PaTTAN’s Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.
PDE’s Commitment to Least Restrictive Environment (LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

Outline of Today’s Session

• Pennsylvania Department of Education Secondary Transition Training and Technical Assistance Model for Secondary Transition
  – Overview, purpose and legal requirements
  – Resources for Secondary Transition in PA
  – Plan for 2013-14 in PA
What is the purpose of transition planning?

Beginning with the end in mind…

We strive to ensure that each student:

• Is proficient in core subjects
• Graduates from high school, ready for post-secondary education & career
• Achieves equitable outcomes, regardless of background, condition or circumstances
Transition within a Tiered Model - College & Career Readiness for ALL Students
In Collaboration with PA Secondary RtII Framework

### Tier 3: Intensified Programming for a Few Students
- Intensive, individualized supports for academic, social & interpersonal, self-determination skills.
- Intensified assessment & planning (e.g., RENEW Person-Centered Planning)
- Individualized interventions for dropout prevention
- Intensified programming for secondary transition
- Intensified partnerships including parent, interagency and community

### Tier 2: Targeted Programming for Some Students
- Additional assessment and progress monitoring across domains to meet individual need
- Supplemental supports for academic, social / interpersonal, self-determination skills.
- Targeted guidance for dropout prevention: Check & Connect, mentoring, SAP
- Supplemental assessment & planning for post-secondary outcomes (including transition planning for IEP students); work-based assessment and learning
- Additional assessment across domains as needed to meet individual need
- Targeted supervision and follow-up with community learning opportunities
- Additional outreach to ensure family engagement

### Tier 1 Programming for ALL Students
- Rigor, relevance, engaging instruction with literacy strategies taught across the curriculum
- Clear behavioral expectations taught and reinforced
- Strong guidance program for all students
- Dropout prevention, e.g., 9th grade academies, Early Warning Systems
- Screening and ongoing assessment across domains
- Data-driven decision-making at individual and school levels
- Early and ongoing assessment for developing career and graduation plans
- Curricular connections to career and educational goals; infusion of CEW standards
- Connections with employers and post-secondary education, e.g., job shadowing, volunteering, work-based learning
- Families informed & engaged

Adapted from the work of Morningstar (2011) and National Secondary Transition Technical Assistance Center (2011)
Tier 2: Targeted Programming for Some Students

- Additional assessment and progress monitoring across domains as needed to meet individual need (e.g., diagnostics for academic skills, FBA)
- Explicit, supplemental smaller group instruction and supports for academic, social and interpersonal, transition, self-determination skills.
- Targeted guidance intervention
- Targeted dropout prevention: Check & Connect, mentoring, possible Student Assistance Program
- Supplemental assessment & planning for post-secondary outcomes and career (including transition planning for students with disabilities); work-based assessment and learning
- Targeted supervision and follow-up with community learning opportunities
- Additional outreach to ensure family engagement

Tier 3: Intensified Programming for a Few Students

- Intensive, explicit, individualized or small group instruction and supports for academic, social and interpersonal, self-determination skills.
- Intensified assessment & planning (e.g., RENEW, Person-Centered Planning)
- Individualized interventions for dropout prevention
- Intensified instructional programming for secondary transition, with emphasis on self-determination, social, independent living, recreation & leisure skills
- Intensified partnerships including parent, interagency and community

Adapted from the work of Morningstar (2011) and National Secondary Transition Technical Assistance Center (2011)
What are the Secondary Transition Regulatory Requirement for Students with Disabilities?

Individuals with Disabilities Education Act IDEA 2004

Primary Purpose

• 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 H.R.1350 (IDEA 2004)
What is Secondary Transition?

• “a coordinated set of activities for a child with a disability that is designed within a result-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.” (IDEA 2004)

Age Requirement in PA

• Transition services must be addressed in the IEP of the student in the year in which the student turns 14 years of age

• The IEP team does not have to wait until the student’s approaching 14th birthday year to consider the student’s transition needs

Pennsylvania Chapter 14 Regulations July, 2008
State Performance Plan (SPP)

- Required for each State
- Evaluates the State’s efforts to implement the requirements and purposes of IDEA
- Describe how the State will improve IDEA implementation
  - 6-Year Plan
  - 20 Indicators related to the 3 priorities
  - Annual Performance Report (APR) for State and each LEA

State Performance Plan (SPP) – 20 Indicators

1. Graduation
2. Drop-Out
3. Participation and performance on statewide assessments
4. Suspension and Expulsion
5. LRE school age students (age 6-21)
6. LRE early intervention (3-5)
7. Early intervention improvement goals
8. Parent involvement
9. (and 10) Disproportionality
11. Evaluation timelines
12. Transition from birth - 3 to early intervention (ages 3-5) program
13. Transition services for students age 16 – 21
14. Post-school outcomes
15-20 General Supervision Monitoring, state agency complaints, due process, mediation, resolution sessions, data reporting
**Every student by name regardless of background, condition or circumstance...**

**Proficient in core subjects**

**Graduates from high school, ready for post-secondary education and career**

**Achives high outcomes**

<table>
<thead>
<tr>
<th>Indicator 14:</th>
<th>Students achieving their post-secondary goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicators 1 and 2:</td>
<td>Students actively engaged, staying in school and graduating</td>
</tr>
<tr>
<td>Indicator 13</td>
<td>High quality IEPs designed to help students achieve their post-secondary goals</td>
</tr>
<tr>
<td>The foundation:</td>
<td>High quality, rigorous, standards-aligned secondary school programs for all students</td>
</tr>
</tbody>
</table>

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**PA’s Plan for Indicator 13?**

- In response to the accountability requirements under the Individuals with Disabilities Education Act of 2004 (IDEA), Part B State Performance Plan,
- PA Dept. of Education through the PaTTAN and IU Transition Consultants provide our state’s local education agencies (LEAs) [500 School Districts and 150 Charter Schools] and approved private schools (APS) with:
  - targeted, sustained training and technical assistance in developing and implementing effective secondary transition plans that include coordinated, measurable, annual IEP goals that will reasonably enable students to meet post-secondary outcomes (Indicator 13).
Indicator 13 Training Cohorts?

- Each designated entity:
  - School District or Charter School (LEA)
  - Approved Private Schools (APS)
- Was assigned to one of five professional development cohorts, with only one cohort active per year.
- LEAs were notified annually of the current year’s cohort assignments.

**WHAT** was expected of Cohort teams?

- LEAs/APS assigned to a Cohort year were expected to form a team to attend all targeted professional development session hosted by PaTTAN and the local Intermediate Unit during the school year.
- PaTTAN and IU Transition Consultants provided training, guided practice, and technical assistance during the school year.
- Each LEA, supported by IU and PaTTAN Transition Consultants was required to submit an Indicator 13 Training Plan.
**WHO** was trained as part of a Cohort team?

- Teams from each LEA/APS, including:
  - Special Education Director
  - District Transition Coordinator
  - ALL special education staff responsible for writing IEPs for students age 14 or older
  - Other staff responsible for contributing to IEPs
- Other *recommended* team members:
  - Principals
  - Guidance counselors
  - School psychologists
  - Outside agency staff

**HOW** the training was accomplished?

- From September through May
- A combination of:
  - Regional group trainings
  - Review of Indicator 13 IEP Review Checklist (Pre and Post training)
  - Individualized guided practice (usually onsite)
    - According to a customized training plan developed by each LEA/APS in collaboration with IU and/or PaTTAN staff
- Ending with a follow-up webinar for all Cohort LEAs/APS in May.
WHAT content was covered?

- Indicator 13 requirements
- Indicator 13 IEP Checklist Pre-Review
- A process for effective transition planning, including:
  - Age-appropriate transition assessments
  - Post-secondary goals
  - Present Levels of Academic and Functional Performance (PLAAFP)
  - Transition team partnerships – agency involvement
  - Transition Services and Activities
  - Measurable Annual Goals (MAGs)
  - Progress monitoring

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### Indicator 13 IEP Review Checklist

<table>
<thead>
<tr>
<th>INDICATOR 13 ELEMENT</th>
<th>Pre Review</th>
<th>Post Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Age-appropriate transition assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Post-Secondary Goal(s) identified clearly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2A. Post-secondary goals updated annually)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Evidence that the student was invited to the IEP meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Evidence that agency representatives were invited with parent consent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Courses of Study identified</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Transition Services to improve the academic and functional achievement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Measurable annual goals that will reasonably enable the child to meet the post-secondary goal(s)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Condition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Student Name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Clearly Defined Behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Performance Criteria</td>
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</tbody>
</table>

**Summary:** Does the IEP meet the requirements of Indicator 13?
A Note About Indicator 13 Trainings

Indicator 13 Training Series
• Stressed **Effective Practices** that will help LEAs and Charter Schools to provide instructional programming that will improve outcomes for students with disabilities (Indicator 14)

• Not focused only on “minimal compliance” for cyclical monitoring

Indicator 13 Pre/Post Data

<table>
<thead>
<tr>
<th>Indicator 13 Element</th>
<th>Results Prior to Training (% yes)</th>
<th>Results After Training (% yes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Age Appropriate Transition Assessment</td>
<td>39%</td>
<td>89%</td>
</tr>
<tr>
<td>2. Post-Secondary Goal(s)</td>
<td>17%</td>
<td>85%</td>
</tr>
<tr>
<td>3. Student Invited to IEP Meeting</td>
<td>63%</td>
<td>96%</td>
</tr>
<tr>
<td>5. Agency representation</td>
<td>43%</td>
<td>68%</td>
</tr>
<tr>
<td>3. Courses of Study</td>
<td>37%</td>
<td>95%</td>
</tr>
<tr>
<td>4. Transition Services</td>
<td>23%</td>
<td>84%</td>
</tr>
<tr>
<td>6. Measurable annual goals</td>
<td>20%</td>
<td>73%</td>
</tr>
</tbody>
</table>
State Performance Plan: Indicator 13

- Percent of students, age 16 (14 in PA) and above, with IEPs that meet transition requirements
  - coordinated, measurable, annual IEP goals, and
  - transition services that will lead to post-secondary goals.

- **Target: 100% compliance!**

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-06</td>
<td>72%</td>
</tr>
<tr>
<td>2006-07</td>
<td>75.1%</td>
</tr>
<tr>
<td>2007-08</td>
<td>%</td>
</tr>
<tr>
<td>2008-09</td>
<td>76.1%</td>
</tr>
<tr>
<td>2009-10</td>
<td>81.4%</td>
</tr>
<tr>
<td>2010-11</td>
<td>86.4%</td>
</tr>
</tbody>
</table>

What We’ve Learned: Training

- Training and Technical Assistance work best when provided in smaller, local trainings,
- Examining individual IEPs, individual or small group guided practice and targeted on-site support are effective practices, and essential to improving IEP quality
- **Administrators, including principals, are critical team members**
- Improving quality of IEPs and overall transition services is a process
What constitutes an effective secondary transition program?

Elements of Effective Transition Programs
Elements of Effective Transition Programs

- Individualized Process
  - Based on assessment
  - Utilizes six-step process
  - Grounded in the general education curriculum
  - Builds essential skills
    - Academic
    - Social/interpersonal
    - Work related
    - Self advocacy

Individualized Process

- Was the bases for the Indicator 13 training in Pennsylvania for the past six years.
- Aligned to the Indicator 13 checklist for IEP and program review.
- Will be utilized as the first part of the Effective Practices Cohort Trainings for the next six years
A Process for Addressing Transition

Step One: Use assessment to identify the student’s post-secondary desired goals or vision.

Step Two: Describe the student’s Present Levels of Academic Achievement / Functional Performance (PLAAFP), embedding Assessment data.

Step Three: Establish Transition Team partnerships.

Step Four: Design a Transition Plan that includes courses of study and Services/Activities (transition grid).

Step Five: Determine Measurable Annual Goals that address skill deficits and lead to post-secondary goals.

Step Six: Monitor progress and adjust instruction based on data.
Step One:

Use assessment to identify the student’s post-secondary desired goals or vision.
Assessment is…

A process of gathering relevant information to plan, evaluate, or make decisions (academic assessment, transition assessment, career assessment, vocational assessment).

Information can be gathered from multiple people and places over a period of time.

Assessing Interests: **Examples:**

- Bridges Interest Inventory
- Transition Survey: Student
- Transition Survey: Parent
- Observations
- Aviator Assessment
- Kuder General Interest Survey (KGIS)
- Career Cruising
- [www.pacareerzone.org](http://www.pacareerzone.org)

- Person-Centered Planning
- Casey’s Life Skills Inventory or Personal Preference Indicator
- A Life for Me - Cyber Community
- Choose and Take Action
- Your Employment Selection (YES)
Documenting Post-Secondary Goals in the IEP

• IEP Team **must** address **each** post-secondary goal area.

• Post-secondary goal statements are listed in two places in the IEP:
  – Present Levels (Post-Secondary Transition bullet)
  – Transition Grid

• If a post-secondary goal area is **not** selected:
  – Present education levels must use data to document why.
  – Use statement such as, “*The IEP team has documented that a goal and services for this area is not needed at this time.*”
  – DO NOT write “N/A”, “none” or leave the goal area blank.
Matching assessments to goals…

Gathering information to help us know if/how the student can reach his/her goals:

- Does Caroline have the reading and math skills needed to succeed in a cosmetology program?
- Will Zack be able to travel independently to work?
- Will Shawna be able to plan and manage meals?
- Does Phillip have adequate reading skills to succeed in a highly technical postsecondary program?
- What supports will LeToya need in college?
- Include this information in Present Levels of Academic Achievement and Functional Performance.
What We’ve Learned: Assessment

Successful LEAs:

• Develop an assessment plan beginning at the elementary level that includes outlining recommended assessments by grade
• Make use of assessments provided for all students
• Use a variety of assessments to address career interest and preference related areas
• Use a variety of assessments to address academic and functional areas

What We’ve Learned: Assessment

Successful LEAs:

• Use a flexible combination formal and informal assessments
• Actively engage the student in the assessment process
• Customize assessment as needed to address student's post-secondary goals, academic and functional levels
• http://patransassessment.pbworks.com/
Step Two:

Describe the student's Present Levels of Academic Achievement / Functional Performance (PLAAFP) (incorporating Assessment data)
## Alignment: Assessment to Goals

| PLAAFP | • Present Levels of Academic Achievement and Functional Performance: Baseline information that gives a starting point. |
| Needs | • Needs: Areas of skill deficit to be addressed as MAGs and referenced in the Grid |
| Grid | • Transition Grid: References MAGs (and lists Activities) that will help the student to achieve his/her post-secondary goals |
| MAGs | • Measurable Annual Goals and SDI: Specific areas of skill deficits targeted for instruction and monitoring |
| Progress Monitoring | • Progress Monitoring: How, and how often, we will monitor the skill to ensure that student is on track to achieve the goal. |

## Phillip: Writing Example

| PLAAFP | • Difficulty with spelling, capitalization, grammar, punctuation on short pencil and paper writing assignments. |
| NEED | • Improve written language by using a consistent strategy for proofreading and self-correcting of errors. |
| GRID | • Continue to improve writing and editing skills using self monitoring strategy. |
| Measurable Annual Goal | • Given consistent use of a strategy (SCOPE<sup>®</sup>), and spelling check of his choice, Phillip will review his writing to include 100% correct spelling, punctuation, capitalization, and grammar on 6 out of 6 randomly selected short writing assignments. |
| Progress Monitoring | • LS Teacher (biweekly) will use a brief checklist to review punctuation, capitalization, and grammar to first four sentences of randomly selected writing assignments from various classes. |
Jen: Present Education Levels to Comprehension Goal

- Jen struggles particularly with summarizing fictional and nonfictional work, and interpreting and analyzing concepts and organization of nonfictional text.

- Develop comprehension skills around summarizing and identifying key concepts.

- Continue to increase reading comprehension skills.

- Given a grade level passage of (200-250 words) from Civics class and a graphic organizer, Jen will summarize major points & key details, earning at least 4 of 5 points on a scoring rubric on 4 consecutive biweekly trials.

- Record and graph scores on rubric (Jen will graph)

What We’ve Learned: Present Levels

Successful LEAs:

- Stress the development of clear and measurable Present Levels of Academic Achievement and Functional Performance (PLAAFPs) as the starting point for the rest of the IEP
- Describe academic data by topic to form clear baseline
- Interpret and utilize all listed assessment data
- Connect present levels with stated post-secondary goals
- Monitor for jargon, outdated, or useless information
- Ensure that all stated strengths and needs are backed up with assessment
What We’ve Learned: Present Levels

Successful LEAs:

• Monitor the integration of all sources of information to create a true picture of the student (OT, PT, Speech, behavior, etc.)

• Ensure that all information in the PLAAFPs is relevant, useful, and understandable for ALL team members

• Remind teachers that present levels should tell us:
  – Where the student is now
  – Where the student is heading

Step Three:

Establish Transition Team Partnerships

Student
Parent
Educator including CTE
Agency
Community
What We’ve Learned About Partnerships

Successful LEAs:

• Have a plan to ensure that students build the self-advocacy and self-determination skills needed to actively participate in IEP development and overall transition program.
• Work with students to have a good understanding of agencies that can support them.
• Reach out in multiple creative ways to engage parents.
• Work hard to create an inviting atmosphere for students, parents, educators, and agencies to participate as active team members.

What We’ve Learned About Partnerships

Successful LEAs:

• Have a good working knowledge of agencies and providers in their community.
• Form strong agency partnerships whenever possible.
• Establish a system of obtaining information from families regarding agency involvement.
• Establish a system to establish parent understanding and consent.
• Work closely with general educators, including Career and Technical Education to share information.
• Integrate information/data into the IEP if a stakeholder can’t participate in person at the IEP meeting.
### Step Four:

**Design a Transition Plan that includes:**

Courses of Study and Services/Activities that help the student achieve his/her goals

#### Section III of the IEP

**“The Transition Grid”**

<table>
<thead>
<tr>
<th>Employment Goal:</th>
<th>Measurable Annual Goal Yes/No (Document in Section V)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses of Study:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Service/Activity</th>
<th>Location</th>
<th>Frequency</th>
<th>Projected Beginning Date</th>
<th>Anticipated Duration</th>
<th>Person(s)/Agency Responsible</th>
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</thead>
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**Secondary Transition in a Standards Aligned System: Roadmap**

- Assessment (Interests/Preferences)
- Post-Secondary Goals
- Assessment (Aptitudes/Abilities/Skills)
- Progress Monitoring
- Present Levels of Academic Achievement and Functional Performance
- Measurable Annual Goals and Short Term Objectives
- Courses of Study and Transition Activities/Services/Agency Linkages

Successful Post-Secondary Goals & Adult Life
What We’ve Learned: Services and Activities

Successful LEAs:
• Make use of activities that occur as part of the general education curriculum, e.g.,:
  – Portfolios
  – Career classes
  – Employment fairs
  – College or post-secondary fairs
  – Resume building
• Work closely with Guidance Staff to ensure that services are aligned and to avoid duplication of efforts
• Develop an outline of activities grade by grade (“mapping of activities”) beginning at the middle school

Successful LEAs:
• Make use of all resources (community, provider agencies, IU supports) to address needs of students with disabilities
• Help students understand their services and activities and how these related to their post-secondary goals
• Implement a variety of services and activities based on individual needs – and avoid services by category of disability
• Have a system to check or review transition grids to make sure services and activities listed truly meet the needs of the students
Step Five: Develop Measurable Annual Goals that address skill deficits and lead to post-secondary goals.

Step Six: Monitor progress and adjust instruction based on data.

Secondary Transition in a Standards Aligned System: Roadmap

- Assessment (Interests/Preferences)
- Post-Secondary Goals
- Assessment (Aptitudes/Abilities/Skills)
- Present Levels of Academic Achievement and Functional Performance
- Courses of Study and Transition Activities/Services/Agency Linkages
- Progress Monitoring
- Measurable Academic Goals and Short Term Objectives
- Summary of Academic Achievement & Functional Performance

Successful Post-Secondary Goals & Adult Life
Measurable Annual Goals Must Be Skill-Building

- Goals must **focus** on an **area of need** that will make the **biggest difference** to the student.
- Focus on skills that have
  - Necessity
  - Endurance
  - Leverage

<table>
<thead>
<tr>
<th>Condition</th>
<th>Name</th>
<th>Clearly Defined Behavior</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the situation in which the student will perform the behavior.</td>
<td></td>
<td>Describe behavior in measurable, observable terms. Use action verbs.</td>
<td>The level the student must demonstrate for mastery:</td>
</tr>
<tr>
<td><strong>What will s/he actually DO?</strong></td>
<td></td>
<td><strong>How well?</strong></td>
<td>Examples:</td>
</tr>
<tr>
<td>Examples:</td>
<td></td>
<td>% of the time</td>
<td>% of the time</td>
</tr>
<tr>
<td>Given visual cues...</td>
<td></td>
<td># times/# times</td>
<td># times/# times</td>
</tr>
<tr>
<td>During lectures in math...</td>
<td></td>
<td>With the # or % accuracy</td>
<td>With the # or % accuracy</td>
</tr>
<tr>
<td>Given active response checks...</td>
<td></td>
<td>“X” or better on a rubric or checklist.</td>
<td>“X” or better on a rubric or checklist.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use the Student's Name</th>
<th>Number of times needed to demonstrate mastery:</th>
<th>Evaluation Schedule:</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often?</td>
<td></td>
<td>How often will the student be assessed?</td>
</tr>
<tr>
<td>How consistently will the student need to perform the skill(s) before considered “mastered?”</td>
<td></td>
<td>What will be the method of evaluation?</td>
</tr>
</tbody>
</table>
What We’ve Learned: Overall

Successful LEAs:
• Ensure coordination when multiple persons contribute to IEPs.
• Integrate Positive Behavior Support Plan throughout the IEP.
• Integrate therapies, services, etc.
• Develop a system to monitor overall quality of IEPs.
• Develop a system to ensure that progress is monitored and reported in meaningful ways.
• Ensure coordination of delivery of services.
IDEA 2004 Requirement:
Summary of Academic Achievement and Functional Performance

“For a child whose eligibility under special education terminates due to graduation from secondary school with a regular diploma, or due to exceeding the age of eligibility, the local education agency shall provide the child with a summary of the child’s academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child’s postsecondary goals.”

300.305 (e)(2)(3)

The SAAFP should:

• Be completed during the final year of a student’s high school education (Within 60 days of issuance of the NOREP)
• Be useful and relevant
• Summarize individual student abilities, skills, needs and limitations
• Provide recommendations to support successful transition to adult living, learning and working
The SAAFP should:

• Be designed to assist the student in identifying supports in postsecondary settings, the workplace, and the community.

• Help the student better understand the impact of his/her disability and articulate individual strengths and needs as well as supports that would be helpful in post-school life

• The completion of the SAAFP may require the input from a number of individuals including the student, parent, special education teacher, regular education teacher, school psychologist, related services personnel or agency representatives.

Remember when completing the SAAFP that the services and accommodations a student is entitled to receive in high school are not the same as those provided in post secondary settings.

(Eligibility vs. Entitlement)
Now that all of the LEAs have been trained, what is the plan for the future regarding secondary transition in Pennsylvania?
Facilitate Self-Assessment

• Self-evaluate and identify gaps in current practices, including contextual factors that impact transition
• Examine and analyze multiple sources of data
• Strengthen transition practices by:
  – Articulating a vision for effective transition programming.
  – Identifying strategies to encourage engagement of students, parents and other partners in the transition process.

Elements of Effective Transition Programs

[Diagram showing the intersection of Program Structures, Individualized Process, Youth Participation, and Partnerships]
Elements of Effective Transition Programs

• **Partnerships**
  – Parents/families
  – General education including CTE
  – Community including employers
  – Agencies
  – Post-Secondary Education and Training

Elements of Effective Transition Programs

• Youth **Participation** and Engagement
  – Participating in IEP process
  – Developing
    • Self-Awareness
    • Self-Advocacy
    • Self-Determination Skills
Elements of Effective Transition Programs

• Program Structures and Characteristics: the context for secondary transition
  – Overall skill development including College and Career Readiness
  – Policies and Procedures
  – Resources
  – Professional Development

What resources and supports are available in Pennsylvania?
PA’s Secondary Transition Website

www.secondarytransition.org

Topical Pages:

- Agencies & Supports
- Community Living
- Employment
- Financial Supports & Services
- Health Care
- Post Secondary Ed & Training
- Recreation & Leisure
- School
- Self Determination
The Pennsylvania Community on Transition is a group of various stakeholders from across Pennsylvania who work collaboratively to ensure appropriate transition outcomes for Pennsylvania youth and young adults.

How We Came to Be...

- The 1999 IDEA Memorandum of Understanding (MOU) set the stage for major efforts at the state level to develop a unified plan for transition in Pennsylvania.

- The PA Community on Transition, supported by the Transition State Leadership Team (SLT), is a result of this effort.
PA Community on Transition: Our Stakeholders

Transition State Leadership Team comprises

- Departments of Education, Health, Labor and Industry, Public Welfare
- Ten Agencies
- Young Adults
- Parent Organizations
- Advocates
- Higher Education
- Employers…..

PA Community on Transition: Our Stakeholders (cont.)

- Local Transition Coordinating Councils
- PA Youth Leadership Network
- Transition Leaders at all levels and roles across the Commonwealth

_all making a difference for youth and young adults_
PA Community on Transition: Our Shared Vision & Common Goals

All PA youth and young adults with disabilities will:

- successfully transition to the role of productive, participating adult citizens
- be empowered to recognize their talents, strengths and voice
- have equal access to resources that will promote full participation in the communities of their choice.

PA Community on Transition: Year-Round Strategy

- The PA Community of Practice on Transition has been strengthened by using a year-round strategy to connect our work:
  - Annual Statewide Transition Conference
  - COP Capacity Building Training Sessions (“Effective Practices” for 2013-14)
  - Local Transition Coordinating Council Events
- The State Leadership Team serves in a coordinating capacity
Local Transition Coordinating Councils (TCC)

Primary Purpose:

- To coordinate communication between local adult service providers, educators, parents and community business leaders in order to share information and develop collaborative working relationships to support the transition need of high school students with disabilities and their families, who are seeking post-secondary training or education, employment opportunities and independent access to community resources.

A great resource for building transition partnerships!

Additional Resources

- National Post School Outcome Center (NPSO) http://www.psocenter.org/
- National Dropout Prevention Center for Students with Disabilities (NCPD-SD) http://www.dropoutprevention.org/
- National Secondary Transition Technical Assistance Center (NSTTAC) http://www.nsttac.org
- Career Education and Work Standards http://www.pacareerstandards.com
What is the 2013-14 Plan for Secondary Transition in Pennsylvania
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