National Perspectives on Transition: College and Career Readiness for All Students

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Mary Morningstar - University of Kansas
Ed O’Leary – Technical Assistance and Continuing Education (TACE), Region 8
Trends in Postsecondary Education for Students with Disabilities

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Importance of Postsecondary Education (PSE)

– Important for a young adult’s career growth, well-developed technical skills, and successful employment experiences.

– 29% of youth with disabilities between the ages of 20 to 24 are employed compared to 61% of their counterparts without disabilities (U.S. Department of Labor, 2011).

– PSE is even more significant for individuals with autism who often define themselves by their employment than their social network.

(Getzel, 2012)
Trend: Students in Postsecondary Institutions

- Government Accounting Office (GAO, 2009) estimates 19.2 million students enrolled in 2 and 4-year institutions.
- 2.1 million (10.8%) were identified with a disability.
- Number is probably low due to non-disclosure by students with “invisible” disabilities.

Advisory Commission on Accessible Instructional Material, 2011
Enrollment Trends of Students with Disabilities

- Enrollment continues to increase. Some estimates are that 1 in 11 of freshmen entering PSE have disabilities.

- NLTS2 results (eight years post high school):
  - 60% of the students continued on to postsecondary education
  - Most were more likely to enroll in 2 year colleges pursuing academic studies more than vocational
  - 63% of PSE students identified as having a disability in high school did not consider themselves to have a disability by the time they transitioned to higher education
  - 28% of PSE students with disabilities identified themselves as having a disability and informed their postsecondary schools of their disability.
<table>
<thead>
<tr>
<th>Disability Type</th>
<th>AHEAD % (2011)</th>
<th>NCES % (2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Disabilities</td>
<td>28.16%</td>
<td>31%</td>
</tr>
<tr>
<td>ADD or ADHD</td>
<td>20.21%</td>
<td>18%</td>
</tr>
<tr>
<td>Psychological condition</td>
<td>15.59%</td>
<td>15%</td>
</tr>
<tr>
<td>Health impairment</td>
<td>9.25%</td>
<td>11%</td>
</tr>
<tr>
<td>Mobility impairment</td>
<td>6.20%</td>
<td>7%</td>
</tr>
<tr>
<td>Hard of hearing or Deaf</td>
<td>3.25%</td>
<td>4%</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>2.79%</td>
<td>2%</td>
</tr>
<tr>
<td>Vision impairment</td>
<td>2.61%</td>
<td>3%</td>
</tr>
<tr>
<td>Intellectual disabilities</td>
<td>2.40%</td>
<td>3%</td>
</tr>
<tr>
<td>Temporary impairment</td>
<td>2.01%</td>
<td>N/A</td>
</tr>
<tr>
<td>Autism</td>
<td>1.94%</td>
<td>2%</td>
</tr>
<tr>
<td>Speech/language impairment</td>
<td>0.72%</td>
<td>1%</td>
</tr>
<tr>
<td>Deaf-blind</td>
<td>0.09%</td>
<td>N/A</td>
</tr>
<tr>
<td>Other</td>
<td>4.79%</td>
<td>3%</td>
</tr>
</tbody>
</table>

Range of disabilities in postsecondary institutions as surveyed by the Association on Higher Education and Disability (AHEAD) and The National Center For Education Statistics (NCES)

AIMS, 2011
Graduation Rates

• For students at 4-year institutions, 34.8% (below 51.2% for general student population)

• For students at 2-year institutions, 29.4%

• For students enrolled in vocational/technical programs, there is a 54.6% completion rate
Trend: Emerging Populations

Students with psychiatric disabilities
- In 2000, 12.1% of SWD had psychiatric disabilities in PSE
- In 2010, 24.3% of SWD had psychiatric disabilities in PSE

Veterans
- PTSD/TBI/ABI
  - Availability of documentation may be difficult
  - Change in environment is difficult

Students with Autism (ASD)

Students with Intellectual Disabilities
Trend: Experiences of PSE Students with Autism

– Structured interviews conducted with 19 students with autism representing 2 and 4 year colleges (varying in size of college and public or private)

(Getzel, 2012)
# Academic Services Needed

<table>
<thead>
<tr>
<th>Academic Service</th>
<th># of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manage my stress</td>
<td>13</td>
</tr>
<tr>
<td>Manage my time</td>
<td>12</td>
</tr>
<tr>
<td>Talk with my professors</td>
<td>12</td>
</tr>
<tr>
<td>Organizational skills</td>
<td>10</td>
</tr>
<tr>
<td>Decide what accommodations to request</td>
<td>9</td>
</tr>
<tr>
<td>Locate helpful technology</td>
<td>8</td>
</tr>
</tbody>
</table>

(Getzel, 2012)
Non Academic Information Needed

Most Frequent Response: Social Experiences

– I don’t have any.
– It is like I’m a positive magnet and so is everyone else, when I walk into a room, people retract away from me.
– My study time consumes me. I have no friends.
– I’m not intentionally being rude when communicating. Also, I do not understand a lot of jokes. I don’t go to loud parties or loud social events. I say I am busy or I have to study. I don’t know how to talk to my professors. For example, to get a recommendation from one of my professors I role played what my mom and boyfriend told me to say.
– I’m socially awkward and don’t know how to stay friends.
– I am anxious at social events.

(Getzel, 2012)
What Would You Change about Your College Experience?

– Would have friends
– Educate campus as a whole
– Talk with others with similar disability
– Get relevant internship and job experiences
– Be more organized, turn things in on time
– Been more prepared – note taking classes

(Getzel, 2012)
Trend: Students with Intellectual Disabilities

• Higher Education Opportunity Act (2008)
  ▪ Definition of Intellectual Disability
  ▪ Financial Aid eligibility
  ▪ Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSIDs)
    - 27 TPSIDs/23 states to work with another 26 IHEs (N=53)
    - 5 Community Colleges lead grantee & another 15 Community Colleges will participate (N=20)
    - 22 4-year colleges & universities

(Hart, 2012)
What Do We Know – Jobs

Of the 507 TPSID students from 2010-2011:

- 165 (33%) students held a paid job
- 28 students had two distinct jobs for a total of 193 jobs
- 43% were individuals who had never had a paid job at or above minimum wage prior to TPSID
- 55% of jobs held by TPSID students were individual paid jobs

(Hart, 2012)
Issues of Curricular Access

- Textbooks
- Course packs
- Online learning systems
- Websites, blogs, ftp’s, drop-boxes, e-mail, chats
- Last minute materials
- And more

(Hamlin-Smith, AHEAD)
Accessible Instructional Materials (AIM)

• All PSE students with print disabilities should receive accessible instructional materials in a timely, cost-effective way

• Materials can be obtained form Access Text Network, American Printing House for the Blind, Bookshare Alliance, Learning Ally, or each postsecondary institution.

• Instructional materials include:
  - printed and digital books
  - journals
  - course packs
  - music
  - tests
  - videos
  - instructor-created PDFs and PPTs
  - hardware
  - software
  - library databases
  - “rich media” (audio, video, animation)

AIMS, 2011
Trend: Documentation Guidelines

• With the ADA Amendments Act of 2008, Congress rejected the heightened standard for demonstrating disability that the Supreme Court articulated in a series of decisions and emphasized that it intended the protections of the ADA to be applied broadly. Revised Title I regulations state that “the primary purpose” of the ADA amendments “is to make it easier for people with disabilities to obtain protection under the ADA.”

(Hamlin-Smith, AHEAD)
Sources and Forms of Documentation

- Primary Documentation: Student’s self-report
- Secondary Documentation: Observation and Interaction
- Tertiary documentation: Information From External or Third Parties (i.e., IEP, SOP, history of RtI)

AHEAD, April 2012
Critical Areas Needed to Persist in College

– Self-determination skills

– Self-management skills

– Technology

– Internships or other career related experiences

– Academic skills, esp. in English and mathematics
Suggestions for Getting Students Ready for Postsecondary Education

• Encourage students and their parents to start early in the fall to apply for postsecondary education options

• Ensure that students participate in general education curricula as much as possible, especially in English and math

• Explicitly teach self-advocacy skills and encourage students to disclose their disabilities in their next environment

• Teach students the latest applications of technology to remove barriers or improve access; if you don’t know this, either learn or find someone else who does

• Encourage students and their families to visit IHEs and DSS offices

• Use the Summary of Performance along with other authentic measures
Suggested Resources

– Think College: thinkcollege.net

– Going to College: www.going-to-college.org

– I’m Determined: IMdetermined.org


– Autism & the Transition to Adulthood: Success Beyond the Classroom: Wehman, Smith, & Schall

(Getzel, 2012)
Other Resources


Stephan Hamlin-Smith, Executive Director, Association on Higher Education and Disability (www.ahead.org)

Debra Hart, Institute for Community Inclusion, UMass Boston (ici@umb.edu)

Elizabeth Getzel, Director of Postsecondary Education Initiatives, Virginia Commonwealth University
Additional Career (and college) Readiness for Students with Disabilities

Catherine Fowler, NSTTAC

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Outcomes for Student with Disabilities as measured by Indicator 14

FY 2009 Federal Median Percentage for Each Measure

- **A**: higher education (sd=11.78) with 26.8%
- **B**: higher education, competitive employment (sd=13.87) with 56.3%
- **C**: higher education, competitive employment, other postsecondary education, other employment (sd=15.35) with 72.45%


School year 2008-09 leavers.
Using Transition Indicators to Improve What We Do

Post-School Outcomes
~Indicator 14~
- Postsecondary education and/or training
- Employment
- Independent living

Dropping Out
~Indicator 2~
- Why?
- Appropriate programs?
- Address student and family needs?

Graduation
~Indicator 1~
- Expectations and standards?
- Various pathways available?
- Linkage to post-school environments?

What’s the Quality of Our IEPs?
~Indicator 13~
- Measurable post-school and annual goals
- Transition-related assessments
- Course of study, services, and activities
- Coordination of services

Good?

Not so good?

Why? Why Not?
TRANSITION SERVICES FLOW CHART

Age-Appropriate Transition Assessments
- Needs
- Strengths
- Preferences
- Interests

Write Measurable Postsecondary Goals
- Education/Training
- Employment
- Independent Living, as appropriate

Identify Transition Services
- Instruction
- Related Services
- Community Experiences
- Development of Adult Living Objectives

Write the Course of Study

Write the Annual IEP Goals

Seattle University - Center for Change in Transition Services, 2010
Using “what works”

- In planning (courses/programs of study, transition services, student involvement in the process)
- In instruction (annual goals, high quality instruction, evidence-based instruction)

- Considering multiple pathways
- Relevant instruction
- Student supports
Practices vs. Predictors

- **Practices** = classroom and community-based instructional strategies derived from experimental research studies

- **Predictors** = interventions that occur while a student is in-school that lead to improved post-school outcomes; derived from correlational research studies
Implications for Practitioners

• Design classroom and community programs around EBPs and predictors
• Develop IEP goals and objectives using EBPs
• Identify transition services or client supports using predictors
• Provides a common language for practitioners
Examples of Postsecondary Goals

Education/Training: (The fall) after high school, Jodi will attend the (Customer Service Representative course offered through the Pathways to Employment program at Central Piedmont) Community College.

Employment: (Within three months) after graduation, Jodi will be competitively employed, (working 20 or more hours, in the retail industry with time limited supports of a job coach).
Jodi’s postsecondary goals (continued)

Independent Living: Jodi will assume responsibility for a share of living expenses by saving money earned at work and following a budget set by Jodi and her parents.

What are some possible transition services (predictors) that can be part of Jodi’s IEP?

What specific practices could be a part of Jodi’s IEP or other plans for skill development?
Implications for Policymakers/ Administrators

• Guide professional development and program design
• Create a common language for practitioners
• Use data to guide selection of practices to implement
  • Coaching
  • Evaluating
• Implementing in stages (takes time!)
Welcome to NSTTAC

NSTTAC is updating some of the resources that you use on the website. If you have a problem downloading something that you are looking for, please e-mail us at nsttacmail@uncc.edu and we’ll try and get you what you need. Thank you.

What’s New

- 2012 Capacity Building Institute
  Transition Team Leader Sustainability Toolkit
## New-Revived Resource

### Youth to Work Coalition

<table>
<thead>
<tr>
<th>Type of WBL</th>
<th>Businesses/Employers</th>
<th>Service Providers (schools, adult services, advocacy groups, universities/researchers/personnel prep programs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Exploration</td>
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<tr>
<td>Job Shadowing</td>
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<tr>
<td>Work Sampling</td>
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<tr>
<td>Service Learning</td>
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<tr>
<td>Internships</td>
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<tr>
<td>Apprenticeships</td>
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<tr>
<td>Paid Employment</td>
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<td></td>
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<tr>
<td>Mentoring</td>
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</tbody>
</table>

will be at [www.nsttac.org](http://www.nsttac.org) by November
Using Transition Indicators to Improve What We Do

Post-School Outcomes
~Indicator 14~
- Postsecondary education and/or training
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Not so good?

Why? Why Not?

Good?

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What’s the Quality of Our IEPs?
~Indicator 13~
- Measurable post-school and annual goals
- Transition-related assessments
- Course of study, services, and activities
- Coordination of services
What Happens in High Schools Matters for Youth with Disabilities

Mary Morningstar, Ph.D.
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Where Did Secondary School Reform Come From?

• **Before 1995** (Standards-based reform, school to work reform, comprehensive school reform....)


• **2000** (ish): Bill & Melinda Gates *College-Ready for All*

• **2002**: Partnership for 21st Century Skills (P21).

• **2004** (ish): Response to Intervention

• **2005**: National Governor's Association *P-16 Cradle to College Systems*

• **2006**: National High School Center launched

• **2010**: National Governors’ Association (NGA) & Council of Chief State School Officers (CCSSO) *College and Career Ready Standards (CCSS)*

• **2010**: National Assoc. of State Boards of Ed *High School Redesign*
Multi-Tiered Models of School Reform

Academic Systems & Intervention

Behavioral Systems & Interventions

Tier 1: Core Instructional Interventions

Tier 2: Targeted Group Intervention

Tier 3: Intensive & Individualized

Features of Transition-focused RTI model:
- Integrated school resources
- Progress monitoring systems in place
- Greater levels of intensity
- Interventions ensure student engagement

Transition-Focused Systems & Interventions: College and Career Readiness
What’s Different about Secondary Schools?

• Developmentally different learners
  – Student engagement in learning
  – Youth literacy – student interest + out of school discourse

• Demands of curriculum and environment
  – Curricular demands sophisticated language tools to obtain information and concepts
  – Structure and culture of schools
  – Sense of urgency
  – Teacher roles = content specialists
  – High stakes for graduation

• Postschool outcomes for youth
  – 74% graduation rate among HS freshmen
  – Societal costs of dropouts
  – Lowest-performing readers most likely to drop out (3.5-20 times greater risk)
  – College to Career Readiness
Creation of P-16 Systems

• NGA: dropout rates concerns
• Unified governance system P-16
• Seamless transition to postsecondary
• Aligning standards & curriculum
• Promising practice, most lack authority
• Some excellent models

From: The Council of State Governments (2009)
College and Career Readiness Standards (CCRS)

- Council of Chief State School Officers (CCSSO) and National Governors Association (NGA) *Common Core State Standards (CCSS)*
- CCRS = CCSS
- National *Career* Standards have not be sanctioned

- SCANS Skills (1990)  
- Are They Ready to Work? (2006)  
- P-16 Councils  
- Next Generation Learners (2009)  
  [http://www.ccsso.org/What_We_Do/Next_Generation_Learners.html](http://www.ccsso.org/What_We_Do/Next_Generation_Learners.html)
PARCC States
Additional Resources

• [www.corestandards.org](http://www.corestandards.org) – resources and current information on the adoption and implementation of the Common Core State Standards

• [www.commoncore.org](http://www.commoncore.org) – a curriculum mapping project for resources regarding instruction and curriculum design, associated with the Core Standards


• [www.parcconline.org; www.smarterbalanced.org](http://www.parcconline.org; www.smarterbalanced.org)

• [www.ideapartnership.org](http://www.ideapartnership.org) - Collection on Core Standards

• [www.nsttac.org](http://www.nsttac.org) – 101 on CCR
Navigating the National High School Improvement Landscape

Each state profile accessed through this map features the national high school improvement initiatives at work in the state as well as the state's high school graduation requirements as of the 2008-09 school year.

Each state profile also compares high school requirements with what is required of students entering state university systems. In some cases, there is a gap between what high school students need to accomplish to graduate and what is expected by state college and university systems.

http://www.betterhighschools.org/map/default.asp
Federal Initiatives Worth Noting

Ed O’Leary
Region 8 TACE
Topics Worth Noting

- Results Driven Accountability – OSEP
- Transition Bill
  Students with Disabilities: Better Federal Coordination Could Lessen Challenges in the Transition from High School
- Indicator 13 – Transition Services
OSEP is currently rethinking its accountability system in order to shift the balance from a system focused primarily on procedural compliance to one that puts more emphasis on results.

OSEP believes it is critical that resources be aligned to support improved educational results and functional outcomes.

The current system places heavy emphasis on procedural compliance without consideration of how the requirements impact student learning [and functional] outcomes.

The IDEA requires that the primary focus of IDEA monitoring be on improving educational results and functional outcomes for children with disabilities, and ensuring that states meet the IDEA program requirements.

"For too long we've been a compliance-driven bureaucracy when it comes to educating students with disabilities," ... we need to focus on results.

U.S. Secretary of Education Arne Duncan
Results Driven Accountability Effort—Question Four

 Posted on September 19, 2012 by Guest Blogger

OSEP's Office of Special Education Programs (OSEP) appreciates the comments and suggestions posted in response to the RDA questions one, two, and three. OSEP will accept comments on question 4 until October 19, 2012.

RDA Question #4:

OSEP is committed to developing a results-driven accountability (RDA) system that leads to increased state and local capacity to improve academic results and functional outcomes for children with disabilities. As part of this effort, OSEP asked the National Center on Educational Outcomes (NCEO) to work with a small group of stakeholders and assessment experts to provide input on measures that could be used to review states’ performance results of their students with disabilities who receive special education services. The group’s recommendations are contained in a report, Using Assessment Data as Part of a Results-Driven Accountability System: Input from the NCEO Core Team (Word | PDF). In addition, OSEP asked NCEO to develop sample approaches for how measures included in the report could be used by OSEP, which are included in the companion report: Sample Approaches for Using Assessment Data as Part of a Results-Driven Accountability System (Word | PDF). What is your feedback on these reports? What other data sources may be useful as we move forward in the development of a RDA system?
Steve says:

• The Secretary has called for this paradigm shift because the mosaic that constitutes Free Appropriate Public Educations (FAPEs) across this nation has previously emphasized the [IEP] form rather than their functional outcomes. *Procedural compliance vs. results*

• The domains that constitute outcomes are key. Being the parent of a child with a disability, a special educator and an advocate for the rights of people with disabilities, I believe those domains should include employment and community integration, in addition to academic competence. These domains populate the universe of educational and functional outcomes. *These domains are transition outcomes.*

• Asking the right question is fundamental to sound statistical analysis. I assert the better question at this point should be: *To what extent do the outcomes articulated in the transition plans for students with disabilities correlate to the actual outcomes?*

http://www.ed.gov/blog/2012/09/results-driven-accountability-effortquestion-four/
Transition Bill

Transition from School to Post-School Life
Supporting Student Success in Adult Environments thru Secondary-Level Practices

- **Senator Tom Harkin** (IA) – Senate Chair – Committee on Health, Education, Labor & Pensions
- **Michael Gamel-McCormick** – Senior Policy Advisor
- **Dr. Lyman Dukes** – Chair Governmental Relations Committee – DCD-T
Transition Bill

Employment and VR would be a significant component

*The need for a focus on secondary-level transition practices*
- Transition is a young field mandated in 1990
- We have a great deal to learn in order to improve transition outcomes for students.
- Post-school data demonstrates progress, but it also indicates that more progress must be made.

*Research funding has driven innovation.* When research-based strategies are implemented, student prospects improve.

*Postsecondary experiences improve outcomes for all students with disabilities.* Consider whether it is time to promote transition for all students, not just students with disabilities.
Key points:

**Improve Self-Determination Skills**
- Provide instruction in self-advocacy / self-determination
- Focus upon student leadership of the IEP / transition process
- Focus upon the development of goal attainment skills

**Improve Postsecondary Education Participation**
- Support high expectations and participation of students with disabilities in state accountability systems.
- Opportunities for all to have postsecondary experiences – e.g., Dual enrollment programs.
- Support continued [TPSID](#) (Transition & Postsecondary Programs for Students with Intellectual Disabilities) funding – at risk unless we can demonstrate improved outcomes. 27 Grantees – 5 years. [University of Arizona - $500,00 – Stephanie MacFarland]
Transition Bill

Key points:

Improve Employment Participation

• Paid, integrated employment before leaving school
• Focus upon career exploration beginning no later than middle school
• Support postsecondary experiences

Improve Independent Living Outcomes

• Support postsecondary independent living goals for all students with disabilities

Increase Research Funding

• Support continued TPSID funding
• Support the continued development of an evidence-based practices to serve all students with disabilities and ensure that research penetrates the secondary classroom

Support university-level transition-focused personnel preparation programs
Students with Disabilities: Better Federal Coordination Could Lessen Challenges in the Transition from High School

July 2012

Why GAO Did This Study

The transition out of high school to postsecondary education or the workforce can be a challenging time, especially for students with disabilities. Multiple federal agencies fund programs to support these students during their transition. In 2003, GAO reported that limited coordination among these programs can hinder a successful transition.

GAO was asked to provide information on the:
(1) challenges students with disabilities may face accessing federally funded transition services; and
(2) extent to which federal agencies coordinate their transition activities.

What GAO Did

1. Reviewed relevant federal laws, regulations, and agency documents from Education, HHS, Labor, and SSA, which administer the key programs that provide transition services.

2. Administered a data collection instrument to gather program information from these agencies.

3. Interviewed various stakeholders, including state and local officials, service providers, parents, and students with disabilities, in five states selected based on the number of federal grants they received to fund transition services.
What GAO Found

Students with disabilities face challenges accessing services that may assist them as they transition from high school into postsecondary education or the workforce.

Eligible students with disabilities are entitled to transition planning services during high school, after leaving high school, to receive services they must apply as adults and establish eligibility for programs administered by multiple federal agencies.

Students with disabilities may face delays in service and end up on waitlists if these programs are full.

While all five states have taken steps to coordinate their transition services and assist families, officials said that it is still difficult for students and their parents to navigate and for providers to coordinate services across different programs.

Officials and parents also noted a lack of sufficient information or awareness of the full range of service options available after high school on the part of students, parents, and service providers.

State and local officials said students with disabilities may not be adequately prepared to successfully transition to life after high school. This may be due, in part, to limited opportunities to engage in vocational and life skills training or obtain work experience while in school.
What GAO Found

The Departments of Education (Education), Health and Human Services (HHS), and Labor (Labor), and the Social Security Administration (SSA) coordinate transition activities to some degree, but their coordination has limitations and they do not assess the effectiveness of their efforts.

One coordinating body involves all four agencies and focuses on transition services. However, that group’s primary coordination activity is information sharing among staff-level representatives rather than developing common outcome goals and establishing compatible policies for operating across agencies.

Agency officials told GAO that a lack of compatible outcome goals for transitioning students and differences in statutory eligibility criteria are among the barriers that hinder interagency coordination for this population.

While agencies collaborate to some extent, their efforts represent a patchwork approach and there is no single, formal, government-wide strategy for coordinating transition services for students with disabilities. Moreover, it is unclear what impact coordination has on service provision because agencies do not assess the effectiveness of their coordination activities.
What GAO Recommends

To improve the provision of transition services for students with disabilities, GAO recommends that Education, HHS, Labor, and SSA develop an interagency transition strategy that addresses:

(1) operating toward common outcome goals for transitioning youth;

(2) increasing awareness of available transition services; and

(3) assessing the effectiveness of their coordination efforts.

All four agencies agreed with the recommendation.

Another Coordinated Effort (Coming Soon!)

PROMISE Initiative [www.ed.gov/promise/]

Promoting Readiness of Minors in Supplemental Security Income (PROMISE)

- Department of Education
- Department of Health and Human Services
- Department of Labor
- Social Security Administration
Indicator 13
transition services
## Indicator 13
### Cutting EdJ System Data

Percent of Indicator 13 Items Met by Year

<table>
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<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Invite of student</td>
<td>61%</td>
<td>66%</td>
<td>76%</td>
<td>90%</td>
</tr>
<tr>
<td>MPG Education Training</td>
<td>35%</td>
<td>43%</td>
<td>77%</td>
<td>93%</td>
</tr>
<tr>
<td>MPG - Employment</td>
<td>31%</td>
<td>38%</td>
<td>75%</td>
<td>92%</td>
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<tr>
<td>Annual IEP Goal</td>
<td>64%</td>
<td>64%</td>
<td>87%</td>
<td>98%</td>
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<tr>
<td>MPG’s Updated</td>
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<td>0%</td>
<td>0%</td>
<td>98%</td>
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<tr>
<td>Transition Services</td>
<td>60%</td>
<td>73%</td>
<td>91%</td>
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<tr>
<td>Transition Assessment</td>
<td>43%</td>
<td>55%</td>
<td>77%</td>
<td>90%</td>
</tr>
<tr>
<td>Course of Study</td>
<td>58%</td>
<td>60%</td>
<td>79%</td>
<td>93%</td>
</tr>
<tr>
<td>Invitation – Outside Agency</td>
<td>63%</td>
<td>81%</td>
<td>84%</td>
<td>93%</td>
</tr>
<tr>
<td>OVERALL</td>
<td>9%</td>
<td>17%</td>
<td>39%</td>
<td>79%</td>
</tr>
</tbody>
</table>
### Indicator 13
Cutting EdJ System Data

Percent of Indicator 13 Items Met by Year

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Invite of student</td>
<td>88%</td>
<td>91%</td>
<td>94%</td>
</tr>
<tr>
<td>MPG Education Training</td>
<td>90%</td>
<td>89%</td>
<td>92%</td>
</tr>
<tr>
<td>MPG - Employment</td>
<td>89%</td>
<td>88%</td>
<td>91%</td>
</tr>
<tr>
<td>Annual IEP Goal</td>
<td>92%</td>
<td>92%</td>
<td>93%</td>
</tr>
<tr>
<td>MPG’s Updated</td>
<td>95%</td>
<td>97%</td>
<td>97%</td>
</tr>
<tr>
<td>Transition Services</td>
<td>95%</td>
<td>98%</td>
<td>98%</td>
</tr>
<tr>
<td>Transition Assessment</td>
<td>88%</td>
<td>83%</td>
<td>89%</td>
</tr>
<tr>
<td>Course of Study</td>
<td>90%</td>
<td>88%</td>
<td>90%</td>
</tr>
<tr>
<td>Invitation – Outside Agency</td>
<td>96%</td>
<td>90%</td>
<td>97%</td>
</tr>
<tr>
<td><strong>OVERALL</strong></td>
<td><strong>70%</strong></td>
<td><strong>64%</strong></td>
<td><strong>79%</strong></td>
</tr>
</tbody>
</table>
Indicator 13
Cutting EdJ System Data
2012 – 2013
N = 1,051

Student invitation
• Parent Notice – student listed as someone who will be invited.

MPG’s
• Not measurable “will pursue, would like, wants to”.
• Practice/process not a goal “continue work on, enroll in work study class”.

Assessment
• Missing
• Older than one year

Course of study
• Not specific “electives”
• Not multi-year
• No relationship to MPG’s
Indicator 13 – Transition Services

Six Years of Efforts and Data – what works

Resources, Information, Explanations, Examples

- NSTTAC
- State Department of Education materials and websites
- University websites
- Journals, articles, research – Evidence Based Practices, Enhanced Practices, Predictors

Staff development and training

If it is possible to 90% or > by item - it is possible to get to 90% or > for all IEP’s
Indicator 13 – Transition Services

JUST DO IT
Contact Us

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• Ed – eoleary@rapidnet.com