about putting this topic into practice and how this applies to the IEP
- Discuss the importance of Post Secondary Education/Training, Employment and Independent Living Goals during transition planning
- Describe how the topic aligns with the Transition Discoveries Guide



Key Reminders



- Transition services must be addressed in the IEP of the student in the year in which the student turns 14 years of age.
- Secondary Transition planning is a coordinated effort, between families and students, schools, and agencies and support services.
- Planning for a successful Secondary Transition begins with a vision



The Secondary Transition Process

- Eight areas of focus
- 2020-21 Secondary Transition Series for Families

The Secondary Transition Process

- Youth and Young Adult Driven ✓
- Outside Agencies Collaborating with Schools & Families ✓
- Age-Appropriate Transition Assessment ✓
- **Post Secondary Education/Training, Employment and Independent Living Goals**
- Thoughtful Course of Study
- Transition Services & Activities aligned to Post-Secondary Goals
- Measureable Annual IEP Goals aligned to Post-Secondary Goals
- Ongoing secondary transition process that includes progress monitoring, assessment

Transition Discoveries

- The Transition Discoveries Guide was developed by collecting voices and experiences from youth, families and stakeholders
- Highlights key elements that make a successful transition from high school to adult life
- Collection of indicators and sub-indicators that can be used as a road map to guide your transition plan
- Tip Sheets and Activities for families, students, and teachers
- Additional Resources
- Website is LIVE! www.transitiondiscoveries.org

Indicators with Post-Secondary Goal Components



Transition Planning



Postsecondary Education
and Training



Employment



Independent Living and
Community Engagement



Post Secondary Education/Training, Employment and Independent Living Goals



What are Post-Secondary Goals?

- Based on age-appropriate transition assessment (interests, preferences, skills and abilities)
- Not the same as IEP measurable annual goals or events occurring in High School
- Statements that reflect what the student plans to do AFTER High School in each of the three areas:
 - Post-Secondary Education/Training
 - Employment
 - Independent Living

Documenting on the IEP

- Post-Secondary goals need to be listed in the Transition Grid section of the IEP, and should be reflected in Present Education levels:
 - Academic and Functional levels
 - Parental Concerns
 - Strengths and Needs
- Needs to be updated annually (minimally)



Figuring Out the Why



- When the student's goals do not align with their skill set, a person-driven plan should be considered as a tool.
- When students have "big" goals, figuring out the "why" behind their goal is imperative.
- Utilize the resources available
 - Guidance counselor, transition counselor, teacher, OVR staff, etc.
 - [O*NET](#)
 - [Job Accommodation Network](#)

Post-Secondary Goal Areas

Post-Secondary
Education and
Training

Employment

Independent
Living

Postsecondary Education & Training Grid

Postsecondary Education and Training Goals:					Measureable Annual Goal Yes/No (Document in Section V)
Courses of Study:					
Service/Activity	Location	Frequency	Project Beginning Date	Completed	Person(s)/ Agency Responsible

Post Secondary Education/Training Example Goals

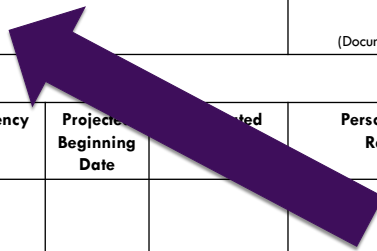
- Bryan plans to attend a two year technical program.
- LeToyia’s goal is to attend a four year college to pursue her interest in working with persons with hearing loss.
- Vicky’s goal is to attend an employment training program for food service.
- Kris plans to attend a nursing school.



Employment Grid



Employment Goals:					Measureable Annual Goal Yes/No (Document in Section V)
Courses of Study:					
Service/Activity	Location	Frequency	Project Beginning Date	Completed	Person(s)/ Agency Responsible



Employment Example Goals

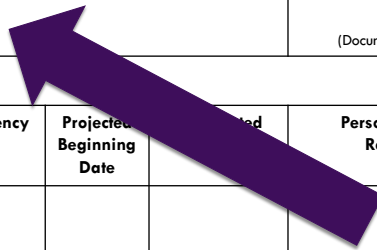
- Jessie has a goal of working in the travel industry.
- Steve plans to seek competitive employment possibly in the trucking industry.
- Andre plans to seek employment in Video Production after graduation from college.
- Mark's goal is to work with computers after graduation.



Independent Living Grid



Independent Living Goal(s), if appropriate:				Measureable Annual Goal Yes/No (Document in Section V)	
Courses of Study:					
Service/Activity	Location	Frequency	Projected Beginning Date	Projected End Date	Person(s)/ Agency Responsible



Independent Living Considerations

Does the student have needs related to:

- Communication
- Assistive Technology
- Community and Civic participation
- Financial Literacy
- Relationships
- Transportation
- Recreation and Fitness



Independent Living Specific Considerations

Possible indicators that a student may need goals and services for Independent Living area:

- Behavior and discipline problems
- Communication issues
- Difficulty managing:
 - materials or assignments
 - time and/or money
 - health care needs
- Pregnancy/Teen parenthood
- Involvement of CYF-Children, Youth, and Families
- Substance abuse
- Mental health
- Self-determination, monitoring and advocacy skills

Independent Living Example Goals

- Caroline's goal is to one day live in her own apartment independently.
- Zack's goal is to live with his family. He will need supports to access community resources.
- Jill's goal is to live in an supported apartment, and to access community resources and programs with supports.
- Jeff's goal is to live on his own once he has established employment. Based on data, the IEP team has determined that a goal and services for the Independent Living area are not needed at this time.



Updating Post-Secondary Goals

- Post-Secondary goals should be reevaluated at least every year to reflect the student's growth, and goals should be changed when appropriate.
- Data also needs to be collected annually and updated in the Present Levels section of the IEP.





The Voices of Youth

Lily, Shaniya, and Joshua

Post-Secondary Education/Training Goal

- Lily has a goal of attending a post-secondary college or university after graduation to pursue a career in public speaking and advocacy.
- Shaniya has a goal of attending a two or four year college after graduation.
- Josh has a postsecondary education training goal of on the job training after high school.

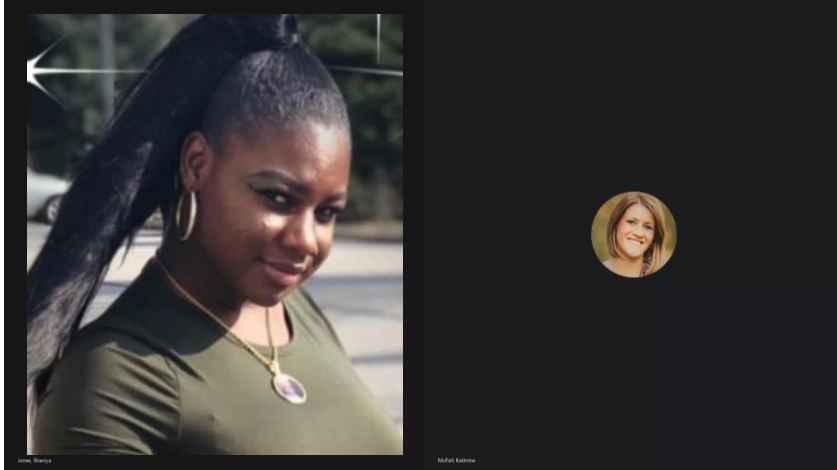
Lilly's Post-Secondary Education/ Training Goal



Employment Goal

- Lilly has a goal of pursuing a career in the area of public speaking and advocacy after graduation.
- Shaniya has a goal of competitive employment after graduation.
- Josh has an employment goal of competitive employment after high school.

Shaniya's Employment Goal



Independent Living Goal

- Lilly has a goal of living independently at some point after graduation.
- Shaniya has a goal of living on her own with family support after graduation.
- Josh has an independent living goal of living at home with parental and agency supports after high school.

Josh's Independent Living Goal



Reminders

- Even with the best plans...
 - Lives change.
 - Adjust your plan as your needs change with time.
- Remember, you are not alone in the process...
 - Use all available resources.
 - Ask for help.



2020-21 Secondary Transition Series for Families



PEAL CENTER PRESENT

NTACT National Technical Assistance Center on Transition

TRANSITION TUESDAYS!

A WEBINAR SERIES
Steps for Successful Secondary Transition Planning

If registration is full, the webinar will be streamed on Facebook Live

Families of youth ages 13-21 with IEPs are encouraged to attend

Register for the Webinar Series:
bit.ly/TransitionTuesdays2020

Schedule of Topics

Sept 23 Youth/Young Adult Driven Planning	Feb 23 Thoughtful Course of Study
Oct 27 Outside Agencies Collaborating with Schools & Families	Mar 23 Transition Services & Activities
Nov 24 Transition Assessment	Apr 27 Measurable Annual IEP Goals & Post-Secondary Goals Aligned
Jan 24 Post-Secondary Education, Employment, & Independent Living Goals	May 25 Ongoing Process Including Progress Monitoring & Assessment

Visit www.pealcenter.org/transitiontuesdays for more information and to view recorded sessions

Next Session:

- February 23
- Thoughtful Course of Study

Visit www.pealcenter.org/transitiontuesdays to review handouts

Collaboration between PEAL and PACEC

Practical Solutions Series Secondary Transition From High School to Adult Life

- What are the **Challenges**?
- What are some **Solutions**?
- Where do I find **Resources** to help?



**Thursday, February 11, 2021
4:00-5:00 PM, with Q&A after**

Join us to hear from a panel of school personnel, families, and students about challenges they have overcome when preparing to transition out of high school.

Hear about the creative solutions they utilized, and some resources to help IEP teams think outside of the box!

Register: <http://bit.ly/Feb11PSS>

Co-hosted by:



PENNSYLVANIA
The voice and vision of special education

Stay tuned for more "Practical Solutions" coming soon!

- Register at <http://bit.ly/Feb11PSS>
- February 11th from 4:00-5:00 pm, with Q&A after
- Hear from a panel about challenges, solutions, and resources that have worked for students in Transition!

Resources

Post-Secondary Goal Resource

- [PACER - Student Led Transition Planning Document](#)

Post Secondary Education and Training Post-Secondary Goal

- [Pacer-National Parent Center on Transition and Employment – Post-secondary Education](#)
- [NTACT - Postsecondary Education and Training Preparation Toolkit](#)
- <https://thinkcollege.net>
- [WINTAC- Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs](#)

Employment Post-Secondary Goal

- [O*Net Career Exploration Tools](#)
- [Occupational Outlook Handbook](#)
- youthood.org
- [WINTAC Pre-ETS Resources: Job Exploration Counseling](#)

Resources

Independent Living Post-Secondary Goal

- [Casey Life Skills \(CLS\)](#)
- [Got Transition](#)
- [Preparing for Adulthood: Taking Charge of My Own Health Care](#)
- [The ARC Self-Determination Scale](#)
- [Charting the LifeCourse](#)
- [Money Smart for Young Adults.](#)
- TheMint.org
- [Financial Literacy for Teens](#)

All Roads Lead to NTACTION

COMING SOON!

New Website is Coming Soon



Visit www.wintac.org or www.transitionta.org for existing resources until new site is up

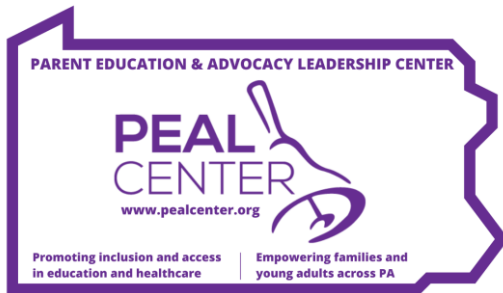


Email ntact-collab@uncc.edu or reach out to any NTACTION partner staff you already have a relationship or connection



Sign up for our listserv by going to the bottom of the homepage at www.transitionta.org (can join a CoP too)

Thank You!



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