FOCUS FOR TODAY

January 23, 2018

1. Navigating Transition
2. Provisions
3. Reauthorization
4. Services
5. Self-determination
6. Gaps
7. Considerations
8. Resources

Washington State
Governor's Office of the
Education
Ombuds

www.oeo.wa.gov

oeoinfo@gov.wa.gov

Toll-free phone: 1-866-297-2597

Phone interpretation services available.

Transition

High School

Beyond

Transitional IEP's

Who?

When?

All Students with Disabilities

As Early as Middle School

4

IDEA
Individuals with Disabilities Education Act

IDEA aims to protect the educational rights of students with disabilities in the public schools to age 21 by:

- Ensuring that all children with disabilities have available to them a Free Appropriate Public Education

- Designing programs to meet their unique needs and prepare students for further education, employment, and independent living.
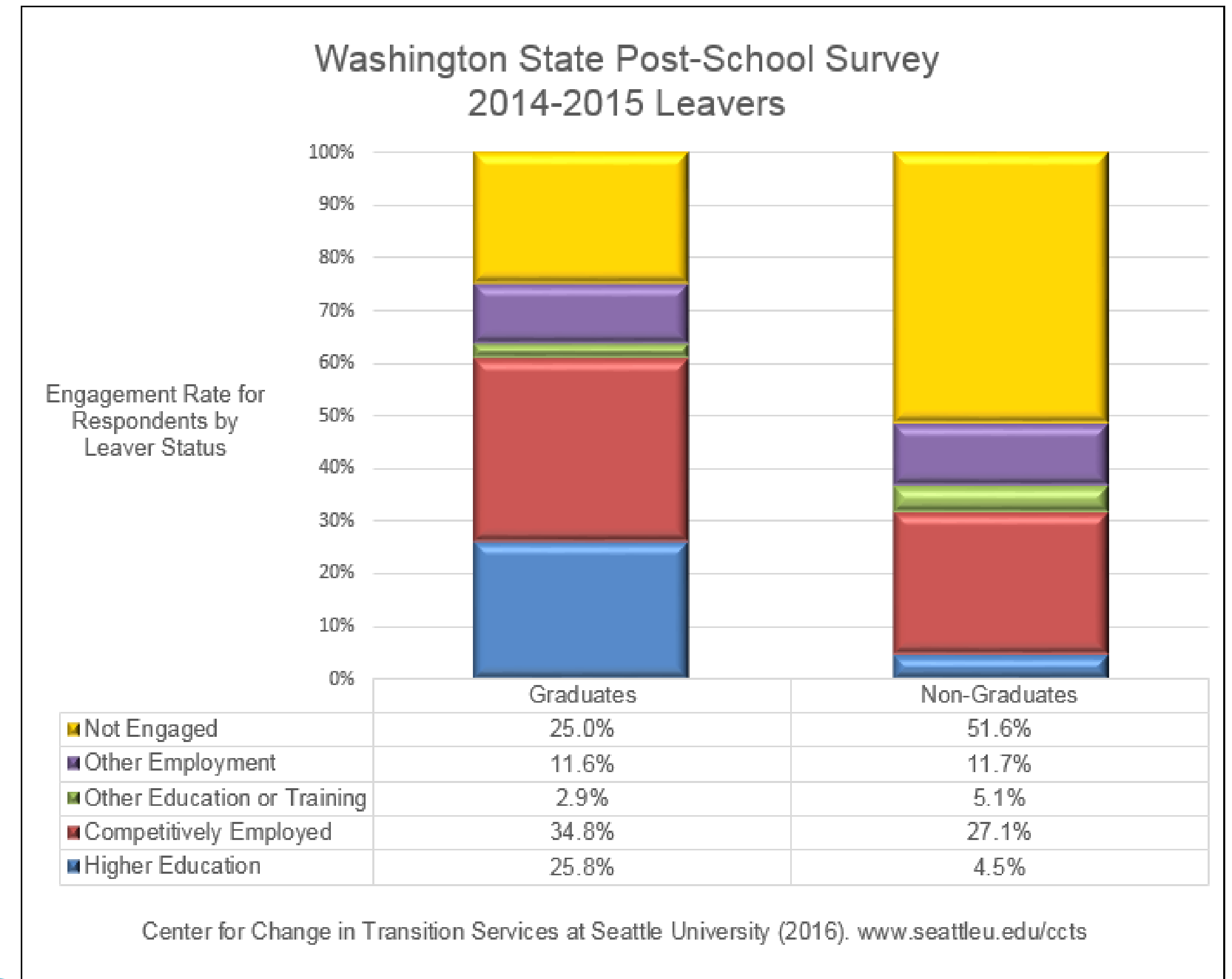
Data

Post-high school outcomes for students who received special education services in Washington State.
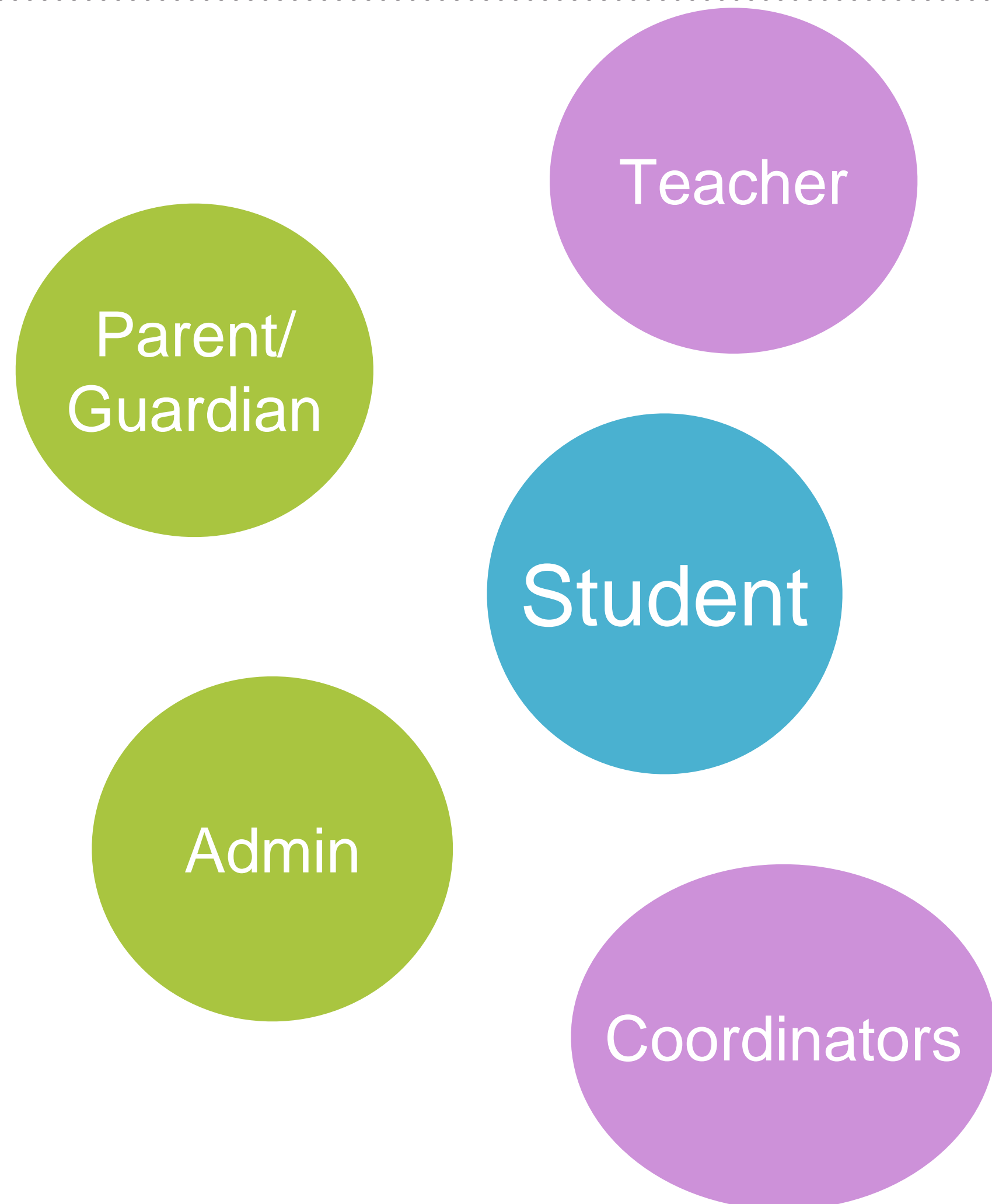
(Does not represent 100%)

Washington State Post-School Survey 2014-2015 Leavers

Engagement Rate for Respondents by Leaver Status

	Graduates	Non-Graduates
Not Engaged	25.0%	51.6%
Other Employment	11.6%	11.7%
Other Education or Training	2.9%	5.1%
Competitively Employed	34.8%	27.1%
Higher Education	25.8%	4.5%

Center for Change in Transition Services at Seattle University (2016). www.seattleu.edu/ccts

6

Reauthorization of IDEA

Teacher

Parent/ Guardian

Student

Agencies

Admin

Coordinators

Improvement to IDEA (2004) included revisions that replaced the title
"Transition Planning"
to
"Transition Services"

Redefining Service

Transition services is an evaluation of student needs and based on his or her readiness a determination of programs and services that will assist the student in progressing towards independence.

Collaborating Services

- Social Security and Medicaid (Plan to Work)
- Centers for Independent Living
- Adult service providers (residential, employment, recreation, etc.)
- Employment training opportunities
- Other linkages in the community based on individual student need
- DVR (Division of Vocational Rehabilitation), CBVI (Commission for the Blind and Visually Impaired)
- DDA(Developmental Disabilities Administration) Post-school adult living

Changes in Legislation

- The Workforce Innovation and Opportunity Act – July 22, 2014:
- WIOA increases individuals with disabilities' access to high-quality workforce services to prepare them for competitive integrated employment.
- It requires better employer engagement and promotes physical and programmatic accessibility to employment and training services for individuals with disabilities.
- Youth with disabilities receive extensive pre-employment transition services to obtain and retain competitive integrated employment.
- It creates an Advisory Committee on strategies to increase competitive integrated employment for individuals with disabilities.

DVR - Pre-Employment Transition Services

The five pre-employment transition services focus areas include:

1. Job exploration
2. Work-based learning experiences
3. Exploring opportunities for enrollment in comprehensive or post-secondary educational programs
4. Workplace readiness training to develop social skills and independent living
5. Instruction in self-advocacy, which may include peer mentoring.

Transitional IEP's & Tracks!

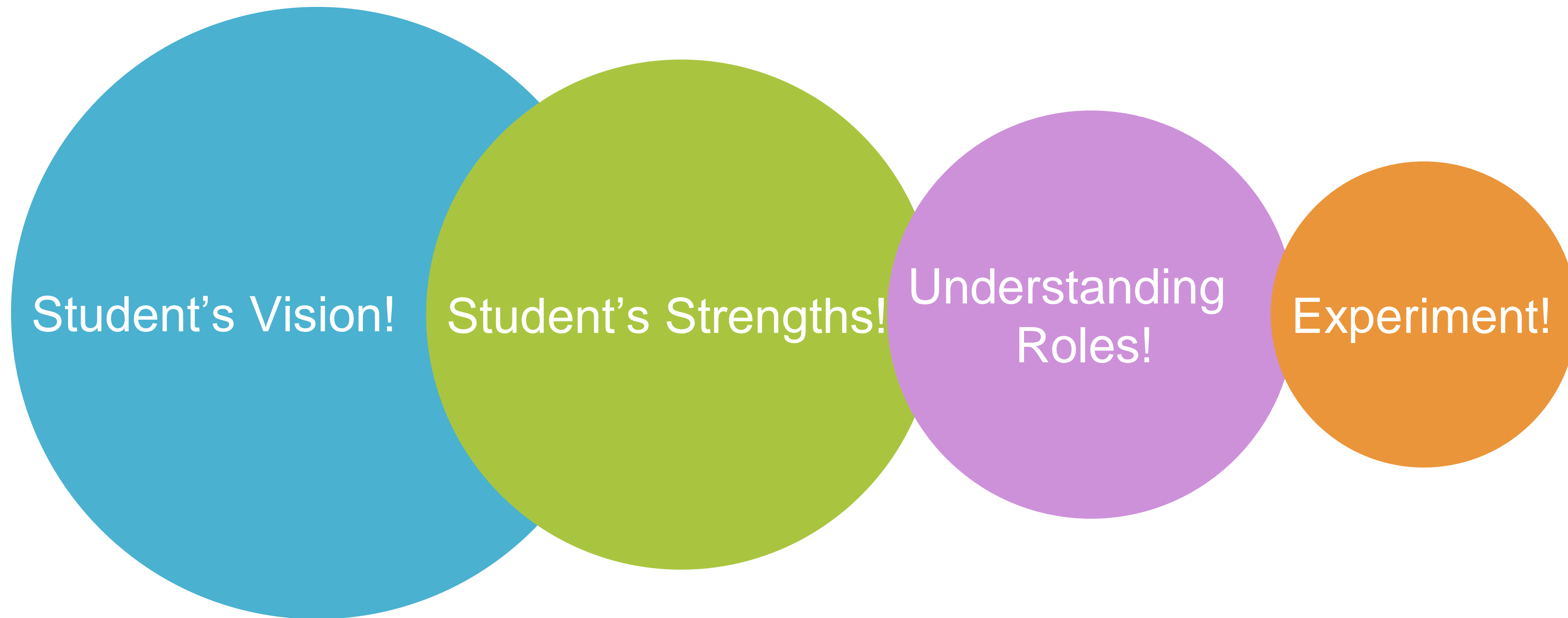College

Community Engagement

Trade School

Other

Employment

???

Student Centered

Student's Vision!

Student's Strengths!

Understanding Roles!

Experiment!

Self-Determination

Identified as an important skill set for students to have for optimal outcomes after high school.

What is Self-Determination?

Key characteristics of self-determination are the ability to:
• Speak for yourself (self-advocacy)
• Solve problems
• Set goals
• Make decisions
• Possess self-awareness
• Exhibit independence

• **SELF-ADVOCACY...**

Self-Advocacy?

Communicating and advocating for what we need or want.

- What do I want/need?
- How might I get that need met?
- How can I communicate my need?
- Who can help me?
- What are my options if I don't get it on my first try?

Person-Centered Planning

Schools help students develop self-determination skills when they:

- Support students in establishing their own transition goals
- Ensure that students are actively involved in IEP meetings and understand their IEPs
- Help students develop skills to direct their own learning
- Create and maintain a system that supports family involvement
- Use person-centered planning

Formal & Informal Assessments

Formal career interest assessments:
Career Cruising:
http://www.careercruising.com

Casey Life Skills – aimed at youth in Foster Care
www.caseylifeskills.org

Career and Personal Planning: 8-12
http://www.bls.gov/k12/

When IDEA No Longer Applies!

Gaps Between IDEA and Section 504 (ADA)!

High School	Post-Secondary School
School district is responsible to identify a student's disability	Students must self-identify in college if they want services
Transition planning and timelines exist to clarify student's vision, identify programming choices and coordinate appropriate coursework options	Students make course selections with some assistance from advisors and/or instructors
Access to general curriculum, necessary modifications, and a variety of appropriate accommodations are available	No fundamental alterations to the curriculum are made. Academic accommodations, auxiliary aids and modifications are available based on student's documented disability.
Assignments may be reduced and extra time allowed to complete work	Everyone is required to turn in complete assignments on time and do the same amount of work
Personal services for medical and/or physical disability are required	No personal services are required. Except for adaptive such as note taker, technology, etc.
Free education and educational materials	May not be free! Except for accessible/adaptive materials.

Some information adapted from Disability Support Staff at Wenatchee Valley College, Omak

Differences!

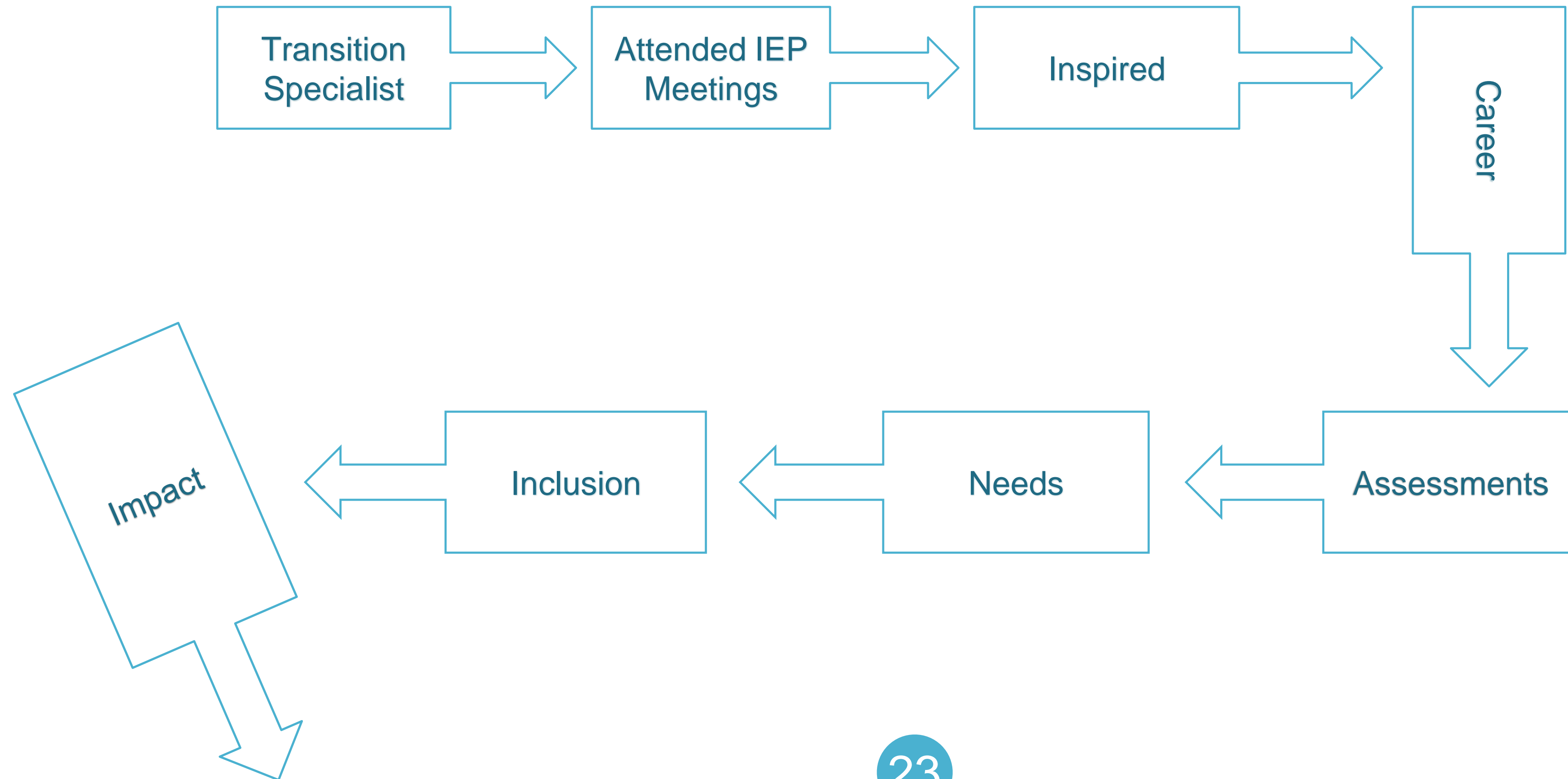| Dependence	Independence
Rigid schedule with constant supervision	Greater flexibility of scheduling
Classes meets daily	Classes may meet 1-5 times a week
Missing classes for various reasons is permissible and student may still complete the course	Missing classes may result in lower grades or failing the class depending on course requirements
Assistance is available in help plan study time	Help may be available via DS office
Daily contact with teachers and support staff	Classes meet less frequently, impacting access to instructor and assistance. Instructor are not always available to assist the student.
Teachers closely monitor student's progress	Instructors not likely to monitor a student's progress which may result in class failure
Parent involvement and advocacy	Student is an adult with all decision making authority. Parent may not be involved. FERPA.

IEP to College

Meet Jae Kim

https://youtu.be/vYM3HWITnqw

Jae's Perspective!

Transition Specialist → Attended IEP Meetings → Inspired → Career

Career → Assessments ← Needs ← Inclusion ← Impact

23

Understanding Rights Under ADA!

What kinds of aids and services must postsecondary institutions provide?

- Qualified interpreters
- Assistive listening systems
- Captioning
- TTYs
- Qualified readers
- Audio recordings
- Taped texts
- Braille materials
- Large print materials, materials on computer disk, and adapted computer terminals are examples of auxiliary aids and services that provide effective communication

Such services must be provided unless doing so would result in a fundamental alteration of the program or would result in undue financial or administrative burdens. Public entities must give primary consideration to the individual with a disability's preferred form of communication unless it can be demonstrated that another equally effective means of communication exists.

Creating Pathways!

The following should be considered:

- Student's comfort level as a self-advocate, and the services and supports needed to succeed.
- Does the Post-Secondary school have an office serving students with disabilities?
- Have they appointed an ADA Compliance Officer or Coordinator?
- Do they have a grievance policy established?
- Have they published a notice of nondiscrimination?
- Have faculty received any disability awareness training?
- How does student request accommodations?
- Can a student with a disability enroll in classes early to allow for locating classroom, identify barriers and discuss accommodations with instructors?
- What accommodations are required.

Resources

National Clearinghouse on Postsecondary Education for Individuals with Disabilities:
    Provides information about educational support services, procedures and opportunities at a variety of postsecondary entities.

National Center for Learning Disabilities:
    provides information about transition, including checklists for various ages.

Postsecondary Innovative Transition Technology (POST-ITT):
    provides a technology-based tool to help with transition planning.

National Center on Secondary Education and Transition (NCSET):
    Focuses on secondary education and transition.

National Dissemination Center for Children with Disabilities (NICHCY):
    Includes information about the basics of student involvement, person-centered planning, and materials for students.

Resources – Employment

WA WorkSource: https://www.worksourcewa.com/

WA State Division of Vocational Rehab (DVR) for Supported Employment for People with Disabilities:
https://www.dshs.wa.gov/ra/division-vocational-rehabilitation

Tribal Vocational Rehab programs in WA state:
http://www.nivrp.org/2015_updates/Washington%20State%20Tribal%20VR%20Programs.pdf

WORK INCENTIVES:
https://www.dshs.wa.gov/sites/default/files/JJRA/dvr/documents/SSBenefitsAndWorkIncentivesGuide.pdf

Workforce Development Councils:
http://www.wtb.wa.gov/LocalWorkforcePlans.asp

Resources – College/Technical Schools

Community & Technical Colleges:
http://www.sbctc.edu/

Universities and 4 Year colleges:
http://www.sbctc.edu/becoming-a-student/four-year-degree/four-year-schools.aspx

NW Indian College: http://www.nwic.edu/

Students with Disabilities Preparing for Postsecondary Education:
https://www2.ed.gov/about/offices/list/ocr/transition.html

More Resources

http://www.careerbridge.wa.gov/
Find education and training needed for different careers
and view job trends.

http://www.thewashboard.org/login.aspx
Find scholarships.

http://readysetgrad.org/#
Help plan for meeting high school graduation requirements,
planning for university, college or technical schools.

http://www.thinkcollege.net/
Find college options for people with intellectual disabilities.

Thank you!

If you have questions or comments about this presentation, please contact OEO:

Email: oeoinfo@gov.wa.gov

Telephone: 1-866-297-2597

Survey: https://www.surveymonkey.com/r/ImportanceofTransition

Washington State
Governor's Office of the
Education
Ombuds

We listen. We inform. We help solve problems.