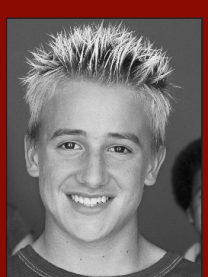

Transition to Adult Living

An Information and Resource Guide

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Acknowledgements

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Transition to Adult Living: An Information and Resource Guide was prepared by California Services for Technical Assistance and Training (CalSTAT), at the California Institute on Human Services, Sonoma State University.

CalSTAT is a specially contracted project (No. 0127) of the California Department of Education (CDE), Special Education Division. CalSTAT is supported by federal funds received from the CDE.

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This document can also be downloaded free of charge from the CalSTAT Publications website: *www.calstat.org/info.html*.

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Introduction

> *"Working with our partners, we will create a dynamic, world-class education system that equips all students with the knowledge and skills to excel in college and careers, and excel as parents and citizens."*
>
> — Vision: the California Department of Education

Post-School Outcomes and Secondary Transition Services

Transition to Adult Living: An Information and Resource Guide was designed to help students and their families, local education agencies, teachers, communities, and state agencies facilitate the movement from school to post-school activities. This guide supports compliance with federal and state law by showcasing research on best practices in secondary transition that help youth move into adult roles.

The guide also provides technical assistance in the appropriate implementation of the transition requirements of the Individuals with Disabilities Education Improvement Act of 2004 (also called, the Individuals with Disabilities Education Act of 2004, or IDEA '04). The revision of this guide reflects the Final Regulations of IDEA '04. The guide further supports implementation of California legislation that has a direct impact on the transition from school to adult living of students with disabilities, such as the High School Exit Exam and Certificates of Educational Achievement or Completion.

In addition to the legal requirements of state and national laws and regulations, this guide uses as a foundation the National Standards and Quality Indicators for Transition, developed by two national organizations supported by the U.S. Department of Education's Office of Special Education Programs (OSEP): the National Center on Secondary Education and Transition[1] and the National

1 The National Center on Secondary Education and Transition completed its final year of funding in 2005. Effective January 1, 2006, through December 31, 2010, the National Secondary Transition Technical Assistance Center (NSTTAC), funded by the U.S. Department of Education's Office of Special Education Programs (OSEP), is the new national provider for technical assistance, available at: *www.nsttac.org/*.

Alliance for Secondary Education and Transition. The underlying assumption is that implementing these systematic practices will provide a solid foundation for compliance with federal and state transition laws and, more importantly, improve post-school outcomes for youth with disabilities.

The educational practices presented in this guide are suggestions and not legal mandates, although many of them support the implementation of the transition requirements of the IDEA. The guide contains activities, services, and resources that are designed to meet the needs of a diverse student population. Given the geographic and demographic diversity of California, careful consideration of local needs, resources, and educational policy should be made when organizing schools and planning instruction to facilitate transition.

Readers are encouraged to use the strategies, resources, and tools that are included in this guide as references, and to modify or adapt them as needed. Given the nature of today's information technology, current listings of resources, research, and promising practices may change rapidly. The most current information will be provided on the California Department of Education, Special Education Division, website: *www.cde.ca.gov/sp/se/*.

The goal to improve post-school outcomes for students with disabilities is best reached through coordination between secondary education and post-school endeavors. However, the focus of this guide is on implementing the mandates of the IDEA '04.

Post-School Outcomes Drive the Need for Secondary Transition Services

Since the passage of federal legislation ensuring a free appropriate public education for individuals with disabilities, studies have investigated the effectiveness of these programs by examining various post-school outcomes, such as graduation and drop-out rates, postsecondary education, employment, income, living arrangements, and leisure activities. Although some improvement is noted (National Longitudinal Transition Study-2, 2005), studies comparing individuals both with and without disabilities indicate that students with disabilities continue to experience lower high school graduation rates, lower college entrance and graduation rates, and higher rates of poverty. Comments from the National Leadership Summit on Improving Results for Youth support this statement:

> *National studies and reports have repeatedly documented that compared to their non-disabled peers, students with disabilities are less likely to receive a regular high school diploma, drop out twice as often, enroll in and complete post secondary education programs at half the rate, and are employed at approximately one-third the rate (32% compared to 81%) (National Center for Education Statistics, 2000; National Council on Disability, 2003; National Longitudinal Transition Study-2, 2005).*

The National Organization on Disability reports similar findings:

> *The mission of the National Organization on Disability (NOD) is to expand the participation and contribution of America's 54 million men, women, and children with disabilities in all aspects of life by raising disability awareness through programs and information. Part of NOD's information gathering involves the commission of Harris and Associates, which conducts periodic surveys of the status of individuals with disabilities. The most recent survey, released June 24, 2004, indicates a continuing trend from previous surveys conducted in 1986, 1994, 1998, and 2000:*
>
> - *People with disabilities remain twice as likely to drop out of high school (21 percent compared to ten percent).*
> - *Only 35 percent of people with disabilities reported being employed full or part time, compared to 78 percent of those who do not have disabilities.*
> - *Three times as many people with disabilities live in poverty, with annual household incomes below $15,000 (26 percent compared to nine percent).*
> - *People with disabilities are twice as likely to have inadequate transportation (31 percent compared to 13 percent).*
> - *A much higher percentage of people with disabilities go without needed health care (18 percent compared to 7 percent).*
> - *People with disabilities are less likely to socialize, eat out, or attend religious services than their counterparts without disabilities.*
> - *Not surprisingly, given the persistence of these gaps, life satisfaction for people with disabilities also trails, with only 34 percent saying they are very satisfied with their lives, compared to 61 percent of those without disabilities.*

To reverse this trend, the IDEA of 1990 and its subsequent amendments require services and activities that promote planning and preparation for the student's future.

Further Information

National Longitudinal Transition Study-2, 2005
www.nlts2.org/index.html

National Organization on Disability
www.nod.org

Notes:

Section 1

Legal Requirements and Best Practices

The Individuals with Disabilities Education Improvement Act

This section briefly describes the history of transition services language in the individualized education program (IEP) required by the Individuals with Disabilities Education Improvement Act (IDEA '04). It proceeds to explain the requirements of the IDEA '04 through a question-and-answer format.

The IDEA of 1990 required planning for post-school transition at IEP meetings for all students with disabilities. The law required that students be invited to attend the IEP meeting and that transition services and planning be addressed in the following areas:

- Instruction
- Employment and other post-school adult living objectives
- Community experiences
- If appropriate, daily living skills
- Functional vocational evaluation

The IDEA of 1997 further expanded transition planning in the IEP to include related services necessary to achieve the activities stated in the transition plan and required procedures for the transfer of legal rights from the parent to the student upon reaching the age of majority under state law.

Q. Are education agencies responsible for preparing students for their futures?

A. Yes. IDEA '04 continues to reinforce the intention that education agencies will assist students to successfully transition from school to adult living. Its purpose clearly states the legislative intent that education agencies prepare students for life after leaving school:

> *(d) PURPOSES.—The purposes of this title are—*
>
> *(1)(A) 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.*** (Section 601, emphasis added)

What It Means

The primary purpose of the IDEA is to ensure that children and youth with disabilities have a right to a free appropriate public education; but it also means that education agencies will prepare them for activities after leaving school. These activities include attending college, training for employment, getting a job, living independently, and participating in the life of the community.

Q. What is the definition of "transition services"?

A. The definition of transition services in the IDEA '04 explains how improving a student's academic and functional achievement will improve the transition from school to adult living:

> *(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 postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.* (Section 602, emphasis added)

What It Means

The IDEA expects that local education agencies, community and state agencies, and families will work together to design educational programs that prepare students with disabilities for life after leaving school. The IDEA lists specific results: improved academic and functional achievement that will offer youth choices in adult life. These choices include continued education, employment, and the ability to assume adult roles.

California Department of Education 2008

Q. What is the coordinated set of activities designed to help students move from school to adult living?

A. The definition of transition services is a coordinated set of activities. The activities to which the IDEA refers have a concerted purpose: to help students move successfully from school to adult living. Improving a student's academic and functional performance while in school increases the student's chances for a better future. Best practices involve helping the student understand the connection between school and careers, coordinating all stakeholders—the student, the family, the school, and other service providers—and having the student's goals for the future as the focus of all activities.

The definition further clarifies that transition services are based on the student's interests and include the areas of instruction, community experiences, developing employment or other goals (such as further education), and any other related services the student may need to achieve his or her long-term goals.

> *(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 postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;*
>
> (continued)

What It Means

General and special educators coordinate activities with the student to assist the student in identifying his or her strengths, interests, and preferences for post-school activities—such as further education, training, or employment—and to help the student achieve those goals.

General and special educators coordinate activities to ensure that students with disabilities receive a standards-based or functional education, individually determined according to student need, with appropriate supports, services, accommodations, and modifications to be successful in school and beyond school. Additionally, students receive instruction and engage in activities that prepare them for the world of work and community.

Local education agencies coordinate with community and state agencies involved with higher education, employment training, and services for adults with disabilities to better inform students about the options available after leaving school.

Local education agencies work with families to develop transition plans designed to help students reach their future goals and, ideally, provide information to families about post-school options and adult services for their children.

(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. (Section 602)

Q. What is the required transition services language in the IEP?

A. The definition of transition services in the IDEA '04 further explains that transition planning is student-centered and focused on the student's goals. Specific areas must be addressed in transition planning in the IEP. Transition services refer to a set of activities that:

(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. (Section 602, Article 34)

What It Means

The definition of transition services clarifies that when education agencies and families develop transition services language in the IEP, it must be based on the student's strengths, interests, and ideas about what he/she wants to do when finished with school. Students may not know what they want to do after leaving school or they may not have realistic goals; so the transition services language should include activities that help students make informed decisions to formulate realistic goals that match their unique personalities, interests, and preferences.

Once student interest and preference have been identified, the IDEA identifies the following areas to be addressed in transition services language in the IEP: *(next page)*

California Department of Education 2008

Areas to Be Addressed . . .

. . . in transition services language in the IEP

Instruction

The IEP is an individualized instructional and support plan for students with disabilities. The transition planning, activities, and services detailed in the IEP align instruction with the student's post-school goals. For most students, participation in a standards-based instructional program will provide them the requisite skills to enter college, further training, or employment. Many students benefit from seeing the connection between school and career by participating in school- and work-based instructional experiences, while others may need more intensive functional skills training to enter the world of work.

Related services

The plan must describe any related services the student may need—such as transportation to a work experience or career counseling—to help the student prepare for his or her future goals.

Community experiences

Instructional activities may take place in the community, such as community-based instruction, to help students generalize the skills learned in the classroom to the real world.

Employment

All students should have employment related language in their IEP. For some students this may be a goal to enter higher education in order to obtain a degree leading to their career choice. Other students may need job training or supported employment; and for others still, going to work right after leaving school may be the goal. Regardless of what the goals are, schools should help students identify their goals and develop plans that prepare the students to achieve them.

Daily living skills and functional evaluation

(if appropriate)

Some students need specific instruction and activities in order to learn to take care of themselves and live as independently as possible. Some students may need a functional evaluation to determine which skills they will need to develop so that they are able to enter employment or live independently.

Q. When must transition service language be included in the IEP?

A. Not later than the student's sixteenth birthday. The point in time when transition language must be added to the IEP for students with disabilities was raised from the age of 14 in the IDEA of '97 to the age of 16 in the IDEA '04. However, for many students, beginning transition services earlier than 16 may be appropriate. And the IDEA '04 allows for it:

> *(VIII) beginning not later than the first IEP to be in effect when the child is 16, and updated annually thereafter.*
> [Section 614(d)(1)(A)(i)]

What It Means

The IEP that is developed on or before the student's sixteenth birthday must contain transition service language. If the student turns 16 before the next scheduled IEP meeting, the IEP team is required to develop transition services language and identify needed services during the IEP when the student is 15 years old, so that the plan is in effect when the student turns 16. However, it may be appropriate for many students to begin discussing the connection between school and careers as early as elementary school. For other students it may be appropriate to include transition services language in the IEP during middle school or when the student moves from middle to high school in order to identify appropriate courses of study that support the student's post-school goals.

Q. What are measurable postsecondary goals?

A. The IDEA '04 adds a new requirement for transition services language in the IEP, the development of measurable postsecondary goals based on age-appropriate transition assessments. The IEP for students 16 years old or younger, if appropriate, must contain:

> *(aa) appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills;*
>
> *(bb) the transition services (including courses of study) needed to assist the child in reaching those goals.*
> [Section 614(d)(1)(A)(i)(VIII)]

What It Means

The use of the term "goal" to describe both what students want to happen once they leave school and also to describe what schools must do to help students achieve their long term objectives can be confusing. The IDEA '04 requires transition services language in the IEP to include postsecondary goals, or the student's aspirations for his or her future. The IDEA '04 also requires annual goals in the IEP to help students achieve their goals for the future. Annual, measurable goals in the IEP should be written each year to help the student achieve his or her post-school goals. *(more . . .)*

more about . . . Measurable Postsecondary Goals

The annual goals must be designed and reasonably calculated to assist students to achieve their long-term goals and must be included in the IEP no later than the student's sixteenth birthday, or earlier if appropriate. The postsecondary goal is what the student wants for his or her future in terms of higher education, training, semployment, and independent living. The annual, measurable goals in the IEP are what schools will do to help the student in high school, or earlier if appropriate, to achieve long-term goals.

The annual goals must be based on age-appropriate transition assessments in the areas of training, education, and, if appropriate, independent living. They must also support the student's postsecondary or long-term goals for the future. (Samples of measurable annual goals that support postsecondary goals in the area of employment, education or training, or independent living are included in Appendix F, page 140.)

Additionally, the transition services language must include any needed transition services, including a course of study that a student may need to accomplish his or her post-school goals. Some examples of needed transition services may include participation in career exploration and preparation experiences, career guidance counseling, and establishing connections with adult service providers. Samples of statements of needed transition services are included in Section 2, page 42.

Q. Do measurable transition goals repeat measurable annual academic and functional goals?

A. The IDEA '04 does not require that transition services language in the IEP repeat what was already addressed in another section of the IEP:

> *(ii) RULE OF CONSTRUCTION.—Nothing in this section shall be construed to require—*
>
> *(I) that additional information be included in a child's IEP beyond what is explicitly required in this section; and*
>
> *(II) the IEP Team to include information under 1 component of a child's IEP that is already contained under another component of such IEP.* [Section 614(d)(1)(A)]

What It Means

If academic and functional achievement goals are developed in another section of the IEP, it is not necessary to repeat them again. Likewise, if the student's courses of study are described in another section of the IEP, it is not necessary to repeat them again. What should be included are measurable goals that will support the student's post-school success. Examples of measurable transition goals are included in Section 2, pages 36–39.

Q. Is a new evaluation necessary when the student leaves school?

A. If a student's eligibility is discontinued because of graduation with a general diploma, not a certificate; or when a student reaches the age of 22, a new evaluation is not required:

> *(B) EXCEPTION.—*
>
> *(i) IN GENERAL.—The evaluation described in subparagraph (A) shall not be required before the termination of a child's eligibility under this part due to graduation from secondary school with a regular diploma, or due to exceeding the age eligibility for a free appropriate public education under State law.* [Section 614(c)(5)]

What It Means

The IDEA '04 does not require an assessment or evaluation when the student leaves school either by earning a general diploma or "aging out" of eligibility. However, the IDEA '04 adds the requirement that, upon exit from school, either by graduation with a general diploma or "aging out" of eligibility, the school will provide the student with a Summary of Performance that will assist the student in reaching his or her post-school goals.

Q. What is a "summary of academic achievement and functional performance"?

A. The Summary of Performance is a new requirement in the IDEA '04. The summary is prepared by the school and provided to the student when he/she leaves school, either by graduating with a general diploma or reaching the age of 22. The summary will offer the student a document that summarizes his or her academic and functional performance with recommendations about what accommodations and supports the student may need to enter post-school activities, such as training, higher education, employment, and independent living.

> *(ii) SUMMARY OF PERFORMANCE.—For a child whose eligibility under this part terminates under circumstances described in clause (i), a 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 post-secondary goals.*
> [Section 614(c)(5)(B)]

What It Means

The Summary of Performance is not a new section of the IEP or a new evaluation. The summary of academic achievement and functional performance details existing achievement data and provides recommendations about the supports and services students will need to achieve their post-school goals. Best practices involve the student in the preparation of the summary and include the student's goals for the future. At a minimum, the student's academic and functional levels are listed, along with recommendations for the supports the student will need in post-school activities. Education agencies are required to provide students with disabilities with a Summary of Performance upon exit from school.

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Q. Are local education agencies still required to inform students about their rights upon reaching the age of majority?

A. Yes, the IDEA '04 continues the requirement of notifying the student and family that educational rights convert to the student upon reaching the age of majority, which is 18 years old in California:

> *(cc) beginning not later than 1 year before the child reaches the age of majority under State law, a statement that the child has been informed of the child's* ***rights*** *under this title, if any, that will* ***transfer to the child on reaching the age of majority*** *under section 615(m).* [Section 614(d)(1)(A)(i)(VIII), emphasis added]

What It Means

No later than age 17, the student and family must be informed that, upon reaching the age of 18, educational rights are given to the student. This means that the student and not the parent will give consent to educational decisions, including placement and services, and sign all educational documents, including the IEP. Best practices will continue to involve the family in all discussions and decisions; but upon reaching the age of majority, final decisions are the student's right.

This may be challenging for families of students with significant cognitive disabilities; however, in California, the only avenue for families to retain educational rights for their sons or daughters is through a legal process called conservatorship. Obtaining conservatorship is the responsibility of the family, not the educational agency. An explanation of this process and resources for families is included in Section 4, Family Involvement, page 59.

Further Legal Clarifications

The references cited here are from Public Law 108-446, the Individuals with Disabilities Education Improvement Act of 2004, 20 USC 1400. Additional guidance may be obtained from the Final Regulations [34 CFR Parts 300 and 301] published in the *Federal Register*, Vol. 71, No. 156, on Monday, August 14, 2006, which went into effect October 13, 2006. Both the statute and regulations are available at: *www.ed.gov/policy/speced/guid/idea/idea2004.html*. See Appendix A (page 97) for transition-related legal references from the U.S. Department of Education, Office of Special Education Programs (OSEP). See Appendix B (page 100) for a side-by-side comparison of transition-related references from the IDEA '97 and IDEA '04.

More Information

U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs: *www.ed.gov/about/offices/list/osers/osep/index.html*

California Department of Education, Special Education Division: *www.cde.ca.gov/sp/se/*

National Center on Secondary Education and Transition: Key provisions on transition, comparing IDEA of 1997 to IDEA '04: *www.ncset.org/*

National Secondary Transition Technical Assistance Center (NSTTAC): *www.nsttac.org/*

Notes:

California Department of Education 2008

Transition Standards and Quality Indicators for Secondary Education and Transition

The U.S. Department of Education, Office of Special Education Programs (OSEP), provides funding for research, technical assistance, and information dissemination to assist educational programming for children and youth with disabilities. The work of two OSEP-funded programs, the National Center on Secondary Education and Transition and the National Alliance for Secondary Education and Transition, focuses specifically on improving secondary education and transition.

The National Center on Secondary Education and Transition (NCSET) coordinates national resources, offers technical assistance, and disseminates information related to secondary education and transition for youth with disabilities in order to create opportunities for youth to achieve future success.

The National Alliance for Secondary Education and Transition (NASET) is a national, voluntary coalition of more then 40 organizations and stakeholders with wide-ranging perspectives. The goals of NASET are to identify what youth need in order to achieve successful participation in postsecondary life and to address significant issues of national scale that have an impact on the provision of effective secondary education and transition services and policies for all youth.

NCSET and the NASET developed National Standards and Quality Indicators for Secondary Education and Transition (abbr. National Standards and Quality Indicators for Transition). The standards are framed around five main content areas identified as critical to successful post-school transition: schooling, career preparatory experiences, youth development and leadership, family involvement, and connecting activities.

This guide builds on the framework provided by the National Standards and Quality Indicators for Transition. The primary purpose of this guide is to provide technical assistance to local education agencies in the implementation of the transition requirements of the IDEA '04.

The IDEA '04 mandate to include transition service language in the IEP, described in the previous section, represents the minimum requirements for transition planning and services. The National Standards and Quality Indicators for Transition represent best practices in secondary education and transition. However, as the following comparison of the transition services language in the IDEA '04 and the National Standards and Quality Indictors illustrates, implementing best practices supports compliance and, ultimately, improved post-school outcomes for youth with disabilities.

More Information

To evaluate local education agencies and schools on implementation of the standards and quality indicators, be sure to review the following:

- Appendix C: The National Standards and Quality Indicators for Transition
- Appendix D: National Standards for Secondary Education and Transition Self-Assessment Tool

The following chart compares the five essential components of effective practice from the National Standards and Quality Indicators for Transition with key selections of the IDEA '04 as it relates to secondary transition. The comparison is offered to demonstrate the strong connection between the IDEA and best practices in secondary education and transition.

National Standards	Transition Services in IDEA '04
Schooling is the process of imparting knowledge and skills to individuals through curriculum and instruction, experiential learning, and work-based learning. Effective schooling provides individuals with the necessary tools to become productive citizens, pursue higher education and lifelong learning, engage in meaningful employment, and work toward achieving their life goals.	*(VIII) beginning not later than the first IEP to be in effect when the child is 16, and updated annually thereafter—* *(aa) appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills;* *(bb) the transition services (including courses of study) needed to assist the child in reaching those goals.* [Section 614(d)(1)(A)(i)]
Career preparatory experiences are designed to help young people prepare for success in postsecondary education, a career, and/or independent living. Preparatory activities include career awareness, career exploration, and career assessment tied to classroom learning; employability skills training; and work experiences. Appropriate career preparatory experiences allow youth to explore a variety of career opportunities while identifying their career interests, abilities, and potential need for accommodation and support. Career preparatory activities help young people make informed decisions necessary for successful transition into careers.	*(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.* (Section 602, Article 34)
Youth development and leadership is a process that prepares a young person to meet the challenges of adolescence and adulthood and to achieve his/her full potential. Youth leadership is part of the youth development process and promotes self-awareness and the ability to set personal and vocational goals and have the self-esteem, confidence, motivation, and abilities to carry them out, as well as the ability to guide or direct others and serve as a role model.	*(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 postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.* (Section 602)

National Standards	Transition Services in IDEA '04
Family involvement is defined as family participation in promoting the social, emotional, physical, academic, and occupational growth of youth. Successful family involvement relies on meaningful collaboration among youth, families, schools, and agencies.	*(B) INDIVIDUALIZED EDUCATION PROGRAM TEAM.—The term "Individualized Education Program team," or "IEP Team," means a group of individuals composed of—* *(i) the parents of a child with a disability* [Section614(d)(1)(B)(i)] . . . *(cc) beginning not later than 1 year before the child reaches the age of majority under State law, a statement that the child has been informed of the child's rights under this title, if any, that will transfer to the child on reaching the age of majority under section 615(m).* [Section 614(d)(1)(A)(i)(VIII)(cc)]
Connecting activities refers to a flexible set of services, accommodations, and supports that help youth gain access to and achieve success within chosen post-school options. Post-school options may include postsecondary education, community service, employment, mental and physical health care, access to transportation, access to financial planning advice and management, and participation in leisure or recreational activities, as well as a number of other adult roles.	*(ii) SUMMARY OF PERFORMANCE.—For a child whose eligibility under this part terminates under circumstances described in clause (i), a 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.* (Section 614)

Further Information

National Center on Secondary Education and Transition:
www.ncset.org/

National Secondary Transition Technical Assistance Center (NSTTAC), is the new national provider for technical assistance available at:
www.nsttac.org/

National Alliance for Secondary Education and Transition:
www.ncset.org/websites/naset.asp

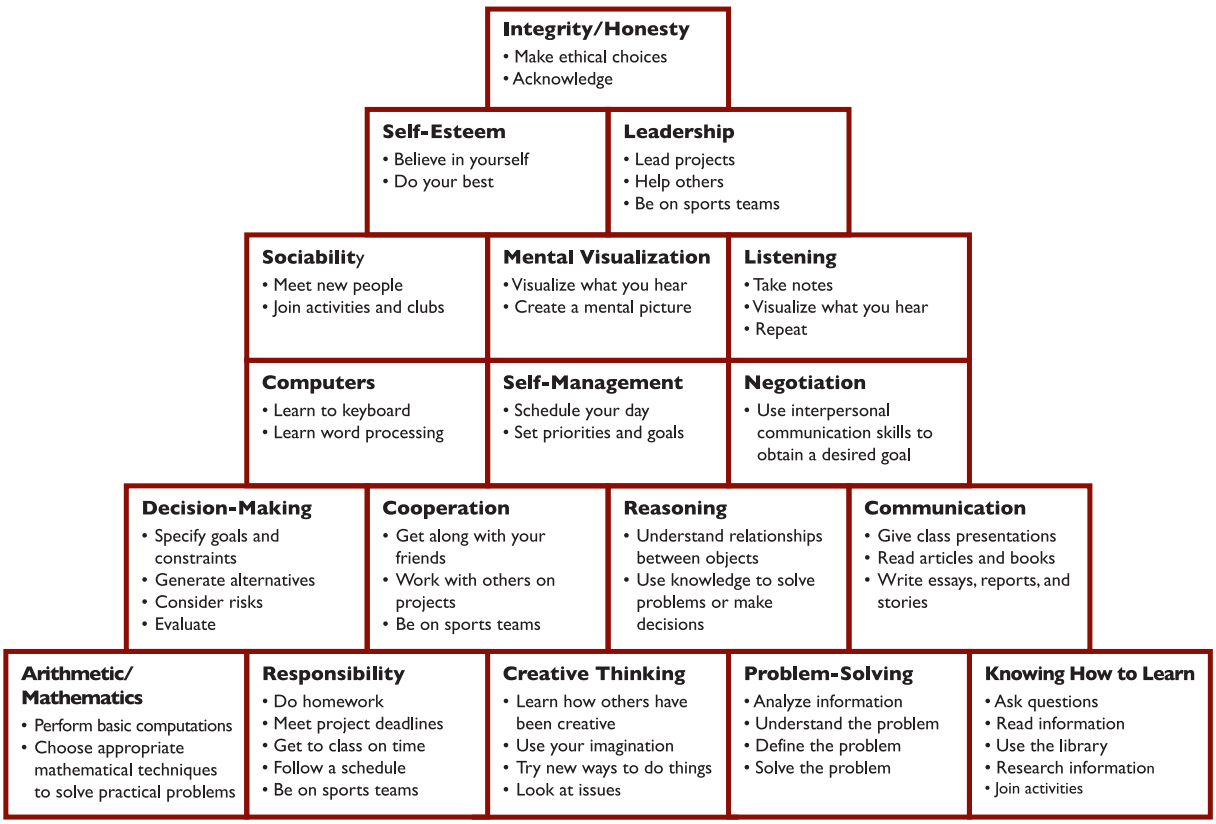
More details on other evidence-based school transition research and practices can be accessed at:
www.ncwd-youth.info/resources_&_Publications/pub-bank

Employment Skills for All

A particularly important focus of the transition from school to adult living is the development of employment and life skills. The workplace is a dynamic, constantly changing environment that requires adaptability and certain essential skills. The following minimum skills are required for today's workplace:

- The ability to read at a basic level
- The ability to perform basic mathematics operations
- The ability to work in groups with persons of various backgrounds
- The ability to communicate, both orally and in writing
- The ability to use personal computers to carry out simple tasks, such as word processing

The attainment of these essential skills may be a challenge for some students with disabilities. However, the demands of the workplace have increased. Therefore, we must provide all students with an opportunity to develop these academic and workplace skills to the full extent of their ability. In addition, all students must demonstrate skills and traits that employers value, such as the employability skills defined in the U.S. Secretary of Labor's Commission on Achieving Necessary Skills (SCANS at *http://wdr.doleta.gov/SCANS/*).



The Secretary of the U.S. Department of Labor appointed a commission to determine the skills young people need to succeed in the world of work. The commission's fundamental purpose was to encourage a high-performance economy characterized by high-skill, high-wage employment. Although the commission completed its work in 1992, its findings and recommendations continue to be a valuable source of information for individuals and organizations involved in education and workforce development. The following table illustrates the skills necessary for today's workforce.

The SCANS report identified workplace competencies or personal attributes required to acquire and retain a job:

- **Accountability for actions:** Accepts assignments and then accepts responsibility for carrying out the assignment, including the results achieved
- **Appearance:** Dresses appropriately for the position and maintains personal hygiene
- **Appropriate behavior:** Demonstrates accepted social and work behaviors such as manners, personal hygiene, and conversation skills
- **Attitudes:** Is courteous, flexible, willing to learn, and cooperative; and has a pleasant personality
- **Common sense:** Demonstrates the capacity of making sound and prudent decisions
- **Continual learning:** Seeks out opportunities to gain new knowledge or to learn new skills
- **Cooperativeness:** Works cooperatively with others and contributes to the group with ideas, effort, and suggestions
- **Dependability:** Can be relied upon to show up for work and to work after showing up
- **Flexibility:** Readily adapts to new, different, or changing job conditions
- **Goal-setting ability:** Demonstrates internal motivation by striving for successful performance in the workplace without prompting
- **Motivation:** Possesses an urge or desire to achieve goals and objectives without external prompts
- **Punctuality:** Shows up for work on time, all the time
- **Respect:** Recognizes position in the employment hierarchy
- **Responsibility:** Exerts a high level of effort and perseverance toward goal attainment
- **Work habits:** Demonstrates a work ethic appropriate to the culture of the company with respect to attendance, punctuality, enthusiasm, neatness, and perseverance

(Contributed by Linda Rogaski, Workforce Inclusion Policy Section Manager, Workforce Services Branch, California Employment Development)

All of these goals will not be attainable for every student. However, the expectation is that whatever kind of work the students do, it will be productive and valued. In addition, the expectations for other activities in their lives is that they will contribute to the students' sense of well-being and satisfaction.

Students with disabilities also need instruction and support in acquiring life skills, also known as functional skills. Curricular content in life skills should emphasize instruction in the following areas:

- Personal responsibility
- Social competence
- Interpersonal relationships
- Physical and mental health
- Independent living
- Employability skills
- Occupational awareness
- Recreation and leisure skills
- Consumer skills
- Community participation

Students should have opportunities to learn and practice life skills, explore their communities, participate in various paid and unpaid work experiences, and develop friendships and other personal relationships.

If they are to find personally satisfying job opportunities, students need to participate in decision-making processes around choosing a career. To clarify the role of education in preparing young people for careers, the National Career Development Guidelines (NCDG) were developed in 1989. These provided a framework of career development competencies and indicators of mastery, along with a recommended strategy for implementing career development programs for youth or adults. Since much has changed since 1989, the U.S. Department of Education's Office of Vocational and Adult Education commissioned the Guidelines Revision Project in 2003 to update and revise the framework of competencies and indicators to align with the goals of No Child Left Behind, expand the target audiences, and create a robust career development website to deliver NCDG information, learning activities, and strategies.

National Career Development Guidelines (NCDG)

The guidelines are arranged into three domains: personal social development, educational achievement and lifelong learning, and career management. Each of these is further defined through the following goals:

Personal Social Development Domain

- Develop understanding of yourself to build and maintain a positive self-concept.
- Develop positive interpersonal skills, including respect for diversity.
- Integrate growth and change into your career development.
- Balance personal, leisure, community, learner, family, and work roles.

Educational Achievement and Lifelong Learning Domain

- Attain educational achievement and performance levels needed to reach your personal and career goals.
- Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

Career Management Domain

- Create and manage a career plan that meets your career goals.
- Use a process of decision-making as one component of career development.
- Use accurate, current, and unbiased career information during career planning and management.
- Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.
- Integrate changing employment trends, societal needs, and economic conditions into your career plans.

The California Department of Education developed the Career Technical Education Model Curriculum Standards, which are aligned to California's workforce development needs and embody the goals of the NCDG, to prepare students for the employment opportunities that exist in California.

Obtaining basic skills in literacy and mathematics is fundamental to employment in the twenty-first century, but other employability skills—such as being responsible, thinking creatively, knowing how to solve problems, and getting along with others—are also essential in today's workplace. In California, the adoption of rigorous curricular standards in English-language arts (which includes listening, speaking, reading, and writing) and mathematics provides a solid foundation for higher education, employment training, or actual employment. Although meeting the standards is challenging for some students with disabilities, it is expected that, with appropriate instruction and supports, many will be able to do so.

Further Information

Secretary's Commission on Achieving Necessary Skills
http://wdr.doleta.gov/SCANS
National Career Development Guidelines
www.acrnetwork.org/ncdg.htm
California Career Technical Education Model Curriculum Standards
www.cde.ca.gov/ci/ct/sf/

California Department of Education 2008

Culturally and Linguistically Diverse Students

The culturally and linguistically diverse population in California provides unique opportunities and challenges for transitioning students with disabilities from school to adult life. The value of developing educational, vocational, and other service agency awareness of a student's cultural and linguistic community cannot be underestimated for achieving an inclusive, culturally competent society. Cultural competence is defined as a set of behaviors, attitudes, beliefs, and values that enable people to work effectively between cultures.

Programs that exemplify culturally competent principles and values have the following characteristics:

- A clearly defined philosophy and policy based on cultural dynamics and inclusion
- A strong emphasis on the importance of family
- Staffing patterns that reflect the ethnic makeup of the population served
- An emphasis on training, education, and curriculum development to address cultural issues

The importance of having staff that speak the language of the student cannot be overemphasized. A language match between families and schools helps people feel comfortable and respected. In the absence of a professional who speaks the student's language and who is sensitive to the family's customs, a paraprofessional from the community could be included on the IEP team that develops the transition plan.

Culturally sensitive practices that promote family participation in transition planning meetings include the following:

- Using culturally sensitive assessment tools
- Utilizing transition personnel who possess adequate and appropriate training, knowledge, sensitivity, and skills related to the student with a disability and the unique community of the family
- Being aware of the degree of integration and acculturation of the family
- Learning about the family's attitudes and beliefs toward disabilities
- Understanding the family's child-rearing practices, family structure and norms, and cultural attitudes toward adult independence
- Showing respect for the family's cultural values and mores
- Recognizing the communication style of the family
- Learning about the family members' goals for their child's future
- Viewing all family members as equal partners during the IEP meeting
- Conducting meetings in locations and times that are convenient for the family
- Arranging child care, if needed, so that the family can attend the transition meeting

- Using interpreters who are both bilingual and bicultural
- Assuring language accessibility in print materials
- Limiting the use of jargon during meetings
- Locating transition services within the family's community

The culturally competent practices described above, along with the transition requirements of IDEA '04, can provide a catalyst for improved post-school outcomes for students from diverse backgrounds, and they can be applied in urban or rural California schools.

Further Information

The National Center for Culturally Responsive Educational Systems (NCCRESt), a project funded by the U.S. Department of Education's Office of Special Education Programs, provides technical assistance and professional development to close the achievement gap between students from culturally and linguistically diverse backgrounds and their peers, and to reduce inappropriate referrals to special education. The project targets improvements in culturally responsive practices, early intervention, literacy, and positive behavioral supports. Go to *www.nccrest.org/about.html* for the NCCRESt website.

Section 2

The Individualized Education Program: A Foundation for Secondary Transition

The individualized education program (IEP) is the foundation and central procedural safeguard for implementing the transition service language requirements of IDEA '04 and provides a foundation to implement the standards of effective transition planning. *Transition Requirements: A Guide for States, Districts, Schools, Universities, and Families* (Storms, O'Leary, and Williams, 2000) was developed with funding from the U.S. Department of Education, Office of Special Education Programs, to assist IEP teams with the development of effective transition plans in accordance with the transition requirements of IDEA '97.

Storms, O'Leary, and Williams suggest that the concept of transition generally involves three major activities:

1. Coaching every student, along with his or her family, to think about goals for life after high school and to develop a long-range plan to get there
2. Designing the high school experience to ensure that the student gains the skills and competencies needed to achieve his or her desired goals
3. Identifying and linking students and families to any needed post-school services and supports

Transition planning is an essential step in preparing students with disabilities to assume adult roles. Transition planning should focus on students' future goals, empowering them to create a personal vision and identifying opportunities to help them meet their current needs as they transition into postsecondary education and training, employment, and quality adult life.

Transition planning promotes the development of education and career plans based on self-awareness and awareness of various career and education options, promotes independence, and establishes linkages to adult services and supports. Students are subsequently able to enter the next system prepared to make informed decisions about postsecondary education, the community, and the workplace.

Quality transition planning promotes the ability in students to advocate for themselves, develop their own IEPs, and be aware of and able to apply the laws that mandate access and accommodation after they leave school, such as the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.

The successful transition of students with disabilities is the responsibility of all members of the transition planning team and requires considerable collaboration among team members. The roles and responsibilities of team members include the following:

- Parents must advocate for their children within the educational system and the agency structure, believe in them, and play the role of educator in the home environment.
- Students must accept the responsibility to be engaged, responsible individuals who attend school regularly, participate in setting goals for the future, and identify how those goals will be achieved.
- Educators must accept the responsibility to immerse youth in the learning process with a standards-based, contextual learning approach to teaching that includes school- and work-based learning experiences.
- Agency personnel must treat each student as an individual and be committed to meeting each student's needs by determining what services the agency might provide and coordinate.

If everyone on the IEP team accepts these transition planning responsibilities, collaborates effectively, and follows through on the agreed-upon transition services, students with disabilities will have a greater chance of leaving school fully prepared and enthusiastic about their futures.

Effective Transition: Planning through the IEP

The following provides an overview of transition planning in the IEP process that is aligned to the National Standards and Quality Indicators for Transition and the IDEA '04 requirements for transition. Although many of the Standards and Quality Indicators are applicable to the transition sections of the IDEA '04, only a few are featured here as examples of alignment between best practices and legal requirements.

An important beginning to transition planning involves the decision as to whether or not the student will obtain a general diploma or a Certificate of Achievement or Completion. In California, a Certificate of Achievement or Completion is not the same as a general diploma. Students who chose this option remain eligible for special education until the age of 22, even if they participate in a graduation ceremony to receive the certificate. The IEP team may consider the following questions to determine if the student may receive a general diploma or a Certificate of Achievement or Completion:

1. In grades K–8, has the student received a standards-based curriculum or a functional curriculum?
2. In grades K–8, has the student taken the California Alternate Performance Assessment (CAPA)?

Whichever path the student takes, effective transition planning, instruction, and services will promote a more successful post-school outcome.

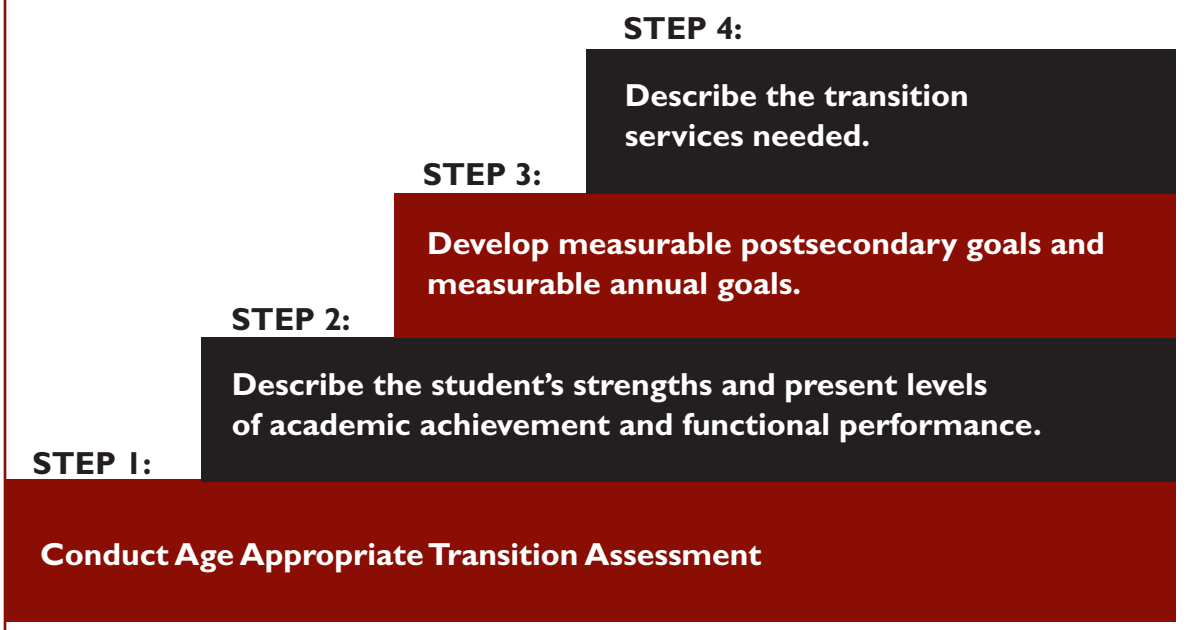
Examples of two students—one with a mild-to-moderate disability working toward a general diploma and another with a moderate-to-severe disability working toward a Certificate of Achievement or Completion—are featured in this document, along with a sample IEP and transition goals for each. The student examples were adapted from the 2001 edition of *Transition to Adult Living: A Guide for Secondary Education*.

Beginning not later than the first IEP, to be in effect when the student is 16 and updated annually thereafter, the IEP for every student should become future-directed and goal-oriented; it should also be based on the student's strengths, preferences, and interests. The concept of transition should be an integral component of discussion and decisions developing the IEP. In order for transition to be the focus of the IEP and not a separate piece, changes must be made in the way information is gathered and the IEP is developed. Considerations for improving the IEP process include:

- Beginning by identifying the student's post-school goals
- Thinking long-range instead of only in terms of the current year
- Focusing on student's strengths and abilities, not on identified deficits
- Constructing IEP forms that reflect transition as the focus of the entire IEP
- Expanding IEP team members and their roles

The following steps for IEP development are adapted from Storms, O'Leary, and Williams: *Transition Requirements: A Guide for States, Districts, Schools, Universities, and Families* (2000).

Steps for Developing Transition Plans in the IEP



Included in each of the above steps are the following:

- The IDEA '04 sections related to transition
- The National Standards and Quality Indicators for Transition
- A description of how students, families, and teachers can be involved in the process
- Examples of transition language in the IEP, with sample goals and services

Step 1:
Conduct Age Appropriate Transition Assessment

Student-focused planning is based on the student's strengths, preferences, and interests. Self-determination and advocacy skills are critical to ensuring that planning and implementation end up being student-focused. It is critical that teachers and families support students in identifying post-school goals and the steps needed to achieve their goals

IDEA '04	Standard and Quality Indicator
(34) Transition services.— *(B) is based on the individual child's needs, taking into account the child's strengths, preferences, and interests.* [Section 612(a)(5)]	**Schooling** *1.1.4* Each youth completes an individual life plan based on his or her interests, abilities, and goals. *1.4.4* Students have the opportunity to participate in all meetings in which decisions may be made concerning their individual school and post-school plans. **Career Preparatory Experiences** *2.4.2* Youth complete career assessments to identify school and post-school preferences, interests, skills, and abilities. **Youth Development and Leadership** *3.2.4* Youth participate in varied activities that encourage the development of self-determination and self-advocacy skills. **Family Involvement** *4.3.1* School staff use a formal process to help youth and families identify their strengths and needs and to connect them with other youth and families.

Step 1, continued

The following suggests what the student, the family, and the teacher can do to help students understand their unique interests and preferences, so they can make informed, personalized career choices.

The student must have completed age-appropriate transition assessments in order to accurately identify his or her strengths, preference and interests on the IEP. In order to be effective, the assessment process should be ongoing throughout the school year. A comprehensive list of age appropriate transition assessments, information, and resources may be found in Appendix E. Students should also answer the following questions:

- What are my goals for the future?
- What do I need to do to achieve those goals?
- If I don't know what I might like to do in the future, what can I do now to find out what I might like?

IEP teams can provide the following experiences and information to assist students in answering this question.

During middle and/or high school:

- Learn about individual learning style—how the student learns best.
- Learn about individual personality types and interests.
- Identify what subjects in school are of most interest.
- Become aware of classes and other opportunities in high school and within the community that can help achieve goals.
- Participate in career exploration, such as attending job fairs, completing interest inventories, and listening to guest speakers to learn about different careers.
- Share information about potential career choices with family, friends, and teachers.
- Take high school courses that are required for graduation and career choice.
- Become involved in career preparation experiences, such as job shadowing, summer jobs, volunteering, and paid, part-time employment.
- Participate in extracurricular activities and clubs that will help achieve the identified goals.
- Learn study skills and test-taking strategies.
- Enroll in career academies, work experience, internships, job shadowing, and service-learning opportunities to gain experience in the world of work.

Step 1, continued

The family can help identify strengths, preferences, and interests by doing the following with their sons and daughters:

- Continually talk with them about their future goals.
- Help them create their goals and personal vision.
- Identify different activities that will help them accomplish these goals.
- Help them establish what they do well or would like to do better.
- Help them select needed supports so they can participate in activities of their choosing.
- Help them explore various activities they enjoy, such as social events, community activities, recreation, and work experiences.
- Reach out to the community, including friends and family, to expand their child's options.

The teacher supports students by providing a variety of activities and experiences that help them think and talk about future possibilities. Ongoing conversations should take place that address these questions:

- How is school connected to work?
- What do you want to do after high school: acquire further education or training, become employed, or join the military?
- How does a person decide what career to choose?
- Where and how do you want to live (in a college dormitory, apartment, family home, or group home; or in a supported or independent living situation)?
- How will you access the community, through public or private transportation?
- In what community activities are you interested in participating: recreation, clubs and organizations, or civic events?
- What are the laws that protect people with disabilities?

Teachers can further help guide students toward identifying strengths, preferences, and interests by providing them with experiences that demonstrate how school subjects relate to possible future careers. For example, a 16-year-old interested in the construction industry can interview people working in the various trades to gain insight into what the trade requires for entry; this will help the student determine the appropriate high school courses to take, such as Algebra I for the electrician program. The student may subsequently wish to develop an IEP goal for taking a general education class related to his career interest.

Students with more severe disabilities may be nonverbal or unable to discuss these questions. Teachers should talk with the family, peers, other service providers, and school staff about what they think the student is interested in, as well as their vision and goal for the student's future.

Step 2:

Describe the student's strengths and present levels of academic achievement and functional performance

Descriptions of the student's strengths and present levels of academic achievement and functional performance are frequently given at IEP meetings only by school personnel, such as general and special educators, speech and language therapists, and school psychologists. It is critical that students and parents be provided opportunities to participate in this step of the process, as well.

IDEA '04	Standard and Quality Indicator
(34) Transition services.— *(I) a statement of the child's present levels of academic* ***achievement*** *and functional performance.* [Section 614(d)(i), emphasis added]	**Schooling** *1.2.3* SEAs (state education agencies) and LEAs (local education agencies) use assessment and accountability systems reflecting standards that prepare graduates for successful postsecondary education experiences, meaningful employment, and civic engagement. *1.2.4* SEAs/LEAs use assessment results to review instruction and implement appropriate educational plans for each youth.

The student can contribute information about her or his strengths and present level of academic achievement and functional performance in a number of ways. Students should be able to explain their disability and needed accommodations:

I will learn to explain my disability in terms of what I need, not what I can't do.

I will learn to explain and request the accommodations I need to be successful in school and work.

I will learn about my strengths, preferences, and interests by explaining answers to the following questions:

- How do I learn best?
- What am I good at doing?
- What type of personality do I have?
- What accommodations help me to be successful in school and work?
- What are some of the jobs or careers that interest me?
- In which environment do I learn and work best?

Step 2, continued

The family can contribute to describing the student's present level of academic achievement and functional performance by:

- Sharing as much information as possible with educators and agency personnel about my son's or daughter's interests, strengths, and abilities in a variety of transition domains (such as education, employment, independent living, recreation, and leisure activities), so that accurate descriptions of present levels of performance can be developed
- Identifying accommodations that work for my child

The teacher can contribute to describing the student's present level of academic achievement and functional performance by:

- Discussing educational and transition assessment data related to the student's goals, interests, preferences, strengths, and abilities with the student and family
- Discussing supports and accommodations, including assistive technology that works for the student
- Providing information about the student's present level of academic achievement and functional performance in the following areas:
  - Independent living skills
  - Community participation skills
  - Awareness of resources, including people, places, and activities in the community
  - Career and vocational skills

Examples of two students' descriptions of their strengths:

Miguel's strengths:

I have good reading skills.

I have fair math skills.

I can follow rules and routines.

I have good computer skills.

People like me.

Lori's strengths:

I am well groomed.

I am cooperative and dependable.

I like helping others.

I like to sing and dance.

I get along with others.

Step 2, continued

Examples of two students' . . .

. . . present levels of academic achievement and functional performance developed by the IEP team:

Miguel's present levels of academic achievement and functional performance:

(With assistance from his teachers, Miguel was able to write his own report.)

Postsecondary training: I plan on going to community college and transferring to nursing school.

Academic/functional: I have above-average range of intelligence based on psycho/educational evaluations. My strengths are in visual memory, organization, and problem solving. My learning disabilities are in writing and attention. I am not sure what accommodations to use. I earned Bs and Cs in eighth grade. My grades have been lower this semester.

Employment: I frequently help my uncle with his construction business. My uncle tells me that I am a very good worker, but I would like a part-time job in a hospital.

Independent living: I function independently at home and in the community, but I don't know how much I will need to earn to live independently.

Related services: I had speech/language services until sixth grade, and I may need help getting into college.

Lori's present levels of academic achievement and functional performance:

(Because Lori has difficulty communicating, her IEP team wrote her report.)

Postsecondary training: Lori and her family receive community access and vocational training services from the regional center.

Academic/functional: Lori has difficulty communicating verbally, but clearly has interests and preferences. Her family and transition team speak on her behalf. Lori's disability is moderate mental retardation. Lori is social and enjoys being around people. She needs a variety of work experiences to decide what she likes best.

Employment: Lori has participated in office jobs or tasks (collating) and campus recycling projects with her class. She is able to work independently for 30 minutes when sure of the task.

Independent living: Lori does not have any routine responsibilities at home. She goes shopping and to restaurants with her family. She participates in her special day class community-based instruction (CBI) activity once a week.

Related services: Lori has limited verbal communication skills and receives speech therapy coordinated by the speech and language therapist and delivered by her special education teacher and paraprofessional.

Step 3:

Develop Measurable Postsecondary and Annual Goals

Measurable postsecondary goals—and measurable annual goals to support the post-school goals—should be based upon the strengths, preferences, and interests of the student. This information can be gathered from age-appropriate transition assessments.

IDEA '04	Standard and Quality Indicator
(34) Transition services.— *(VIII) beginning not later than the first IEP to be in effect when the child is 16, and updated annually thereafter—* *(aa) appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills.* [Section 614 (d)(1)(A)]	**Schooling** *1.2.4:* SEAs/LEAs use assessment results to review instruction and implement appropriate educational plans for each youth. **Career Preparatory Experiences** *2.1.4:* Youth and families understand the relationship between postsecondary opportunities and career choices, and financial and benefits planning. *2.3.1:* Youth participate in quality work experiences that are offered to them prior to exiting school (e.g., apprenticeships, mentoring, paid and unpaid work, service learning, school-based enterprises, on-the-job training, internships, etc.). *2.4.1:* Youth have multiple opportunities to develop traditional job preparation skills through job-readiness curricula and training. **Youth Development & Leadership** *3.2.3:* Youth demonstrate the ability to set goals and develop a plan. **Family Involvement** *4.1.4:* Youth and families have clear and accessible information regarding school curricula, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.

Step 3, continued

If the student's post-school goals are the starting point for transition planning, and if the transition planning steps are implemented as described above, the actual IEP meeting will focus on the student's transition goals. The IEP will become a coordinated planning document in which transition planning drives the other required IEP components. All IEP transition planning meetings should include the active participation of all team members, especially the student and family. Some ways to facilitate the active participation of these important members of the team are described below.

The student can do the following

Before the IEP meeting:

- Find out about learning styles and interests and explore the options available.
- Create a transition portfolio with the following elements:
  - Test or assessment results
  - Employment history
  - Letters of reference
  - Employer evaluations
  - Personal information
- Understand what is supposed to happen during the IEP meeting and ask teachers to explain the process if you are unsure.
- Brainstorm with others about who should be invited to the meeting; and invite people to the meeting who know, value, and support you.
- Learn to lead the meeting.
- Write out questions to ask during your meeting (have someone help write the questions, if necessary).

During the IEP meeting:

- Discuss what you have learned about yourself (such as interests or learning styles).
- Discuss what you have learned in career exploration.
- Use your transition portfolio and notes as a reference.
- Speak clearly about your thoughts and feelings about the future.
- Be open to the suggestions and ideas of others, but make sure the transition activities help you reach your goals for the future.
- Always ask questions about things you do not understand.

Another important way students can actively participate in the IEP transition planning process is by learning how to advocate for themselves when problems occur. (For more on self-advocacy, see pages 66–67 and Appendix F, pages 140–141. Also, go to SchwabLearning.Org: *www.schwablearning.org/articles.asp?r=522*; Protection and Advocacy: *www.pai-ca.org/pubs/507001.htm*; and Self Advocates Becoming Empowered, SABE, at *www.sabeusa.org/*.)

Step 3, continued

The family can do the following

Before the IEP meeting:

- Work with educators to set meeting dates at a mutually convenient time.
- Help develop the agenda.
- Invite friends, family members, or community members for additional support.
- Write out a vision statement for your son or daughter, if needed.
- Be prepared to talk about your son's or daughter's strengths and needs.
- Share information about your son's or daughter's participation in the home and community.
- Actively participate in the meeting by asking and answering questions.
- Assist your son or daughter to be actively involved in the IEP meeting.
- Have your son or daughter rehearse with you an informative presentation that clearly states his or her goals, preferences, and interests.
- Praise your son's or daughter's ability to express opinions, goals, and needs.
- Encourage your son or daughter to take responsibility for following through with activities.
- Regularly take the time to help your son or daughter evaluate how the activities are helping to meet his or her goals.

During the IEP meeting:

- Request that transition issues be discussed first.
- Make sure transition team members talk directly to your son or daughter, not about him or her.
- Keep the meeting focused on your son's or daughter's future goals.
- Model for your son or daughter effective communication, courtesy, and cooperation.
- Make sure you identify the following:
  - Your son's or daughter's post-school goals
  - His or her present levels of academic achievement and functional performance
  - Measurable transition goals, based on age-appropriate assessments, in the areas of:
    - Education or training
    - Employment
    - And if appropriate, independent living
  - The persons and agencies responsible for implementing and/or paying for the stated transition activities and services

Common Concern

A common concern that educators have about students' goals is that they may not be realistic. Rather than dash their hopes, teachers can show students additional careers in their chosen pathway that can be a back-up plan while they work on their primary goal. For example, students may say they want to be a rock or rap star. Rather than say, "That's unrealistic!" teachers can acknowledge that the entertainment field is one of California's leading industries and there are hundreds of careers in the field, from camera person to set technician and designer to performer. The teacher may then suggest that preparing for a career in the entertainment field requires high school completion and further education at a college with an entertainment and or performing arts department.

Step 3, continued

The teacher can do the following

Before the IEP meeting:

- Review student information.
- Understand and be sensitive to the customs, traditions, and values of family and community members who come from culturally and linguistically diverse backgrounds.
- Consult with colleagues, students, families, and community members to identify ways to implement culturally and linguistically sensitive transition planning procedures.

The following suggestions are offered to teachers as strategies for helping students identify attainable transition goals that reflect their current levels of performance:

- Regularly confer with students and their families to help them make a connection between the students' unique talents and capabilities and their future careers.
- Provide students with experiences that show how school relates to and prepares them for possible careers.
- Provide students with opportunities for discovering what they can do, cannot do, or could possibly do with needed supports. Schools and families should provide multiple opportunities for students to explore careers and life experiences based on their expressed interests at home, school, and in the community.
- Provide opportunities for students to share their interests with family, peers, and supportive teachers before the IEP meeting. Conversations of this type will help students develop new ideas and options about what they can do now in order to achieve their desired goals for the future.
- Encourage students to have more than one career goal.

During the IEP meeting:

- Refer to the student's post-school goals, interests, and preferences and discuss the steps necessary for the student to achieve these transition outcomes.
- Review the student's present levels of academic and functional achievement to help design annual goals.
- With the IEP team, develop and support the annual goals.
- Make a list of possible activities for instruction, community, and employment experiences that support the student's goals, interests, and preferences.
- Have a student select the activities that will support and lead to achieving his or her annual goals.
- Check with the student and his or her family to make sure the identified goals, interests, and preferences have been accurately written into the IEP.

Step 3, continued

The IDEA '04 requires that the transition section of the IEP address the following areas: education or training, employment, and if appropriate, independent living.

Examples of two students' post-school goals:*

Lori's post-school goals:

Go to an adult job-training program

Work, with support

Live in an apartment near family, with support

Miguel's post-school goals:

Go to college

Work as a nurse

Live independently

* These two students represent fictional composites. The examples about their education in this document offer ways to apply the principles of transition planning.

Step 3, continued

The following is an example of measurable annual goals that support Miguel's postsecondary goals.

Miguel takes general education classes; and he plans on graduating with a general diploma, which requires taking the California High School Exit Exam. Therefore, his goals are aligned to select California Content Standards in English Language Arts (ELA). Miguel is not yet comfortable explaining his disability or requesting the accommodations he needs to be successful in school. As a result, his first goal is designed to help him develop self-awareness and self-advocacy skills; and his second goal helps develop self-awareness that will help guide career exploration activities.

Education

Annual Goal	Measurement	ELA Standard
Self-Awareness/ Advocacy **By 1/07,** Miguel will learn about and be able to explain or write about his disability and the accommodations he needs to be successful in school and ultimately in the workplace.	**By 5/06,** Miguel will learn about famous people with the same disability as his by reading, seeing videos, and interviewing people with the same disability. **By 10/06,** Miguel will use a variety of accommodations to assist with writing to determine which is the most helpful. **By 1/07,** Miguel will explain or write about his disability and the accommodations he needs.	**Writing Applications** *9/10.2.1*: Write biographical or autobiographical narratives or short stories.
By 1/07, Miguel will assess and learn about his interests, preferences, skills, and strengths.	**By 10/06,** Miguel will assess his interests and skills by taking interest, personality, and skill inventories and assessments. **By 1/07,** Miguel will describe orally and in writing his interests, preferences, and strengths and the method he used to discover them.	**Writing Applications** *6.2.2*: Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution).

Although Miguel thinks he may want to go into the health care profession, he has not identified which career may best fit his individual interests and skills; so his employment goal will involve career exploration that is based on self-awareness assessments.

Step 3, continued

Employment

Annual Goal	Measurement	ELA Standard
Career Exploration **By 1/07,** Miguel will identify, based on self-awareness assessments, career pathways that match his individual interests and strengths.	By 5/06, At least 2 times per semester, based on self-awareness activities, Miguel will explore career clusters through electronic and text media and add the research to his Transition portfolio. By 10/06, At least 2 times per semester, based on self-assessments, Miguel will explore career clusters by listening to guest speakers, going on job shadowing experiences, field trips, and job fairs. By 1/07, Miguel will write an essay, evaluated by a teacher-made rubric with at least 80% accuracy, about the career pathways which were identified through self-assessments that match his individual interests and strengths. By 1/07, Miguel will present orally at his IEP meeting the results of his career exploration research.	**Reading Comprehension** *8.2.1*: Compare and contrast the features and elements of consumer materials to gain meaning. **Writing Strategies** *9/10.1.2, 9/10.1.4, 9/10.1.8, 9/10.1.9:* Write an essay on "The Career for Me" to demonstrate research and technology, organization, focus, evaluation, and revision. Use supporting documentation and citations from research.
By 1/07, Miguel will identify the educational or training requirements for the career pathway he is interested in.	By 5/06, At least 2 times per semester, Miguel will research through electronic and print media the educational and training requirements for the career pathway he is interested in and add the research to his transition portfolio. By 1/07, Miguel will write an essay, evaluated by a teacher-made rubric with at least 80% accuracy, explain and write about the educational and/or training requirements for the career that he is interested in, and present it at his next IEP transition planning meeting. By 1/07, Miguel will present orally at his IEP meeting the results of his research about the career education and/or training required for the career he is interested in.	**Reading Comprehension** *7.2.2*: Locate information by using a variety of consumer, workplace, and public documents. **Writing Strategies** *9/10.1.2, 9/10.1.4, 9/10.1.8, 9/10.1.9:* Write an essay on "The Pathway to My Career" to demonstrate research and technology, organization, focus, evaluation, and revision. Use supporting documentation and citations from research.

Daily living skills and a functional evaluation are not appropriate for Miguel, so goals in those areas will not be developed. Miguel has expressed his intent to live independently after high school. A measurable postsecondary goal and a measurable annual goal to support the measurable postsecondary goal should be developed.

Step 3, continued

The following is an example of measurable annual goals that support Lori's postsecondary goals.

Lori takes special education classes that focus on functional skills, such as functional academics, self-care and daily living, social and community-based instruction, and communication. Lori takes the California Alternate Performance Assessment and will receive a Certificate of Completion when she exits school; therefore, her goals are aligned to subsets of the California Content Standards and the California Alternate Performance Assessment (CAPA). Lori receives weekly community-based instruction; and part of her instruction involves functional reading, such as recognizing street signs and symbols.

Training

Annual Goal	Measurement	ELA Standard CAPA Level
Lori will receive instruction in reading street signs, which will facilitate independent travel in the community, measured by logs of skill progress through participation in weekly community-based instruction (CBI).	**By 10/06,** with a physical or verbal prompt, Lori will stop at stop signs and red lights and walk when the walk symbols and green lights go on. **By 1/07,** Lori will independently stop at stop signs and red lights and walk when the walk symbols and green lights go on.	**ELA Standard 3 CAPA Level 1–5** Understand that printed materials provide information.

To be successful in supported employment, Lori will need to follow multiple-step directions. So the goal under the area of employment is to complete multiple-step tasks when given verbal directions.

Employment

Annual Goal	Measurement	ELA Standard CAPA Level
By 1/07, Lori will complete a three-step procedure when given a verbal prompt.	**By 10/06,** Lori will complete classroom tasks that require two steps with 80 percent accuracy, measured by teacher-made trials. **By 1/07,** Lori will complete classroom tasks that require three steps with 100 percent accuracy, measured by teacher-made trials.	**ELA Standard 17 CAPA Level 1–5** Understand and follow one- and two-step directions

Step 3, continued

Lori is in the tenth grade in a functional skills curriculum that emphasizes community-based instruction. One of her goals, shopping independently, will provide her with greater independence in adulthood.

Independent Living

Annual Goal	Measurement	Math Standard CAPA Level
By 1/07, Lori will demonstrate the ability to shop in a grocery store independently.	**By 5/06,** Lori will use a computer template to make a grocery list of three items selected from newspaper ads with 80 percent accuracy, measured by teacher-made trials. **By 10/06,** Lori will use the "dollar-over method" to estimate the amount of money she will need for her purchases with 90 percent accuracy, measured by teacher-made trials. **By 1/07,** Lori will find the items on her grocery list in the store and purchase them independently with 100 percent accuracy, measured by teacher-made performance assessments.	**Math Standard 7** **CAPA Level 1–5** Solve problems using combinations of coins and bills.

Other independent living skills are appropriate for Lori, so a food preparation goal is developed.

Independent Living

Annual Goal	Measurement	Health Skill 6 CAPA Levels
By 1/07, Lori will prepare a simple meal with minimal support.	**By 5/06,** Lori will select a meal she likes and prepare it with assistance with 80 percent accuracy, measured by teacher-made trials. **By 1/07,** Lori will prepare a simple meal with minimal support with 100 percent accuracy, measured by teacher-made performance assessments.	**Health Skill 6** **CAPA Level 1–5** Develop basic food preparation skills.

Step 4:

Transition Services

This portion of the IEP planning process identifies the transition instruction and services, activities, personnel, or resources that can be used to help the student achieve his or her desired post-school goals.

IDEA '04	Standard and Quality Indicator
(34) Transition services.— *(VIII) beginning not later than the first IEP to be in effect when the child is 16, and updated annually thereafter—* *. . . (bb) the transition services (including courses of study) needed to assist the child in reaching those goals.* [Section 614 (d)(1)(A)(i)]	**Schooling** *1.1.1:* Youth are aware of and have access to the full range of secondary education curricula and programs designed to help them achieve state and/or district academic and related standards and meet admission requirements for postsecondary education. **Career Preparatory Experiences** *2.1.5:* Youth understand how community resources, experiences, and family members can assist them in their role as workers. **Youth Development & Leadership** *3.1.1:* Youth are able to explore various roles and identities, promoting self-determination. *3.4.2:* Youth demonstrate independent living skills. **Family Involvement** *4.1.4:* Youth and families have clear and accessible information regarding school curricula, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.

Step 4, continued

Transition services should:

- Be based on the student's desired outcomes and outline a program of services for the student's school, including community activities
- Include courses of study that may include required, elective, advanced placement, modified, or specially-designed courses
- Directly relate to how the student is functioning and what he or she wants to do after high school
- Identify if the proposed course of study leads to a regular diploma or Certificate of Educational Achievement or Completion

As mentioned earlier in this document, main categories of transition services that should be considered by the IEP team are:

- **Instruction**
  The student is required to complete classes in specific areas, to succeed in the general curriculum, and to gain needed skills.
- **Community experiences outside the classroom setting**
  The student benefits greatly from exploring and knowing about the larger community. Examples of community experiences could include community-based instruction or work experience; training in how to explore a community, bank, shop, or travel; and instruction in where to find counseling services and recreational activities.
- **Employment and other post-school objectives**
  These may include activities that give the student the opportunity to find out what is possible and prepare for post-school vocational training or college or for competitive or supported employment after high school.
- **Related services**
  The student may need services from other service providers in order to achieve his or her educational goals, such as speech therapy, occupational therapy, career guidance, transportation, or family counseling to assist the student transition into adulthood.
- **If appropriate:**
  - **Daily living skills**
    The student may require practice in performing activities that adults do every day, such as preparing meals, shopping, budgeting, maintaining a home, paying bills, and grooming.
  - **Functional evaluation**
    This evaluation provides an assessment process that offers practical information about job or career interests, aptitudes, and skills. Information may be gathered through situational assessment, observation, or formal measures.

Step 4, continued

The following are examples of transition services that Miguel and Lori need based on their present levels of academic achievement and functional performance:

Transition services Miguel needs:

Transition area	Transition service	Service provider	Completed by:
Instruction	I need to enroll in a study skills class and tutoring program for writing.	Case manager and general education teacher	Month: Year:
Community	I need to explore joining a teen support group for learning disabilities.	Case manager and family	Month: Year:
Employment	I need to participate in the Health Academy offered at my high school	Case manager, guidance counselor, and general education teachers	Month: Year:
Independent living	I need to find out if I can afford to live on my own while I'm in college	Case manager and family	Month: Year:

Transition services Lori needs:

Transition area	Transition service	Service provider	Completed by:
Instruction	Lori needs a functional skills curriculum emphasizing daily living and social and community-based instruction.	Case manager	Month: Year:
Community	On a weekly basis, Lori needs connections to adult community services and opportunities to explore activities that reflect her interests.	Case manager, family and community adult service providers	Month: Year:
Employment	Lori needs to participate in at least one on-campus volunteer job per semester.	Case manager	Month: Year:
Independent living	Lori needs practice with daily living skills at home and school.	Case manager and family	Month: Year:

See Appendix F for more samples of transition goals.

Beyond the IEP Meeting

Developing an IEP with transition language, including measurable goals and activities designed to prepare the student for adult roles, is only the beginning; the most important part is what happens after the meeting and how the plan is implemented. Although many people contribute to the IEP process, best practices indicate that one person take primary responsibility for coordinating and monitoring the IEP and its transition activities, usually the student's case manager or primary special education teacher. This is the best way to ensure that the student's IEP is accomplished.

After the IEP meeting, the teacher should:

- Implement areas of the IEP for which you are responsible.
- Collaborate with other teachers, service providers, agencies, and the family when implementing the IEP.
- Provide ongoing evaluation of the student's progress in achieving IEP goals and, if appropriate, objectives and benchmarks.
- Conduct continuing conversations with the student about his or her career explorations and experiences and how these relate to post-school goals and adult living objectives.
- Continue to develop community and agency linkages.

After the IEP meeting, the family should, as appropriate:

- Follow up on the transition activities, services, and supports you agreed to provide.
- Check with your son or daughter to determine if he or she is receiving the agreed-upon transition services.
- Periodically check with your son or daughter to determine if the plan still reflects his or her desired goals and plans for the future, or if these have changed in any way.
- Communicate with your child's teachers regularly.
- Network with other parents to learn about possible additional transition supports and resources to consider.
- Routinely check in with the case manager/teacher to see if the IEP is being implemented.
- Communicate with potential adult service providers to establish services when the student leaves school.
- Request another meeting if the plan is not adequate to meeting your son or daughter's needs or is not being implemented.

After the IEP meeting, the student should:

- Continue to talk with teachers, counselors, family members, and community agencies about your transition plan.
- Do what you agreed to do as best you can.
- Check in regularly with the people who agreed to help you.
- Ask your teacher for help if you have difficulty making contact with the people who agreed to help you.
- Make sure that the activities of your IEP take place.
- Modify your plan as you mature or if your career interests change.
- Be an active participant in the activities that prepare you for adulthood.
- Communicate with your case manager and family about your concerns or changing goals for the future.
- Remember that schooling, career exploration, and community activities are designed to help prepare for ***your*** future.

A Final Word

Even with the most careful planning, IEP teams should expect that students will change their minds about where they want to live, how they want to continue their education, or what work they want to do when they leave high school. This is understandable. How many adults knew their entire life plan at 16, 17, or even 18 years old? An essential element of the transition process is helping students discover who they are and what "fits" them.

As self-awareness and career awareness develops through high school, students will naturally change their minds about their future goals. High school should be a time of learning, exploration, and decision making. By using these four steps described here when developing an IEP, students will gain a better understanding of themselves, careers, and adult living.

Summary of Performance upon Exit

Although not part of the IEP, a Summary of Performance is a requirement of the IDEA '04. When students exit from school, either by obtaining a general diploma or aging out, schools must provide them with a Summary of Performance to assist the transition from school to post-school activities, such as higher education, training, employment, and independent living. The National Standards and Quality Indicators Transition support the development of the Summary of Performance by promoting "connecting activities."

IDEA '04	Standard and Quality Indicator
(34) Transition services.— *(ii) SUMMARY OF PERFORMANCE.—For a child whose eligibility under this part terminates under circumstances described in clause (i), a 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.* [Section 614(c)(5)(B)]	**Connecting activities** These refer to a flexible set of services, accommodations, and supports that help youth gain access to and achieve success within chosen post-school options. Post-school options may include postsecondary education, community service, employment, mental and physical health care, access to transportation, access to financial planning advice and management, and participation in leisure or recreational activities, as well as a number of other adult roles.

The California Department of Education has no state recommendation to date for a Summary of Performance. To help states and local education agencies implement the requirement to provide a Summary of Performance upon exit, several national special education organizations and association—including the Council for Exceptional Children (CEC), the Learning Disability Association (LDA), and the High Education Consortium for Special Education (HECSE)—held the National Transition Document Summit to develop a model Summary of Performance template. The template is available at *www.unr.edu/educ/ceds/*. It is important to note that the recommendations should not imply that any individual who qualified for special education in high school will automatically qualify for services in the postsecondary education or employment setting, as postsecondary settings make eligibility decisions on a case-by-case basis.

The information in the summary—necessary under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act—helps establish a student's eligibility for reasonable accommodations and supports in postsecondary settings; it is also useful for the Vocational Rehabilitation Comprehensive Assessment process.

The Summary of Performance includes the following critical information:

1. Background information, including information about the student, such as disability, primary language, most recent IEP or 504 Plan, and current assessments
2. Student's postsecondary goals, including education, employment, and, if appropriate, independent living
3. Summary of Performance, including three critical areas with the accommodations, modifications, or assistive technology (AT) essential to the student's progress:
   a. Academic Accommodation/Modification
   b. Cognitive Accommodation/Modification
   c. Functional Accommodation/Modification
4. Recommendations to assist the student in meeting postsecondary goals, including suggestions for accommodation, modifications, assistive technology, and support services
5. Student input (not required but highly recommended) to promote student self-advocacy; may be completed independently by the student or through an interview or other assistance, as appropriate

Developing the Summary of Performance is the culminating event when students exit school and special education. The summary provides students with necessary documentation to enter the postsecondary world and holds the promise of improving post-school outcomes for students with disabilities.

Section 3

Preparatory Experiences and Student Development

The National Standards and Quality Indicators for Transition state that schools promote student learning when they do the following:

- Implement curriculum and academic programs based on clear, state standards
- Implement career and technical education programs based on professional and industry standards
- Provide universally designed assessment, curriculum, experiential learning, and work-based learning experiences
- Build small learning communities
- Hire and retain highly qualified staff
- Implement high school graduation standards and options based on meaningful measures

Well-designed schools consider the needs of all youth and implement academic and non-academic courses and programs of study that help all youth achieve successful post-school outcomes, such as postsecondary education and training, employment, and civic engagement.

Preparation for adult living should include school- and work-based learning. The development of academic, social, and employability competencies offers greatest post-school success. School-based learning includes access either to the core curriculum with appropriate accommodations or to a functional life-skills curriculum with appropriate modifications. Work-based learning integrates rigorous academic standards into real-life work situations. In addition, self-awareness, self-determination, and self-advocacy offer the greatest promise for post-school success and can be taught in both school-based and work-based settings.

The National Standards and Quality Indicators for Transition:

Schooling

1.1	SEAs/LEAs provide youth with equitable access to a full range of academic and non-academic courses and programs of study.
1.1.1	Youth are aware of and have access to the full range of secondary education curricula and programs designed to help them achieve state and/or district academic and related standards and meet admission requirements for postsecondary education.
1.1.2	SEAs/LEAs provide youth with information about the full range of postsecondary options and encourage youth to participate in secondary courses that will enable them to meet the admission requirements of their selected postsecondary program of study.
1.1.3	Youth are aware of and have access to work-based learning (programs that connect classroom curriculum to learning on job sites in the community), service-learning (programs that combine meaningful community service with academic growth, personal growth, and civic responsibility), and career preparatory experiences such as job shadowing and informational interviewing.

School-Based Learning Activities That Support Transition

A challenge faced by education personnel is how to design school-based learning activities and programming to help students with disabilities develop competency toward achieving successful transition to post-school life. This section presents a number of specific examples on how to do this.

Integrating Transition Activities into the Curriculum

- Make frequent connections between school and work.
- Offer career and transition activities one day a week as part of the language arts curricula, correlated to transition language in the IEP, SCANS, ELA Standards, and the National Career Development Guidelines.
- Offer an elective class focusing on career or transition planning.
- Teach transition planning components to all students in homerooms.
- Use block scheduling, split scheduling, and extended days (or years) to provide release time for students to participate in transition planning activities.
- Form a school club focusing on self-awareness and goal setting.

continued . . .

Integrating Transition Activities into the Curriculum, *continued*

- Use service-learning activities.
- Incorporate transition planning activities into general education classes.
- Have students hold individual meetings with a transition planning "advisor."
- Offer a career or transition planning class after school or evenings, co-sponsored with a middle school, high school, community college, or other postsecondary options.
- Visit area businesses, industries, and community agencies.
- Attend career fairs and college fairs and make visits to career centers.
- Offer vocational education courses or apprenticeships.
- Make available mentors who focus on transition planning with students.
- Suggest family-directed home activities that correspond to the curriculum or career exploration.

Grade-Level, School-Based Learning

Grades Nine and Ten

- Teach and reinforce strategies to improve study habits, learning strategies, time management, and general organizational skills.
- Teach students how to use effective learning strategies.
- Teach students self-advocacy skills.
- Teach students how to explain the exact nature of their disabilities.
- Teach students their legal rights under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, especially as related to their legal right to be provided with reasonable accommodations.
- Teach the use of academic and community access accommodations.
- Teach students how to select courses that will allow them to explore career interests and skills.
- Support general educators in adapting and modifying curriculum and performance measures to meet a student's unique needs.
- Teach students how to develop a transition portfolio that contains important information about their interests, preferences, strengths, and abilities.
- Teach students how to develop the steps to attain their future goals in all transition areas.
- Encourage involvement in community organizations, extracurricular activities, and volunteer and community service activities.

Grades Eleven and Twelve

- Discuss with students and families the students' progress toward graduation credits and courses that lead to their post-school goals.
- Continue to teach self-advocacy skills.
- Continue to assist students in collecting information about options for postsecondary education.
- Teach students how to explore services offered for students with disabilities in the postsecondary institutions they are considering.
- Continue assisting students in developing and refining future goals in all transition areas.
- Teach students how to take charge of their own transition-focused IEP meetings.
- Teach students and families how to apply for post-school transition support services, including the Department of Rehabilitation, Social Services, Health Services, and Social Security.
- Continue to encourage student involvement in community organizations, extracurricular activities, and volunteer and community service activities.

The National Standards and Quality Indicators for Transition:

Career Preparatory Experiences

2.1	Youth participate in career awareness, exploration, and preparatory activities in school- and community-based settings.
2.2	Academic and non-academic courses and programs include integrated career development activities.
2.3	Schools and community partners provide youth with opportunities to participate in meaningful school- and community-based work experiences.
2.3.1	Youth participate in quality work experiences that are offered to them prior to exiting school (apprenticeships, mentoring, paid and unpaid work, service learning, school-based enterprises, on-the-job training, internships, etc.).
2.3.2	Work experiences are relevant and aligned with each youth's career interests, postsecondary education plans, goals, skills, abilities, and strengths.
2.3.3	Youth participate in various on-the-job training experiences, including community service (paid or unpaid) specifically linked to school credit or program content.
2.4	Schools and community partners provide career preparatory activities that lead to youth's acquisition of employability and technical skills, knowledge, and behaviors.
2.4.1	Youth have multiple opportunities to develop traditional job preparation skills through job-readiness curricula and training.
2.4.3	Youth exhibit understanding of career expectations, workplace culture, and the changing nature of work and educational requirements.
2.4.4	Youth demonstrate that they understand how personal skill development (positive attitude, self-discipline, honesty, time management, etc.) affects their employability.
2.4.5	Youth demonstrate appropriate job-seeking behaviors.

Career Exploration

Students are often guided into career preparatory experiences before they have a chance to learn about themselves and to find out how one career might be a better fit for them than another. Many students enter college with majors undeclared, or they change majors because they have no idea what career really "fits." Once students have an opportunity to discover their learning styles, personality type, strengths, and interests, career exploration activities will allow them an opportunity to see the array of options that may be just right for them. An excellent resource for career exploration, where students can explore the many exciting jobs and occupations in California, is available at the California Career Zone website, *www.cacareerzone.com*. The site offers self-assessments, an interest and work-importance profile, and a "reality check," allowing students to build a budget based on their lifestyle to see how much they will need to earn to afford that lifestyle.

California's Key Industry Clusters

It is helpful when planning career exploration and preparatory experiences to know what careers will be available in the twenty-first century. The California Regional Economic Project identified key industry clusters in each of the state's economic regions. Some career clusters are more prevalent in some regions than others and may change over time. The project identified the following career opportunity clusters in California:

Health care
Construction
Professional and business services
Tourism
Entertainment
Transportation and logistics
High tech manufacturing (computers, semiconductors, electronics)
Diversified manufacturing (apparel, furniture, metal working, plastics) *
Resource industries (agriculture, timber, mining) *

The most current information about workforce development, by California region, is available through the California Labor and Workforce Development Agency website at *www.labor.ca.gov/panel*.

Work-Based Learning That Supports Transition

Career awareness and exploration, paid work experience, structured training, and mentoring at job sites are all examples of work-based learning activities that support transition. An excellent example of integrated school-based and work-based learning in California is the WorkAbility I Program, which provides students with disabilities with training in self-awareness and self-advocacy, career exploration opportunities, and paid work experience in high school.

* These industries have not experienced employment growth

Essential Elements of Work-Based Learning:

- Work experience that includes school-based academic integration
- Relevancy to the student's career major or post-school goal or interests
- Workplace mentoring or coaching by an individual who:
  - Has a commitment and passion for the skill, trade, or profession
  - Has attained mastery of the competencies required and the ability to teach them
  - Provides ongoing instruction and evaluation of student performance
  - Has appropriate expectations for adolescents and young adults
  - Supports learning through mistakes as well as successes
  - Motivates students by example and encouragement
  - Works in consultation with classroom teachers, employers, and family
  - Has information and experience in all aspects of the industry or profession

Here is an example of work that is designed to fit an individual student with severe cognitive challenges:

Sonia is a young woman who is blind and deaf and has severe cognitive challenges. She works two hours a day at a restaurant folding silverware in napkins. Sonia loves her job and her coworkers appreciate her contribution.

Points to Remember

- All students need to be prepared to do meaningful work as adults.
- Work may be paid or volunteer, full- or part-time, multi- or single-task.
- Students with severe cognitive challenges need agency and natural supports in work environments.
- Students need to have a variety of work experiences as part of their secondary program.
- Students should build a portfolio of tasks that they enjoy and can accomplish with a high degree of independence at home and school.
- Families and adult service providers can use the portfolio information to develop appropriate jobs and find appropriate sites.

Considerations for Planning Work-Based Learning

Individuals involved in planning and providing work experiences for students should consider the following:

- What are the student's interests, preferences, and post-school goals?
- How are school- and work-based learning integrated?
- What continuum of education and work experiences can help the student reach his or her goal?
- Does the student's family support participation in work-based learning?
- Does the student have economic pressures requiring employment that may lead to leaving school? Will work-based learning help the student stay in school?

continued . . .

Considerations for Planning Work-Based Learning, *continued*

- What skills will the student learn that will support future employment goals?
- What accommodations and supports in the workplace are needed for student success?
- Are those accommodations and supports available?
- What natural supports exist or can be facilitated in the workplace?
- What other supports and services are necessary to facilitate the experience (e.g., health screening, fingerprints, transportation, flexible scheduling, required uniforms, tools, or equipment requirements)?
- Is the student involved in the full range of employee activities at the work site, including opportunities for social interaction with appropriate role models?

Examples of Work-Based Learning Experiences

Work experience can be incorporated into a student's program in many different ways.

Career Exploration

- Make it possible for students to explore jobs in and around school to see what a student might enjoy (e.g., observing, interviewing, and job shadowing various school employees).
- Create classroom simulations of job interviews; give students the opportunity to role-play interactions with employers and co-workers; practice resolving on-the-job problems and requesting needed accommodations at the work site.
- Provide school-based projects and enterprises such as student-run businesses.
- Arrange for guest speakers from various career areas or high school students who are participating in work experience.
- Take students on tours of businesses and industries.
- Make available community service projects.
- Support students in attending career fairs.
- Require career research projects.

The following work-like experiences can also help a student's transition efforts:

- Student internships for first-hand information about specific occupations or industries
- Community on-the-job training, with such organizations as the Regional Occupation Program (ROP)
- Youth apprenticeship programs that combine school and work experience in a specific occupational field and that are designed to lead directly into a postsecondary program or entry-level job, such as Career Academies, 2+2, Tech Prep, or WorkAbility programs
- Paid, part-time employment
- High school credit earned for paid work experience education
- Community-based instruction (CBI) in employment settings
- Exploratory work experience; short-term situational tryouts, used for assessment

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Youth Development and Leadership

The National Standards and Quality Indicators for Transition define youth development and youth leadership:

> *A process that prepares a young person to meet the challenges of adolescence and adulthood and to achieve his or her full potential.*

Youth development is promoted through activities and experiences that help youth develop social, ethical, emotional, physical, and cognitive competencies. Youth leadership is part of the youth development process and has internal and external components:

(a) The ability to analyze one's own strengths and weaknesses, set personal and vocational goals, and have the self-esteem, confidence, motivation, and abilities to carry them out

(b) The ability to guide or direct others on a course of action, influence the opinions and behaviors of others, and serve as a role model

The National Standards and Quality Indicators for Transition:

Youth Development and Leadership

3.1	Youth acquire the skills, behaviors, and attitudes that enable them to learn and grow in self-knowledge, social interaction, and physical and emotional health.
3.2	Youth understand the relationship between their individual strengths and desires and their future goals and have the skills to act on that understanding.
3.3	Youth have the knowledge and skills to demonstrate leadership and participate in community life.
3.4	Youth demonstrate the ability to make informed decisions for themselves.

Scope and Sequence for Transition Instruction

Putting It All Together

What is an appropriate scope and sequence for transition instruction and activities?

Although the concepts and skills presented below will overlap, the following presents a sequence of instruction that is designed to provide students with a coordinated set of activities that will promote their successful transition from school to adult living. The over-arching concept and skill that is the goal of these activities is self-determination or self-advocacy—specifically, the student acquires knowledge about his or her own disability, the accommodations needed to be successful, and the laws and rights that protect individuals with disabilities.

Self-Awareness

1. Provide students with a strong sense of self-awareness: knowledge about students' learning and personality styles, their interests and aptitudes, and the skills to know how to update and expand information about themselves. With a strong knowledge of their interests and skills, students will be able to conduct focused career exploration and make reasoned choices about their future.

Examples/Activities

- Decision about high school: academic v. vocational
- Self-esteem
- Interpersonal skills
- Communication
- Learning styles
- Interest inventories

Career Awareness

2. Provide students with opportunities to gain career awareness: knowledge about the relationship and connection between school and work and the many career options available in the world of work.

Examples/Activities

- Connecting school and careers
- Online exploration
- Job shadowing
- Guest speakers
- Field trips
- Job fairs

Career Preparation

3. With an understanding of who they are, what they like, and what is available in the world of work, students can begin career preparation by identifying and learning the behaviors and skills needed to be successful in work. Students can also then begin collecting the documentation needed for college or work.

Examples/Activities

- Portfolio
- Applications
- Resumes
- Punctuality
- Appearance
- Working in teams
- Interview skills

Work Experience 4. Students need opportunities to "try out" working in a variety of work experiences (knowledge about workplace expectations, what different careers are like, and an opportunity to see if the career "fits" them).	**Examples/Activities** • ROP • WorkAbility • Work Experience Education • Summer jobs and part-time jobs • Service learning • Internships • Community service
Independent Living 5. For students who remain in high school or transition class until their twenty-second birthday, the emphasis should be on community awareness and access (knowledge and skills to live, work, and play in the community as independently as possible).	**Examples/Activities** • Community awareness and access • Transportation • Housing • Medical • Recreation • Adult agencies

Notes:

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Section 4

Family Involvement

The National Standards and Quality Indicators for Transition define family involvement:

> Participation in promoting the social, emotional, physical, academic, and occupational growth of youth. Successful family involvement relies on meaningful collaboration among youth, families, schools, and agencies.

Family involvement recognizes parents as equal IEP team members who provide the most relevant information about the student. Their involvement is central if the cultural, linguistic, and diverse needs of the students are to be understood and considered throughout the IEP transition-planning process. To whatever degree possible, family members should also take advantage of the information available to them about school, community, and agency options. Additionally, the family is a key participant in the "coordinated set of activities" the IDEA speaks of when defining transition services. Coordination with the family in every step of the IEP transition planning process is essential. Families are able to contribute insights about the student's interests and preferences, identify levels of academic and functional performance, and help greatly in the process of developing appropriate transition goals.

The National Standards and Quality Indicators for Transition identify best practices in working with families as follows:

National Standards and Quality Indicators for Transition:

Family Involvement

4.1	School staff members demonstrate a strong commitment to family involvement and understand its critical role in supporting high achievement, access to postsecondary education, employment, and other successful adult outcomes.
4.2	Communication among youth, families, and schools is flexible, reciprocal, meaningful, and individualized.
4.3	School staff actively cultivate, encourage, and welcome youth and family involvement.
4.4	Youth, families, and school staff are partners in the development of policies and decisions affecting youth and families.

Parents as Equal IEP Team Members

IDEA '04 protects the role of parents in educational planning and decision-making that is conducted on behalf of their child. IDEA further emphasizes the fact that it strongly prefers that students with disabilities receive their education, to the maximum extent possible, with their peers without disabilities, with appropriate supplementary aids, services, adaptations, and supports. This requires additional support and advocacy on the part of parents, who can serve as strong advocates for their child to participate in as many general education classes and activities as possible.

Parents can accomplish these important objectives through the following:

- Being involved in transition assessment
- Supporting grade-level transition activities
- Understanding the "age of majority" requirements

Families Provide the Most Relevant Information

A major task of the IEP team is to obtain present levels of performance data for a student with a disability. Valuable information in this area can be provided to the IEP team by families when their student reaches the transition age, beginning with the IEP that will be in effect when the student reaches the age of 16, or younger if appropriate. Families can assess and support their student's transition needs by asking:

- What opportunities has our son or daughter had to participate in organized social groups with general education peers?
- What types of social situations or activities does our son or daughter prefer?
- Does our son or daughter require any accommodations—specialized or compensatory equipment, devices, or systems (e.g., augmentative communication)—to participate in these social situations or activities?
- Has our son or daughter taken advantage of any career-exploring opportunities?
- What paid or non-paid work does our son or daughter enjoy and do well?
- What work-related skills has he or she developed?

Grade-Level Activities for Parents to Support Transition

Grade 9

- Encourage as much independence as possible!
- Discuss interests by asking, "What do you like to do?"
- Discuss career plans, options, and goals with your child.
- Develop a systematic, four-to-six-year plan of study.
- Review with your child the necessary requirements for high school graduation.
- Become aware of the career training opportunities in school and in the community.
- Understand education and training requirements in career areas of interest.
- Help your child become familiar with student organizations or clubs in school or in the community and encourage their participation.
- Stress the importance of staying in school and earning a diploma.
- Understand the difference between high school and the post-secondary world; explore the supports available at college or work.

Grade 10

- Encourage as much independence as possible!
- Review your son or daughter's academic performance and progress toward the four-to-six-year plan of study.
- Check on financial aid and scholarship opportunities.
- Encourage your son or daughter to attend career fairs or attend them with your son or daughter.
- Encourage your son or daughter to talk with people who work in positions related to careers of interest to him or her.
- Assist your son or daughter in exploring degree or vocational programs available at your local community college.
- Continue to stress the importance of staying in school, earning a diploma, and pursuing post-school options.
- Review the eleventh and twelfth grade plan of study with your son or daughter and include in it as many general education classes as appropriate.

Grade-Level Activities for Parents to Support Transition

Grade 11

- Encourage as much independence as possible!
- Help your son or daughter check on college entrance exam dates and registration procedures.
- Review your son or daughter's academic performance and progress toward the four-to-six-year plan of study.
- Assist your son or daughter in identifying entrance requirements of various postsecondary career training options in the community.
- Review graduation requirements and your son's or daughter's progress toward earning a diploma.
- Assist your son or daughter in checking on financial aid and scholarships.
- Review the twelfth grade plan of study for your son or daughter and include in it as many general education classes as appropriate.
- Help him or her learn about the salary and benefits in his or her career area of interest.
- Assist him or her in identifying the education and training requirements for his or her area of interest.
- Encourage volunteer or service learning experiences.
- Encourage work experiences.

Grade 12

By the twelfth grade your son or daughter should do as much as possible by himself or herself. Your son or daughter should:

- Check due dates for financial aid and scholarships.
- Recheck graduation requirements and your son's or daughter's progress toward graduation.
- Complete and check applications to postsecondary education or career training options.
- Learn about available support services in college or career training options (e.g., Disabled Student Services).
- Learn about costs associated with post-school training and/or living arrangements.
- Learn about their disability-related needs that may impact post-secondary success, and develop a plan to address those needs.

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Transition Checklist for Parents and Students

Parents can support their son or daughter through the transition activities listed in the checklist below. This list offers a variety of activities for a student to consider when preparing his or her individual transition plan section of the IEP. The student's skills and interests will determine which items on the checklist are relevant. The list can also help identify who should be part of the IEP team. Responsibility for who carries out which specific activities should be determined at the IEP meetings.

Four to five years before leaving the school district

- ❒ Identify personal learning styles and the accommodations necessary to becoming a successful learner and worker.
- ❒ Identify career interests and skills, complete interest and career inventories, and identify additional education or training requirements.
- ❒ Explore options for postsecondary education and admission criteria.
- ❒ Identify interests and options for future living arrangements, including supports.
- ❒ Learn to communicate your interests, preferences, and needs effectively.
- ❒ Be able to explain your disability and the accommodations you need.
- ❒ Learn and practice informed decision-making skills.
- ❒ Investigate assistive technology tools that can increase your community involvement and employment opportunities.
- ❒ Broaden your experiences with community activities and expand your friendships.
- ❒ Pursue and use local transportation options outside of the family.
- ❒ Investigate money management and identify necessary skills.
- ❒ Acquire an identification card and practice your skills in communicating personal information.
- ❒ Identify and begin learning skills necessary for independent living.
- ❒ Learn and practice personal health care.

Two to three years before leaving the school district:

- ❒ Identify community support services and programs (vocational rehabilitation, county services, centers for independent living, etc.).
- ❒ Invite adult service providers, peers, and others to IEP meetings.
- ❒ Match career interests and skills with vocational course work and community work experiences.
- ❒ Gather more information on postsecondary programs and the support services offered.
- ❒ Make arrangements for accommodations to take college entrance exams, if appropriate.
- ❒ Identify health care providers and become informed about sexuality and family planning issues.
- ❒ Determine the need for financial support (Supplemental Security Income, state financial supplemental programs, Medicare, etc.).
- ❒ Learn and practice appropriate interpersonal communication and social skills for different settings (employment, school, recreation, etc.).
- ❒ Explore legal status with regard to decision making prior to age of majority.
- ❒ Begin a résumé and update it as needed.
- ❒ Practice independent living skills (budgeting, shopping, cooking, housekeeping, etc.).
- ❒ Pursue and use local transportation options outside of the family.
- ❒ Learn about money management and identify necessary skills.
- ❒ Identify needed personal assistant services; and, if appropriate, learn to direct and manage these services.
- ❒ Learn and understand the laws that impact postsecondary opportunities, and develop and practice self-advocacy skills.
- ❒ Participate in work experience.

One year before leaving the school district:

- ❒ Apply for financial support programs (Supplemental Security Income, independent living services, vocational rehabilitation, and personal assistant services).
- ❒ Identify the postsecondary school you plan to attend and arrange for accommodations.
- ❒ Practice effective communication by developing interview skills, asking for help, and identifying necessary accommodations at postsecondary educational and work environments.
- ❒ Specify desired jobs and obtain paid employment with supports, as needed.
- ❒ Take responsibility for arriving on time to work, appointments, and social activities.
- ❒ Register to vote and, if male, register for the selective service.
- ❒ Parents and teachers: Inform students of their rights one year before they reach the age of majority (18).

Examples of Home and School Working Together

Lori's and Miguel's families support the IEP goals and objectives in the following ways:

Lori and her family designed home and community experiences to support Lori's transition plan to adult life:

- Since Lori has learned about recycling at school, her first chore at home will be recycling the newspapers. Lori will pick up the papers in the living room each morning before school and put them in a box in the garage. Then she will put the newspapers in paper sacks on the evening before the recycling truck comes and put the sacks at the curb for pickup in the morning.
- She will help her mother fold the laundry.
- She will help set the table each evening for dinner. To start, Lori and her mother will work together until Lori can do it by herself.
- Lori's mother will make a chart with a picture for each chore and each day of the week. Lori will check off each time she completes a chore.
- Chores will be added as routines are established.
- Lori will participate in community-based instruction at least once a week.
- Family members will talk to their regional center worker and their pastor to explore different volunteer or work opportunities.

Miguel and his family design his ongoing home and community experiences to support his transition plans to adult life:

- I baby sit for my twin sisters.
- I cook meals for my family.
- I shop for groceries.
- I wash my own clothes.

Miguel's family supports and reinforces the self-advocacy skills he is learning in school, like how to talk about his disability and the types of accommodations he needs.

- Miguel's parents provide a variety of hands-on tasks for Miguel to do at home.
- Miguel's aunt is helping him use the computer for writing homework assignments.
- Miguel's parents are helping him take charge of his medications and consultations with his physician.

His mother and father support his interest in the health professions. The family goes on outings to concerts and art exhibits.

- Miguel will job-shadow local community health care workers at least twice during the semester.
- Miguel will volunteer at the local hospital during the summer.

Supporting Self-Determination and Self-Advocacy

Self-determination and self-advocacy skills will enable your daughter or son to participate fully and meaningfully in planning for her/his future.

Nurturing Self-Determination and Self-Advocacy

- Model self-advocacy.
- Teach decision-making skills, and encourage opportunities to make decisions.
- Allow your daughter/son to "grow" (take risks, have safe experiences) and try out new things.
- Recognize that all young people will make mistakes and change their minds before settling on a definite path.
- Learn how to assist or let your daughter/son advocate for herself or himself.
- Know when to "step-back" or when to "step-in" without taking over.
- Help your son or daughter feel good about him/her and understand his or her challenges/disabilities.
- Emphasize what he or she can do. Celebrate accomplishments.
- Look to your own family's religious beliefs and cultural values for opportunities for learning.
- Remember that self-determination doesn't just happen. It requires a great deal of preparation, practice, and partnership with schools and agencies.

Family Self-Advocacy Skills

- Develop skills to communicate clearly, assertively, and persistently.
- Learn how to ask for assistance and clarification when needed.
- Listen to what others have to say.
- Learn about how schools and other services can help your son or daughter.
- Tell the school and other agencies that you have the most relevant, useful information and knowledge about your son or daughter and that you would like to share it.
- Work with others to help your school and other service organizations provide the best for all children.
- Serve on school or agency committees involved with students.
- Become a member of advisory boards or councils dealing with young people's issues.
- Testify on educational and youth disability issues before school boards, city, county, and state legislative bodies.

Legal Protections

The Individuals with Disabilities Education Act '04 guarantees students with disabilities the right to a free appropriate public education (FAPE). It is this law that requires transition services for youth with disabilities and contains the following rights:

1. A free and appropriate public education (FAPE)
2. Education in the least restrictive environment (LRE)
3. An individualized education program (IEP) prepared by a team that includes parents
4. The right to necessary, related services in order for the student to benefit from special education
5. Fair and culturally appropriate assessment procedures
6. Due process and complaint procedures to ensure that the student's rights are met

Other Important Disability-Related Laws

The Americans with Disabilities Act of 1990 (ADA)

The Rehabilitation Act of 1973, Section 504 (P.L. 93-112)

Lanterman Developmental Disabilities Services Act

Carl D. Perkins Vocational and Applied Technology Education Act of 1998 (P.L. 105-332)

Workforce Investment Act of 1998 (WIA) (P.L. 105-220)

Education and the Age of Majority

When students with disabilities reach the age of 18 (also known as "age of majority"), the legal rights regarding special education services move from the parents to the student. Parents and students are notified one year before the student's eighteenth birthday that this transfer of educational rights will occur. It is a good idea to begin early to help your son or daughter understand age-of-majority rights and responsibilities.

Student Bill of Rights

Student Rights upon Reaching the Age of Majority:

I have the right to know what my disability is and how it affects my ability to learn, live independently, and be part of a lifelong learning system.

I have the right to be provided information regarding assessment, services, and my Individualized Education Program (IEP) in a language and format that I understand.

I have the right to participate in my IEP meetings.

I have the right to have individuals who understand my disability serve on my IEP team.

I have the right to accept or refuse services.

I have the right to disagree with my IEP and to receive help in writing a complaint, requesting mediation, or a due process hearing.

Student Responsibilities upon Reaching the Age of Majority:

It is my responsibility to ask questions, request help, and seek self-advocacy training and peer support so that I can learn about my disability and advocate for my needs.

It is my responsibility to ask questions until I understand.

It is my responsibility to attend all meetings and actively participate in planning for my adult life.

It is my responsibility to invite to IEP meetings those people (e.g., friend, parent, grandparent, coach, teacher) I trust and who know me well.

It is my responsibility to understand that refusing services may affect my school/work program, and that I may not get these services back.

It is my responsibility to follow through and be cooperative with any process that I request.

Age-of-Majority Options

If you believe your son or daughter is unable or incapable of making sound educational or independent living decisions, here are some options:

Guardianship:

- In California, since 1981, guardianship applies only to minors under the age of 18 and is mainly to provide protection for children and youth who have no parents.

Conservatorship:

- Conservatorship is a legal proceeding where an individual or agency is appointed by the court to be responsible for a person who needs assistance in the activities of daily living.
- Conservatorship applies to an adult over the age of 18.
- A conservator of the person ensures the person is properly fed, clothed, and housed.
- A conservator of the estate is responsible for the person's money and other property.
- One person may serve as either the conservator of the person, the conservator of the estate, or both.

Limited Conservatorship:

- A limited conservatorship applies only to adults who are developmentally disabled and who are, or would be, clients of the California Regional Center.
- The court determines a limited conservatorship.
- This conservatorship is limited because the adults with developmental disabilities keep the power to care for themselves and manage their own money.

Further information:

Protection & Advocacy, Inc. (PAI) is a private, nonprofit organization that protects the legal, civil, and service rights of Californians who have disabilities. Federal law requires that each state has a system for protecting the rights of people with disabilities. PAI is designated to be that system in California. PAI provides a variety of advocacy services for people with disabilities, including information and referral, technical assistance, and direct representation.

For information or assistance, call 1-800-776-5746 (toll-free), or read about it online at *www.pai-ca.org/pubs/500501.htm*.

Estate Planning and Trust Funds

- The type of estate plan parents set up will depend upon their son's or daughter's level of independence and the type and severity of his or her disability.
- If parents expect that their son or daughter will receive Supplemental Security Income (SSI), subsidized housing, personal attendant care, Medicare, or other government benefits, it is important that they create a special estate plan that will not jeopardize these benefits.
- Parents may want to seek the advice of a lawyer or other professional who understands disability law.
- Trust funds can be set up to help assure that children with disabilities will have financial stability in the future; this is one way of setting aside money for them.

Section 5

Connecting Activities

The transition of students with disabilities from school to adult life is a complex process involving multiple personnel, agencies, programs, and services. The IDEA strongly encourages interagency and interdisciplinary collaboration between schools, community transition service agencies, and adult service agencies in the design and delivery of transition services to students. The very definition of transition in the IDEA is a coordinated set of activities, which necessitates collaboration and coordination between the student and family, the school and district, community-based organizations and services, and county and state agencies.

In most cases, a single agency cannot provide all the necessary transition services. Therefore, it is imperative for agencies to work together. When students are using several agencies, transition can become complicated.

Decisions must be made concerning:

Who will provide what?

When will it be provided?

How will it be provided?

Who will pay for services?

Adult service agencies are not mandated to provide services while students are still in school; so planning and coordination between agencies must start early. Collaboration can reduce duplication of procedures and services and thus ensure one comprehensive plan for the student's future. Effective interagency collaboration can also ensure that the most appropriate services are identified and accessed. Finally, and most importantly, interagency collaboration can increase a student's ability to achieve post-school success.

National Standards and Quality Indicators for Transition:

Connecting Activities

5.1	Organizations coordinating services and supports align their missions, policies, procedures, data, and resources to equitably serve all youth and ensure the provision of a unified flexible array of programs, services, accommodations, and supports.
5.1.1	At the state and community level, public and private organizations communicate, plan, and have quality assurance processes in place within and across organizations to equitably support youths' access to chosen post-school options. Each organization has clear roles and responsibilities, and ongoing evaluation supports continuous improvement.
5.1.3	Youth and families report that organizations provide, or provide access to, seamlessly linked services, supports, and accommodations as necessary to address each youth's individual transition needs.
5.2	Organizations connect youth to an array of programs, services, accommodations, and supports, based on an individualized planning process.
5.2.1	Organizations inform all youth about transition and the programs and services available to them.
5.2.2	Organizations use an interagency team process to share decision making with youth and families, linking each youth to the services, accommodations, and supports necessary to access a mutually agreed-upon range of post-school options.

Levels of Collaboration

The following model illustrates the ideal interagency collaboration necessary to provide transition services to the student during the last two years of school and to promote a smooth passage from school to career for both the student and agencies:

1. Individual student transition teams assist students and their families by identifying, linking, and ensuring relevant educational programs and other services and supports as youth prepare for adult life.
2. Local-level interagency teams address procedural and practical issues that impact services for youths and adults with disabilities.
3. State-level interagency task forces address policy issues across and within agencies that serve youth and adults with disabilities.

The following three charts illustrate the variety of services that are needed by many students in their preparation for adult life. Each agency, program, or service has its own eligibility criteria and procedures. Collaboration and interagency teams can provide guidance for the most effective systems to promote the best outcomes for students.

Interagency/Community-Based Matrix

Resources: Interagency or Community-Based	Education	Occupational/Technical Skills	Career Guidance/Research	Transition Assistance/Case Management	Employment Services	Financial Assistance	Counseling Services	Drug and Alcohol Counseling	Health/Mental Benefits	Supported Employment, Living Services	Community Access	Recreation
Apprenticeship	X	X	X			X						
Trade School	X	X	X		X	X						
Community College	X	X	X	X	X	X	X					
University System	X	X	X	X		X	X					
Parks and Recreation												X
Community Events												X
Community Ed	X											X
YMCA												X
Public Transportation											X	
EDD*				X								
One Stop Career Ctr		X	X	X	X							
WIA*	X	X	X	X	X	X	X	X		X		
Private Employment										X		
Employers				X					X	X		

State Matrix

State and Federal Agencies	Education	Occupational/Technical Skills	Career Guidance/Research	Transition Assistance/Case Management	Employment Services	Financial Assistance	Counseling Services	Drug and Alcohol Counseling	Health/Mental Health Benefits	Supported Employment, Living Services	Community Access	Recreation
Dept. of Rehab.	X	X	X	X	X	X	X	X		X		
DDS*: Regional Ctr				X						X	X	X
Social Security						X			X			
Mental Health							X	X				
Employment Development Department		X	X	X	X		X					

* Acronyms

EDD: Employment Development Department

WIA: Workforce Investment Act

DDS: Department of Developmental Services

School-Based Matrix

Resources: School-Based or Interdisciplinary	Education	Occupational/Technical Skills	Career Guidance/Research	Transition Assistance/Case Management	Employment Services	Financial Assistance	Counseling Services	Drug and Alcohol Counseling	Health/Mental Benefits	Supported Employment, Living Services	Community Access	Recreation
General Education	X	X	X				X					
Special Education	X		X	X			X				X	X
Transition Services			X	X	X	X	X				X	X
Vocational Classes	X	X										
ROP*	X	X	X		X							
WorkAbility	X	X	X	X	X		X				X	X
Tech Prep/Pathways	X	X	X				X					

* ROP: Regional Occupation Program

Agency Collaboration and the IEP Transition Process

Agency partnerships allow students with disabilities the best chance for an organized, coordinated support system after graduation by:

- Offering additional resources for learning employability and independent living skills
- Teaching methods to access local business and industry resources
- Promoting greater awareness of additional community services
- Informing students of funding sources
- Providing specialized expertise
- Apprising the team of any future service options

Role of Agencies in the Transition Process

- Develop procedures, define roles, and coordinate services between the school and agencies.
- Negotiate service and support between members of the transition team.
- Communicate pertinent service needs to the transition team, including the current plan:
  - What services are currently being provided to the student?
  - How are current services assisting the fulfillment of the student's ongoing educational goals?

Barriers to Effective Agency Partnerships

- Lack of shared vision: all team members do not have the same student outcomes in mind
- Resistance to change
- Lack of training: collaborating partners need to be taught teamwork techniques
- Failure to develop personal, trusting, and respectful relationships among partners
- Professional rivalries, such as "turfism," pessimism, gate keeping, or historical baggage
- The Lone Ranger syndrome: partners need to let go of the "What's in it for me?" attitude
- Unclear roles and responsibilities
- Theoretical differences among agency partners: actual policy and practice impedes partnership

Agency Differences:

Public Schools

- All eligible individuals who are identified as having a disability must be served.
- Waiting lists are **not** allowed.
- Broad eligibility criteria exist.
- Comprehensive sets of services are designed around the needs of the individual.
- There is one provider: the school system.

Adult Service Agencies

- A disability does not guarantee services. Agencies may select whom they serve.
- Waiting lists may exist and may be quite lengthy.
- A narrow eligibility criterion exists.
- There is a limited range of available services.
- Multiple providers may deliver services.

Suggestions for Working with Agency Professionals

- Develop a current agency resource guide.
- Periodically invite agency representatives into the classroom to discuss their services with students. Understand that not every student will need to be linked to an agency for assistance.
- Best practices include regular meetings between school and agency personnel to:
  - Review student files to pre-plan for IEP/transition team meetings
  - Discuss possible future referrals
  - Network and share professional support
- Give advanced notice of any meeting where agency attendance is requested.
- Set procedures to reconvene and identify alternative ways to meet the student's needs when an agency does not attend the IEP meeting and/or provide necessary transition services.
- Make plans to form an interagency transition team to address barriers to establishing partnerships.

Suggestions for Families Working with Agency Professionals

- Become familiar with eligibility requirements, procedures, and services of the agency.
- Be persistent.
- Make sure you are communicating with the correct agency representative.
- Be persistent.
- Plan to develop a positive relationship with an agency representative.
- Be persistent.
- Be assertive: not argumentative or aggressive.
- Be persistent.

Forming Interagency Teams and Agreements

As illustrated in the previous section, transition is complex and requires cooperation and coordination among a variety of agencies outside of the school walls. Teams can make transition more effective for students. And, when they work well together, they ultimately succeed in lessening the load of the classroom teacher and other support personnel.

Special education personnel at the district level (e.g., directors of special education and program specialists) are encouraged to identify and meet with representatives from local community transition service agencies to discuss the formation of an interagency transition team. The following information should be shared and discussed:

- Services provided by each agency
- Eligibility criteria
- Representative contact information
- Models of interagency collaboration
- Adoption of a preferred interagency model
- Drafting and adoption of an interagency agreement

Key Factors for Successful Interagency Teaming:

- Mutual respect, understanding, and trust
- Appropriate cross-section of members
- Open and frequent communication
- Sufficient funds
- Skilled facilitator
- A shared stake among members in both the process and outcomes
- Multiple layers of decision-making
- History of collaboration or cooperation in the community
- A belief among members that collaboration is in their own best interest; and a commitment to act accordingly

There Will Be Differences—How to Deal with Them

An interagency team will encounter differences that can be cultural, political, and/or values-based. A successful team is one composed of members with differences who are working toward a common goal. Here are some ways to deal with differing points of view and values:

- See differences as a source of strength and richness.
- Create a mission or vision statement that everyone can support.
- Focus on students—"Who's the system for?"
- Use plain English.
- Focus on the similarities among members.
- Use meeting and decision-making techniques that allow for and celebrate diversity.
- Use team-building techniques.
- Strive for balance.

Who Should Be on the Interagency Team?

At the local level, those agencies that are most often involved with persons with disabilities are needed on the interagency team. Government and community-based agencies should be at the table, along with educators and students with disabilities and their families. Here is a suggested list of representatives:

School district: general education and special education
Employment Development Department/One-Stop
Community college
University
Family/student
Social Security
Independent living center
Department of Developmental Disabilities
Supported living/supported work
Services/Regional Center
Community agencies
Mental Health Services
Parent organization
Places of worship
Social Services
Department of Rehabilitation
Probation

See Appendix G: "Agencies that Support Transition" offers a list of key state agencies with descriptions of eligibility and services.

Section 6

Preparing Students for a General Diploma

In California, nearly 75 percent of students with disabilities have mild to moderate disabilities, such as speech and language impairments or specific learning disabilities (*Special Education Fact Book 2005*, California Department of Education, Special Education Division). With appropriate academic interventions, accommodations, and, at times, modifications, the majority of these students will be able to earn a general diploma. The National Standards and Quality Indicators for Transition support state and local education efforts to establish a system of standards and accountability that promotes post-school success.

The National Standards and Quality Indicators for Transition:

Schooling

1.2	SEAs (state education agencies) and LEAs (local education agencies) use appropriate standards to assess individual student achievement and learning.
1.3	SEAs/LEAs systematically collect data on school completion rates and post-school outcomes and use these data to plan improvements in educational and post-school programs and services.
1.5	SEAs/LEAs establish and implement high school graduation standards, options, and decisions that are based on meaningful measures of student achievement and learning.

California Education Code Section 51225.3 sets minimum course requirements for students to graduate with a general diploma:

(A) Three courses in English
(B) Two courses in mathematics (which now includes algebra)
(C) Two courses in science (including biological and physical sciences)
(D) Three courses in social studies (including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics)
(E) One course in visual or performing arts or foreign language (a course in American Sign Language counts as a course in a foreign language)
(F) Two courses in physical education, unless the pupil has been exempted

However, both the University of California (UC) and California State University (CSU) systems require four years of English, three years of mathematics—including algebra, geometry, and intermediate algebra—and two years of a foreign language in the same language. Additionally, commencing the class of 2006, students must pass the California High School Exit Examination (CAHSEE).

Many students were not meeting the minimum requirements or the requirements needed to enter a UC or a CSU as first-year students. To prepare California students to be competitive in the global economy of the twenty-first century, a statewide educational reform effort is underway to improve secondary education for all students, so that they may be prepared for higher education and careers. These reform efforts are designed to help all students, including students with disabilities.

To support the reform effort, the State Board of Education (SBE) has endorsed the use of nine Essential Program Components for high school reform and success:

1. Instructional program: standards-aligned English-language arts and mathematics textbooks and SBE-adopted pre-algebra and Algebra I textbooks
2. Student access to high school standards-aligned core courses (master schedule and pacing schedule)
3. Principals' instructional leadership training
4. Teachers' professional development opportunities
5. Student achievement monitoring system
6. Ongoing instructional assistance and support
7. Teacher, department, and subject matter collaboration
8. Intervention programs for students performing below grade-level standards
9. Fiscal support

(California Department of Education, *High School Essential Program Component Resource Kit*, 2005)

To help schools implement the Essential Program Components, the following resources are available to assist in reform improvement efforts:

Key resources for each Essential Program Component are available at *www.cde.ca.gov/ta/lp/vl/documents/hsepckr.doc*.

Academic Program Surveys (APS), used to assess the school status in each of the nine Essential Program Components, are available at *www.cde.ca.gov/ta/lp/vl/improvtools.asp#aps*.

APS Rating Descriptions, designed to accompany the survey, are available at *www.cde.ca.gov/ta/lp/vl/improvtools.asp#apsrd*.

Although all nine Essential Program Components are critical for schoolwide reform, the focus of this guide is Component Eight—Intervention Programs for Students Performing Below Grade-Level Standards—because of its direct relevance for students with disabilities.

The development of rigorous school- or district-wide intervention programs holds great promise for students with disabilities. In fact, school and district special education departments may work in collaboration with English and mathematics departments to deliver high quality intervention programs for students with or without disabilities who require the same level of intervention.

The High School Essential Program Component Resource Kit (California Department of Education, 2005) defines interventions as:

> *Instructional programs that are in addition to or in lieu of the regular grade-level core instruction and are intended to support and accelerate student learning and close the achievement gap between grade-level peers. Interventions are planned to be temporary and are accelerated by providing more time focused on area of need.*

Interventions are leveled according to student need, which is identified through achievement data gathered from a variety of measures. From those data, interventions can then be provided as follows:

Benchmark interventions are intended for students who are satisfactorily achieving grade-level standards but who, on occasion, may require additional assistance and support for specific standards and concepts.

Strategic interventions are intended for (1) high school students who are at or above sixth-grade standards in English-language arts but are not able to pass the California High School Exit Examination (CAHSEE); and/or (2) students who are unable to demonstrate proficiency in Algebra I and/or at risk of failing the mathematics portion of the CAHSEE.

Intensive interventions are intended for high school students who are unable to demonstrate proficiency in the sixth-grade standards in English-language arts and/or are unable to demonstrate proficiency in the seventh-grade standards in mathematics. Because these students have the greatest need, their intervention program should temporarily replace enrollment in "a–g" core courses.

(California Department of Education, *High School Essential Program Component Resource Kit*, 2005)

California Department of Education 2008

Some students with disabilities need only benchmark interventions, but many students with disabilities need strategic and intensive interventions to pass the California High School Exit Exam and receive a general diploma.

Interventions in English-Language Arts and Mathematics

Essential Program Component (EPC) #8 has two parts: interventions in English-language arts and interventions in mathematics. To provide appropriate interventions, eighth-, ninth-, and tenth-grade students must be regularly assessed for their academic knowledge and skill in English/language arts and mathematics. The following sequence of steps guides the design and implementation of appropriate interventions:

1. Gather resources for determining the initial placement of incoming students.
2. Make recommendations for student placement.
3. Conduct diagnostic assessment for appropriate student placement.
4. Implement a master schedule.

Currently, there are no SBE-adopted strategic interventions for students needing assistance with achieving grade-level standards. Therefore, schools are developing strategic interventions like the support "shadow" course described below:

- The shadow course lasts for one period for English and/or mathematics, in addition to the core class, and is intended to provide targeted support in the core area and to prepare students to be successful.
- The curriculum in the shadow course follows the core curriculum. The shadow course can act as a preparatory lesson, previewing vocabulary and introducing new concepts, or it can act as a tutorial, reviewing and re-teaching foundational standards and skills based on the needs of the individual student.

Another way schools are supporting students who need strategic intervention is to provide individual or group tutoring. Tutoring may be scheduled during, before, or after school, including Saturdays. Within these efforts, students may be flexibly grouped by learning needs for targeted instruction using the CAHSEE Blueprint and Study Guides available at: *www.cde.ca.gov/ta/tg/hs/admin.asp*.

Students who are performing at elementary levels in reading and mathematics may temporarily need to take two to three periods of intensive intervention instruction in reading and/or mathematics each day to accelerate their mastery of sixth-grade English-language arts standards and seventh-grade mathematics standards before they can access the core program. If possible, at least one interest-based class should be retained in the student's daily schedule to motivate students to attend school and participate in intensive interventions.

(California Department of Education, *High School Essential Program Component Resource Kit*, Intervention Programs for Students, Component #8)

English-Language Arts

The CAHSEE covers English Language Arts content standards through grade ten. The ELA content standards can be found in the CAHSEE Blueprint at *www.cde.ca.gov/ta/tg/hs/admin.asp*.

For high school students requiring intensive reading/language arts interventions, the State Board of Education adopted reading/language arts intervention programs designed to accelerate students through the sixth-grade standards. Students who are offered two periods a day of the intervention course in lieu of their core curriculum should accelerate from an intensive intervention program into the strategic intervention program within a couple of semesters. The list of SBE-adopted reading/language arts intervention programs is available at *www.cde.ca.gov/ci/cr/cf/rla2002pub.asp*.

Mathematics

The CAHSEE covers mathematics content standards for sixth and seventh grades and Algebra I standards, which can be found in the CAHSEE Blueprint at *www.cde.ca.gov/ta/tg/hs/admin.asp*.

There are currently no state-adopted mathematics intervention programs for high school students. The revised framework will have criteria for other intervention materials, which will be available at the next round of mathematics adoptions. In the meantime, these students need to participate in a mathematics intervention program designed to accelerate their learning so they can be moved back to the core curriculum as soon as possible (California Department of Education, *High School Essential Program Component Resource Kit*, 2005).

Advantages of Interventions

The expectation that schools and districts provide struggling students with intervention programs designed to bring their academic achievement in line with graduation requirements is a significant opportunity for students with disabilities, who have traditionally struggled to meet grade-level competencies, and their teachers, who have had to assemble intervention materials to meet their students needs.

Additionally, CDE invites schools and districts to submit CAHSEE remediation models and programs proven successful in improving student achievement in reading, writing, and mathematics. The CAHSEE Remediation Compendium can be viewed at *www.cde.ca.gov/ta/tg/hs/cahseematrix.asp*.

Students with disabilities who have not passed the CAHSEE or received a general diploma continue to be eligible to receive a free appropriate public education.

☛ See Appendix H: "Options for Students Not Passing the CAHSEE," which, in collaboration with special education services and supports, may be useful for IEP teams to consider as they determine the most appropriate path to graduation.

Notes:

California Department of Education 2008

Section 7

Preparing Students for a Certificate of Achievement/ Completion

Although the Individuals with Disabilities Education Improvement Act (IDEA '04) requires transition language in the IEP "beginning not later than the first IEP, to be in effect when the child is 16," for some students it is appropriate to begin transition activities earlier. Teachers, parents, and students can begin the assessments, functional skills, and courses of study that are described below as early as the elementary grades.

While the majority of students with disabilities will participate in the general curriculum and statewide assessments and graduate with a general diploma, some students' disabling conditions are so significant that even with intensive academic interventions and modifications, they will not pass the California High School Exit Exam. It is important to offer a course of study that prepares this group of students for employment, independence, and integration into the community. Although they will not receive a general diploma, the efforts of these students must be recognized and celebrated.

California Education Code requires local education agencies to award students with disabilities a Certificate of Achievement or Completion if any one of the following is accomplished:

(Section 56390) *(a) The individual has satisfactorily completed a prescribed alternative course of study approved by the governing board of the school district in which the individual attended school or the school district with jurisdiction over the individual and identified in his or her individualized education program.*

(b) The individual has satisfactorily met his or her individualized education program goals and objectives during high school as determined by the individualized education program team.

(c) The individual has satisfactorily attended high school, participated in the instruction as prescribed in his or her individualized education program, and has met the objectives of the statement of transition services.

Attainment of a Certificate of Achievement or Completion is not the same as a general diploma and does not take the place of a general diploma; in addition, students who do not receive a general diploma have a right to continue receiving a free appropriate public education until the age of 22.

☛ See Appendix I: *Memorandum from the Director of the California Department of Education, Special Education Division, on the Special Education Certificate or Document of Educational Achievement or Completion for Students with Disabilities.*

However, when a student does receive a Certificate of Achievement or Completion, California allows those students to participate in all graduation ceremonies:

> *EC 56391. An individual with exceptional needs who meets the criteria for a certificate or document described in Section 56390 shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a pupil of similar age without disabilities would be eligible to participate. The right to participate in graduation ceremonies does not equate a certificate or document described in Section 56390 with a regular high school diploma.*

The National Standards and Quality Indicators for Transition encourage state and local education efforts to establish secondary programs that prepare students for adult life through school-, community-, and work-based learning experiences. Furthermore, the National Standards and Quality Indicators for Transition support state and local education efforts to establish a standards and accountability system that promotes post-school success.

The National Standards and Quality Indicators for Transition:

Schooling

1.1	SEAs (state education agencies) and LEAs (local education agencies) provide youth with equitable access to a full range of academic and non-academic courses and programs of study.
1.1.3	Youth are aware of and have access to work-based learning (programs that connect classroom curriculum to learning on job sites in the community), service-learning (programs that combine meaningful community service with academic growth, personal growth, and civic responsibility), and career preparatory experiences such as job shadowing and informational interviewing.
1.2	SEAs/LEAs use appropriate standards to assess individual student achievement and learning.
1.2.1	All youth participate in large-scale assessment and accountability systems, with appropriate accommodations, alternate assessments, and universal design.

The National Standards and Quality Indicators for Transition:

Employment

2.3	Schools and community partners provide youth with opportunities to participate in meaningful school- and community-based work experiences.
2.4	Schools and community partners provide career preparatory activities that lead to youths' acquisition of employability and technical skills, knowledge, and behaviors.

California Alternate Performance Assessment (CAPA)

In order to meet the requirements of the IDEA '04 and the No Child Left Behind Act (NCLB), California implemented an accountability system that includes all students in the statewide assessment program. For students who cannot take part in general statewide assessment programs, the California Department of Education developed an alternate assessment for children with more severe disabilities, the California Alternate Performance Assessment (CAPA). The CAPA was developed as a tool to support teachers in recognizing and aligning instruction for students with significant disabilities with the California content standards and to monitor these students' progress.

Since students with significant cognitive disabilities have traditionally received their instruction in a functional skills-based curriculum, the California content standards were prioritized and those standards most appropriate for students with significant disabilities were selected. The following content areas were selected and the accompanying functional indicators of performance were developed:

Content Areas:
English-Language Arts, Mathematics, Science, History-Social Science

Strands:
Subheadings used to organize standards within a content area

Descriptive Statement:
Explains how the standard is applicable to long-term adult outcomes and how they contribute to the individual's quality of life

Standard Identification:
Identifies the standard in relation to the California content standards and the California Alternate Performance Assessment (CAPA)

ELA Standard 1 Reading/Word Analysis Kindergarten-1.6 CAPA Levels 2–3	**Recognize and name all uppercase and lowercase letters of the alphabet**

Key:

ELA Standard 1: CAPA numbering system

Reading/Word Analysis: Strand/Substrand from California standards document

Kindergarten-1.6: Reference to the grade level and standard number in the California content standards document, as they relate to the CAPA

Levels 2–3: CAPA levels at which it is appropriate to teach and test this standard.

Note: Text in the right side of the box is the exact text as it appears in the California content standards.)

California Department of Education 2008

Functional Performance Indicators are not intended to be task analyses, a complete listing of skills, or measurable IEP goals. To make the performance indicators accessible to students with a wide range of disabilities, universal verbs were used. This approach enables the teacher to specify the individual student behaviors needed to perform the tasks.

Common terms used in the functional performance indicators include the following:

Identify: look toward, point to, gesture, verbally label, use sign language
Indicate: look toward, point to, gesture, verbally label, use sign language
Orient: move any part of his or her body toward the presented task/activity
Produce: generate symbols, communicate information in written or graphic form (e.g., write, keyboard, use assistive technology)
Travel: move about the environment (e.g., roll, crawl, walk, propel self in wheelchair)

Source: California Department of Education, California Alternate Performance Assessment

The CAPA provides a framework, aligned to California Content Standards, for assessing the performance and progress of students with significant disabilities. The curriculum and activities offered to prepare students for adult life are generally referred to as functional skills.

Functional Skills

One of the goals of education is to prepare students for adult living. To do that, teachers and parents must be prepared to ask and answer the following tough questions:

What is she or he going to do?

Where will she or he live?

Where will she or he work?

Who will be his or her friends?

Who can help him or her?

What should his or her school program consist of?

The following areas directly prepare a student to function in the adult world:

Daily Living Skills

These teach students to manage personal finances—including using credit cards and check cards—a household, personal needs, family responsibilities, food preparation, citizenship responsibility, and leisure activities.

Personal, Social, and Independent Living Skills

This area involves students' self-awareness and self-confidence, their socially responsible behavior, interpersonal skills, independence, decision-making abilities, and communication skills.

Career and Other Skills Related to Post-School Activities

These skills help students explore and prepare for occupational possibilities and choices in the twenty-first century, including developing appropriate work habits, seeking and maintaining employment, and developing physical skills, manual skills, and specific job competencies.

The California Special Education Administrators of County Offices (SEACO) developed a curriculum guide for students with moderate to severe disabilities, available through Lakeshore Publishing, which further defines functional skills in seven areas:

1. Communication
2. Self-care/independent living
3. Motor and mobility skills
4. Functional academics
5. Vocational
6. Social/emotional
7. Recreation/leisure

Courses of study for students in functional skills curriculum who will receive a Certificate of Completion or Achievement typically involve:

- Functional or survival reading and mathematics
- Communications skills
- Social skills
- Personal health and hygiene
- Daily living skills such as housekeeping and meal preparation
- Work experience
- Community-based instruction

Community-based instruction provides students with an opportunity to practice, in a real-world setting, those skills they have learned in the functional skills curriculum. It also provides an opportunity for instruction in the least restrictive environment, especially interaction with people without disabilities. Community-based instruction should reinforce skills learned in the classroom setting and be aligned to measurable IEP goals. Examples of community-based instruction areas may include:

- Travel training
- Shopping
- Utilizing community resources, such as the post office, health clinic, or bank
- Post-school employment or training centers
- Work experience
- Recreation and leisure activities

Community-based instruction allows students the opportunity to develop choices and independence that are tied to self-determination, an essential element that affects the quality of life students will experience as adults. The National Standards and Quality Indicators for Transition support these activities as building blocks to independence and leadership:

The National Standards and Quality Indicators for Transition:

Youth Development and Leadership

3.1	Youth acquire the skills, behaviors, and attitudes that enable them to learn and grow in self-knowledge, social interaction, and physical and emotional health.
3.2	Youth understand the relationship between their individual strengths and desires and their future goals and have the skills to act on that understanding.
3.3	Youth have the knowledge and skills to demonstrate leadership and participate in community life.

Students who exit high school with a Certificate of Completion or Achievement continue to be eligible to receive a free appropriate public education. The type of services students ages 18–22 receive depends largely on the individual student's need. Often, however, these services will continue the focus on community-based instruction, employment training and work experience, and accessing community resources.

Because these students are adults, it is important to provide services in an age-appropriate environment. Some school districts have partnerships with community colleges, where the college provides the classroom and the access to appropriate classes, while the district provides the special education staff. Other districts have classrooms in the community in storefronts, houses, or apartments. In other words, providing an education in the least restrictive environment for students ages 18–22 occurs out in the community: in formal institutions of postsecondary education, training venues, or places of employment.

This is also the time in a student's education when it becomes important that, either on his or her own or with help, he or she makes connections with adult service providers. Typically, the Department of Rehabilitation and Regional Center become involved with students when they are ready to exit the educational system. It is good practice to invite representatives from these organizations to the last IEP meeting before the student turns 22 to establish linkages; although people from these agencies are not mandated to attend. Appendix G lists a variety of state agencies that support transition.

Notes:

California Department of Education 2008

Conclusion

No one denies the importance of preparing young people for adulthood. Families want their children to lead happy, independent lives as adults. Educators want to see their efforts successfully lead young people out of high school with the tools to be lifelong learners and with the skills to enter higher education or employment. The larger society wants the next generation to be good citizens, able to make informed decisions and able to progress economically and socially. And the wishes of the disability community are identical. But in spite of these common desires, there are perceived barriers to fully achieving the "results-oriented" process of transitioning students from school to adulthood that the IDEA requires.

Achieving the goals stated above requires a coordinated effort with families, schools, communities, state and national agencies, business and industry, and higher education working together to lead the way to helping young people find productive adult roles. The very definition of transition in the IDEA is a "coordinated set of activities" designed to help students move from school to adult living. However, knowing that coordination is necessary is not enough; putting together a mechanism to accomplish that coordination is also required. Some cities and/or counties have Transition Coordinating Councils where schools, business partners, the departments of Employment Development and Rehabilitation, Regional Centers, and other community-based service organizations come together on a regular basis to determine student needs and who will fill those needs and when. This type of systemic coordination ensures that no student will fall through the cracks between agencies or be left to figure it out alone. The "Connecting Activities" in Section 5 of this book describe how the various partners can work together. But because this work is largely unfunded, it is up to communities to take the initiative to make coordination happen.

Another perceived barrier to developing systems that prepare students for life after high school is the structure of high schools themselves. Even before the standards-based accountability movement of the twenty-first century, secondary education was often torn between providing an academic education and a career or technical education. Regardless of which emphasis is chosen, the fact remains that many students are only motivated to stay in high school when they can see how the education they receive there actually prepares them for their next step, whether it is higher education or employment right after high school. This connection between school and adult life is not something all students automatically

recognize. Many students need direct instruction in self-awareness, career awareness and exploration, and career preparation as much as they need direct instruction in English and mathematics. If students do not see school as the first step toward the rest of their lives, schools run the risk of losing many students to apathy.

The demands of the rigorous, standards-based education required in California a nd the High School Exit Exam have forced many secondary educators, including special educators, to focus on those standards and exams, often at the expense of the more practical instruction and activities related to self-awareness, career awareness and exploration, and career preparation. Many teachers may see the importance of transition or career preparation but, with the pressure of limited time and resources, feel able to teach only the standards. However, the two are not mutually exclusive. It is possible to provide the instruction and activities that are needed to guide career exploration and plans for future employment through a standards-based curriculum. For example, the sample transition goals illustrated in Section 2 of this book demonstrate how transition activities can be aligned to English language arts standards.

Additionally, many high school special education departments are structured so that all students with an IEP have at least one period with their case manager, who is then able to provide students with assistance in the general curriculum. This period can also be used to address transition instruction and activities. Case managers can also collaborate with general education teachers on ways to infuse transition curricula into core classes. Indeed, all students can benefit from instruction and activities that develop their awareness about themselves and how they will fit into the world of work. As mentioned above, without making an explicit connection between school and careers, or school and the rest of their lives, many students may find school irrelevant and lack the motivation to succeed.

Families are also under a great deal of pressure to ensure that their children are enrolled in a standards-based curriculum and are on track to pass examinations. For many students, the appropriate route to their future is to complete high school, go to college, and enter the career of their choosing. For students with cognitive or developmental disabilities, the appropriate route to realizing their appropriate goal is a functional skills, community-based, work-oriented curriculum, which is critical for post-school success and independence.

Some students, however, do not fit nicely into the two student groups mentioned above—a standards-based graduation pathway or a functional skills certificate pathway. Therefore, families, in collaboration with the IEP team, will need to make decisions at some point between middle and high school about the most appropriate programming and courses of study for their child in high school. Throughout secondary school, families must be their child's advocate, their teacher's partner and, a primary collaborator on the team of school and adult service providers to make sure their child is receiving the instruction, services, and supports needed for post-school success.

Finally, we must continually ask the question: why do we have compulsory education if not to prepare children and youth for the rest of their lives? Families and educators are often so involved with the business of schooling that they forget its purpose. Schooling is not an end, but a means to an end. Schooling is less than one-fifth of most people's lives, and its intent is preparation for life. All youth should leave school prepared for continued education, employment, and adult roles; so it makes sense to provide them with schooling that directly helps them realize those goals.

Notes:

Appendix A

Transition-Related Legal References from the U.S. Department of Education, Office of Special Education Programs

IDEA—Reauthorized Statute

The following is adapted from the document found on the U.S. Department of Education's Office of Special Education Programs website: *www.ncset.org/docs/osers/idea04_sec_transition.html*.

Secondary Transition

The reauthorized Individuals with Disabilities Education Act (IDEA) was signed into law on December 3, 2004, by President George W. Bush. The provisions of the act became effective on July 1, 2005, with the exception of some elements of the definition of "highly qualified teacher," that took effect upon the signing of the act. This is one in a series of documents, prepared by the Office of Special Education and Rehabilitative Services (OSERS) of the U.S. Department of Education, that covers a variety of high-interest topics and brings together the statutory language related to those topics to support constituents in preparing to implement the new requirements. This document addresses only the changes to provisions regarding transition services of IDEA that took effect on July 1, 2005. It does not address any changes that may be made by the final regulations.

IDEA 2004:

1. Changes in the purpose of IDEA: added "further education"

The purpose of IDEA is to ensure that all children with disabilities have available to them a free and appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living [601(d)(1)(A)].

2. Change in language

In Section 602(34) the language in IDEA is changed from "student" to "child."

3. Changes to definition of "transition services"

The term "transition services" means a coordinated set of activities for a child with a disability that

- 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 postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation [602(34)(A)];
- is based on the individual child's needs, taking into account the child's strengths, preferences, and interests [602(34)(B)].

4. Changes in performance goals and indicators

The new law addresses graduation rates and dropout rates, as well as such factors as the state may determine [612(a)(15)(A)(iii)].

5. Procedures for reevaluations

A local educational agency (LEA) must ensure that a reevaluation for each child with a disability is conducted in accordance with Sections 614(b) and 614(c) if either

- the LEA determines that the educational or related services needs, including improved academic achievement and functional performance, of the child warrant a reevaluation; or
- the child's parents or teacher requests a reevaluation.

  However, a reevaluation shall occur not more frequently than once a year, unless the parent and the LEA agree otherwise; and at least once every three years, unless the parent and the LEA agree that a reevaluation is unnecessary [614(a)(2)].

6. Exception to requirements for evaluation before a change in eligibility

An evaluation is not required before the termination of a child's eligibility if the termination of eligibility is either

- due to graduation from secondary school with a regular high school diploma, or
- because the child exceeds the age of eligibility for a free and appropriate public education under state law.

  For a child whose eligibility under IDEA terminates under circumstances described above, an LEA must provide the child with a summary of his or her academic achievement and functional performance, including recommendations on how to assist the child in meeting postsecondary goals [614(c)(5)(B)].

7. Changes to definition of an individualized education program (IEP)

- IEPs are required to include a statement of measurable annual goals, including academic and functional goals, that both
  - meet the child's needs that result from the child's disability to enable the child to be involved in, and make progress in, the general education curriculum, and
  - meet each of the child's other educational needs that result from the child's disability [614(d)(1)(A)(i)(II)].

- IEPs are required to include both
  - a description of how the child's progress toward meeting the annual goals will be measured, and
  - a description of when periodic reports on the progress the child is making toward meeting the annual goals will be provided to the parents. Reporting may include quarterly reports, or other periodic reports, concurrent with the issuance of report cards [614(d)(1)(A)(i)(III)].
- Beginning not later than the first IEP, to be in effect when the child turns 16 and then updated annually thereafter, the IEP must include all of the following:
  - Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and independent living skills, where appropriate
  - Transition services needed to assist the child in reaching those goals, including courses of study
  - Beginning not later than one year before the child reaches the age of majority under state law, a statement that the child has been informed of the child's rights under this title, if any, that will transfer to the child on reaching the age of majority under Section 615(m) [614(d)(1)(A)VIII]

8. Rule of construction

Nothing in Section 614 shall be construed to require (1) that additional information be included in a child's IEP beyond what is explicitly required in Section 614 or (2) that the IEP team include information under one component of a child's IEP that is already contained under another component of such IEP [614(d)(1)(A)(ii)].

9. Added specific requirements to development of an IEP

In developing each child's IEP, the IEP team, subject to subparagraph (C), shall consider the academic, developmental, and functional needs of the child [614(d)(3)(A)(iv)].

Appendix B

Key Provisions on Transition

IDEA of 1997 compared to IDEA of 2004

On December 3, 2004, President George W. Bush signed H.R. 1350 (the Individuals with Disabilities Education Act of 2004) into law. This document identifies the major changes between IDEA of 1997 and H.R. 1350 (IDEA '04) concerning transition services (**bold text indicates language changes from IDEA of 1997; added here by author**).

Individuals with Disabilities Education Act of 1997	Individuals with Disabilities Education Improvement Act of 2004
Part A: General Provision	
Section 601: Short Title; Table of Contents; Findings; Purposes	
(d) Purposes. The purposes of this title are— (1)(A) 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 employment and independent living	(d) Purposes. The purposes of this title are— (1)(A) 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
Section 602: Definitions	
(30) Transition services. The term "transition services" means a coordinated set of activities for a student with disability that— (A) is designed within an outcome-oriented process, which promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation; (B) is based upon the individual student's needs, taking into account the student's preferences and interests; and	(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 postsecondary education, vocational **education**, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation; (B) is based on the individual child's needs, taking into account the **child's strengths**, preferences, and interests; and

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continued . . .

(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.	(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.

Part B: Assistance for Education of All Children with Disabilities

Section 614: Individualized Education Programs

(c) Additional Requirements for Evaluation and Reevaluation . . . (5) **Evaluation before Change in Eligibility.** A local educational agency shall evaluate a child with a disability in accordance with this section before determining that the child is no longer a child with a disability.	(c) Additional Requirements for Evaluation and Reevaluation . . . (5) Evaluation before Change in Eligibility (A) In general—**Except as provided in subparagraph (B)**, a local educational agency shall evaluate a child with a disability in accordance with this section before determining that the child is no longer a child with a disability. **(B) Exception—** **(i) In general—The evaluation described in subparagraph (A) shall not be required before the termination of a child's eligibility under this part due to graduation from secondary school with a regular diploma, or due to exceeding the age eligibility for a free appropriate public education under State law.** **(ii) Summary of Performance—For a child whose eligibility under this part terminates under circumstances described in clause (i), a 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 post-secondary goals.** *continued . . .*

Section 614, Individualized Education Programs

(d) Individualized Education Programs.—
(1) Definition.—In this title:
(A) Individualized Education Programs . . .
(vii)(I) beginning at age 14, and updated annually, a statement of the transition service needs of the child under the applicable components of the child's IEP that focuses on the child's courses of study (such as participation in advanced-placement courses or a vocational education program);
(II) beginning at age 16 (or younger, if determined appropriate by the IEP Team), a statement of needed transition services for the child, including, when appropriate, a statement of the interagency responsibilities or any needed linkages; and
(III) beginning at least one year before the child reaches the age of majority under State law, a statement that the child has been informed of his or her rights under this title, if any, that will transfer to the child on reaching the age of majority under section 615(m); and
(viii) a statement of—
(I) how the child's progress toward the annual goals described in clause (ii) will be measured; and
(II) how the child's parents will be regularly informed (by such means as periodic report cards), at least as often as parents are informed of their nondisabled children's progress of—
(aa) their child's progress toward the annual goals described in clause (ii); and
(bb) the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year.

(d) Individualized Education Programs.—
(1) Definition.—In this title:
(A) Individualized Education Programs . . .
(i)(VIII) **beginning not later that the first IEP to be in effect when the child is 16, and updated annually thereafter—**
(aa) appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills;
(bb) the transition services (including courses of study) needed to assist the child in reaching those goals; and
(cc) beginning **not later than** 1 year before the child reaches the age of majority under State law, a statement that the child has been informed of the child's rights under this title, if any, that will transfer to the child on reaching the age of majority under section 615(m).
(ii) Rule of Construction.—Nothing in this section shall be construed to require—
(I) that additional information be included in a child's IEP beyond what is explicitly required in this section; and
(II) the IEP Team to include information under 1 component of a child's IEP that is already contained under another component of such IEP.

	[Note: The following text appears in Part B, Section 614 (d)(1)(A)(i), as part of the definition of what an IEP includes.] (II) a statement of measurable annual goals, including **academic and functional goals,** designed to— (aa) meet the child's needs that result from the child's disability to enable the child to be involved in and **make** progress in the general education curriculum; and **(bb) meet each of the child's other educational needs that result from the child's disability;** **(III) a description of how the child's progress toward meeting the annual goals described in subclause (II) will be measured and when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report card) will be provided;**
(3) Development of IEP	
(A) **In general**—In developing each child's IEP, the IEP Team, subject to subparagraph (C), shall consider— (i) the strengths of the child and the concerns of the parents for enhancing the education of their child; and (ii) the results of the initial evaluation or most recent evaluation of the child.	(A) **In general**—In developing each child's IEP, the IEP Team, subject to subparagraph (C), shall consider— (i) the strengths of the child; (ii) the concerns of the parents for enhancing the education of their child; (iii) the results of the initial evaluation or most recent evaluation of the child; and **(iv) the academic, developmental, and functional needs of the child.**
(6) Children with Disabilities in Adult Prisons	(7) Children with Disabilities in Adult Prisons
(A) **In general**—The following requirements do not apply to children with disabilities who are convicted as adults under State law and incarcerated in adult prisons: (i) The requirements contained in section 612(a)(17) and paragraph (1)(A)(v) of this subsection (relating to participation of children with disabilities in general assessments.) (ii) The requirements of subclauses (I) and (II) of paragraph (1)(A)(vii) of this subsection (relating to transition planning and transition services) do not apply with respect to such children whose eligibility under this part will end, because of their age, before they will be released from prison.	(A) **In general**—The following requirements **shall** not apply to children with disabilities who are convicted as adults under State law and incarcerated in adult prisons: (i) The requirements contained in section 612(a)(16) and paragraph(1)(A)(i)(VI) (relating to participation of children with disabilities in general assessments). (ii) The requirements of items (aa) and (bb) of paragraph (1)(A)(i)(VIII) (relating to transition planning and transition services) do not apply with respect to such children whose eligibility under this part will end, because of **such children's age, before such children** will be released from prison.

Appendix C

National Standards and Quality Indicators for Transition

Following is the work of National Association of Special Education Teachers. The document outlines standards and indicators that can be used to help assure high-quality transition for youth who are moving from a secondary school setting to the adult world. The standards and indicators identify practices that create quality secondary education and transition experiences for all youth. These standards can guide state and local administrators and practitioners responsible for planning and implementing comprehensive transition systems for youth, ultimately becoming a catalyst for constructive change in transition practices and policies nationwide. The member organizations of National Association of Special Education Teachers intend this to be a living document that is regularly updated to reflect current knowledge.

National Standards and Quality Indicators for Transition:

Schooling

1.1	**SEAs/LEAs provide youth with equitable access to a full range of academic and non-academic courses and programs of study.**
1.1.1	Youth are aware of and have access to the full range of secondary education curricula and programs designed to help them achieve state and/or district academic and related standards and meet admission requirements for post-secondary education.
1.1.2	SEAs/LEAs provide youth with information about the full range of post-secondary options and encourage youth to participate in secondary courses that will enable them to meet the admission requirements of their selected postsecondary program of study.
1.1.3	Youth are aware of and have access to work-based learning (programs that connect classroom curriculum to learning on job sites in the community), service-learning (programs that combine meaningful community service with academic growth, personal growth, and civic responsibility), and career preparatory experiences such as job shadowing and informational interviewing.
1.1.4	Each youth completes an individual life plan based on his or her interests, abilities, and goals.
1.1.5	SEAs/LEAs use universally designed and culturally competent curriculum materials (e.g., assignments, tests, textbooks, etc.) that are accessible and applicable to the widest possible range of youth.

1.1.6	Youth are aware of and have access to technology resources to enhance learning.
1.1.7	SEAs/LEAs integrate advising and counseling into the education program of every youth and ensure that supports are readily available to enable each youth to successfully complete secondary school and enter postsecondary education or other chosen post-school options.
1.2	**SEAs/LEAs use appropriate standards to assess individual student achievement and learning.**
1.2.1	All youth participate in large-scale assessment and accountability systems, with appropriate accommodations, alternate assessments, and universal design.
1.2.2	Youth have access to appropriate accommodations and multiple assessment strategies.
1.2.3	SEAs/LEAs use assessment and accountability systems reflecting standards that prepare graduates for successful postsecondary education experiences, meaningful employment, and civic engagement.
1.2.4	SEAs/LEAs use assessment results to review instruction and implement appropriate educational plans for each youth.
1.2.5	SEAs/LEAs use assessments that are not culturally biased.
1.3	**SEAs/LEAs systematically collect data on school completion rates and post-school outcomes and use these data to plan improvements in educational and post-school programs and services.**
1.3.1	Data are disaggregated and reported in clear and relevant language for the intended audiences.
1.3.2	Data and resulting reports are widely disseminated throughout the education community, to policymakers, school board members, school administrators, parent groups, postsecondary educators, public and private school educators, and the community.
1.3.3	SEAs/LEAs use reliable and valid instruments and data collection strategies.
1.3.4	Data are used to evaluate current programs and services and to make recommendations for future programs and services linked to positive post-school outcomes.

continued . . .

Standards and Indicators: Schooling, ***continued***

1.4	**SEAs/LEAs offer educators, families, and community representatives regular opportunities for ongoing skill development, education, and training in planning for positive post-school outcomes for all youth.**
1.4.1	Administrators, principals, educators, and paraprofessionals meet the essential qualifications to perform their jobs.
1.4.2	Staff development programs are based on careful analysis of data about the school and youth achievement and are evaluated for their effectiveness in improving teaching practices and increasing student achievement.
1.4.3	Educators, families, and community representatives are active members of the school leadership team.
1.4.4	Youth have the opportunity to participate in all meetings in which decisions may be made concerning their school and post-school plans.
1.4.5	Educators, families, and youth receive training on using data for planning and informed decision-making.
1.5	**SEAs/LEAs establish and implement high school graduation standards, options, and decisions that are based on meaningful measures of student achievement and learning.**
1.5.1	State and local assessments linked to high school graduation use measures of student achievement and learning that are valid and reliable and allow for accommodations and modifications, as appropriate.
1.5.2	Allowable accommodations and modifications, and the circumstances in which they may be used, are clearly defined for state and local assessments.
1.5.3	School staff members are provided training on determining and implementing appropriate accommodations and on determining eligibility for alternate assessments.
1.5.4	Educators, families, and youth are aware of and have access to information about the possible ramifications of completing alternate assessments.
1.5.5	Educators, families, and youth are counseled on how the choice of diploma options may affect post-school options.

National Standards and Quality Indicators for Transition:

Career Preparatory Experiences

2.1	**Youth participate in career awareness, exploration, and preparatory activities in school- and community-based settings.**
2.1.1	Schools and community partners offer courses, programs, and activities that broaden and deepen youths' knowledge of careers and allow for more informed postsecondary education and career choices.
2.1.2	Career preparatory courses, programs, and activities incorporate contextual teaching and learning.
2.1.3	Schools, employers, and community partners collaboratively plan and design career preparatory courses, programs, and activities that support quality standards, practices, and experiences.
2.1.4	Youth and families understand the relationship between postsecondary and career choices, and financial and benefits planning.
2.1.5	Youth understand how community resources, experiences, and family members can assist them in their role as workers.
2.2	**Academic and non-academic courses and programs include integrated career development activities.**
2.2.1	Schools offer broad career curricula that allow youth to organize and select academic, career, or technical courses based on their career interests and goals.
2.2.2	With the guidance of school and/or community professionals, youth use a career planning process (e.g., assessments, career portfolio, etc.) based on career goals, interests, and abilities.
2.2.3	Career preparatory courses, programs, and activities align with labor market trends and specific job requirements.
2.2.4	Career preparatory courses, programs, and activities provide the basic skills crucial to success in a career field, further training, and professional growth.
2.3	**Schools and community partners provide youth with opportunities to participate in meaningful school- and community-based work experiences.**
2.3.1	Youth participate in quality work experiences that are offered to them prior to exiting school (e.g., apprenticeships, mentoring, paid and unpaid work, service learning, school-based enterprises, on-the-job training, internships, etc.).

continued . . .

Standards and Indicators: Career Preparatory Experiences, *continued*	
2.3.2	Work experiences are relevant and aligned with each youth's career interests, postsecondary education plans, goals, skills, abilities, and strengths.
2.3.3	Youth participate in various on-the-job training experiences, including community service (paid or unpaid) specifically linked to school credit or program content.
2.3.4	Youth are able to access, accept, and use individually needed supports and accommodations for work experiences.
2.4	**Schools and community partners provide career preparatory activities that lead to youths' acquisition of employability and technical skills, knowledge, and behaviors.**
2.4.1	Youth have multiple opportunities to develop traditional job preparation skills through job-readiness curricula and training.
2.4.2	Youth complete career assessments to identify school and post-school preferences, interests, skills, and abilities.
2.4.3	Youth exhibit understanding of career expectations, workplace culture, and the changing nature of work and educational requirements.
2.4.4	Youth demonstrate that they understand how personal skill development (e.g., positive attitude, self-discipline, honesty, time management, etc.) affects their employability.
2.4.5	Youth demonstrate appropriate job-seeking behaviors.

National Standards and Quality Indicators for Transition:

Youth Development and Leadership

3.1	**Youth acquire the skills, behaviors, and attitudes that enable them to learn and grow in self-knowledge, social interaction, and physical and emotional health.**
3.1.1	Youth are able to explore various roles and identities, promoting self-determination.
3.1.2	Youth participate in the creative arts, physical education, and health education programs in school and the community.
3.1.3	Youth are provided accurate information and given the opportunity to ask questions and discuss sexual attitudes.

3.1.4	Youth develop interpersonal skills, including communication, decision-making, assertiveness, and peer refusal skills, as well as the ability to create healthy relationships.
3.1.5	Youth interact with peers and acquire a sense of belonging.
3.1.6	Youth participate in a range of teamwork and networking experiences.
3.1.7	Youth have significant positive relationships with mentors, positive role models, and other nurturing adults.
3.2	**Youth understand the relationship between their individual strengths and desires and their future goals and have the skills to act on that understanding.**
3.2.1	Youth develop ethics, values, and reasoning skills.
3.2.2	Youth develop individual strengths.
3.2.3	Youth demonstrate the ability to set goals and develop a plan.
3.2.4	Youth participate in varied activities that encourage the development of self-determination and self-advocacy skills.
3.3	**Youth have the knowledge and skills to demonstrate leadership and participate in community life.**
3.3.1	Youth learn specific knowledge and skills related to leadership, and explore leadership styles.
3.3.2	Youth learn the history, values, and beliefs of their communities.
3.3.3	Youth demonstrate awareness, understanding, and knowledge of other cultures and societies and show respect for all people.
3.3.4	Youth engage in experiential learning and have opportunities for genuine leadership, taking primary responsibility for developing plans, carrying out decisions, and solving problems.
3.3.5	Youth participate in service to others in their community, their country, and their world.
3.3.6	Youth identify and access resources in their community.
3.4	**Youth demonstrate the ability to make informed decisions for themselves.**
3.4.1	Youth practice self-management and responsible decision-making that reflects healthy choices.
3.4.2	Youth demonstrate independent living skills.

National Standards and Quality Indicators for Transition:

Family Involvement

4.1	**School staff members demonstrate a strong commitment to family involvement and understand its critical role in supporting high achievement, access to postsecondary education, employment, and other successful adult outcomes.**
4.1.1	School programs and activities support a wide range of family involvement and actively engage families and youth in the home, classroom, school, and community.
4.1.2	School programs and activities are designed, implemented, and shaped by frequent feedback from youth and families.
4.1.3	School staff development includes training on youth and family involvement based on individual strengths, interests, and needs.
4.1.4	Youth and families have clear and accessible information regarding school curricula, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
4.2	**Communication among youth, families, and schools is flexible, reciprocal, meaningful, and individualized.**
4.2.1	Youth, families, and school staff utilize telephone, face-to-face, electronic, group meetings, and other methods as needed to support and enhance communication.
4.2.2	School staff individualize communication methods used with youth and families to meet unique needs, including provision of text materials in alternate formats and non-English languages.
4.2.3	Youth, families, and school staff share reports of positive youth behavior and achievement.
4.2.4	Schools, families, and youth enhance communication through use of school programs that improve literacy and communication skills.
4.3	**School staff actively cultivate, encourage, and welcome youth and family involvement.**
4.3.1	School staff use a formal process to help youth and families identify their strengths and needs and to connect them with other youth and families for support, guidance, and assistance.

4.3.2	School staff provide flexible meeting arrangements to accommodate the varied needs of youth and families, addressing childcare needs, transportation needs, language barriers, and time schedules.
4.3.3	Youth, families, and school staff participate in training on parenting, childcare, and positive family-child relationships.
4.3.4	School staff participate in training on creating a welcoming school climate and working collaboratively, respectfully, and reciprocally with youth and families.
4.3.5	All school information, materials, training, and resources reflect the diversity of the community.
4.3.6	School staff provide referrals to community programs and resources that meet the individual needs of youth and families and allow youth and families to make informed choices.
4.4	**Youth, families, and school staff are partners in the development of policies and decisions affecting youth and families.**
4.4.1	Youth, families, and school staff jointly develop a family involvement policy and agreement outlining shared responsibility for improved student achievement and achieving the State's high standards.
4.4.2	School staff regularly share information about school reforms, policies, and performance data with youth and families in a variety of formats.
4.4.3	School staff ensure [that] school policies respect the diversity of youth and family cultures, traditions, values, and faiths found within the community.
4.4.4	School staff provide youth and families with training on school policies, budgets, and reform initiatives to ensure effective participation in decision-making.
4.4.5	Youth and families have a variety of opportunities to participate in decision-making, governance, evaluation, and advisory committees at the school and community levels.

National Standards and Quality Indicators for Transition:

Connecting Activities

5.1	**Organizations coordinating services and supports align their missions, policies, procedures, data, and resources to equitably serve all youth and ensure the provision of a unified flexible array of programs, services, accommodations, and supports.**
5.1.1	At the state and community level, public and private organizations communicate, plan, and have quality assurance processes in place within and across organizations to equitably support youths' access to chosen post-school options. Each organization has clear roles and responsibilities, and ongoing evaluation supports continuous improvement.
5.1.2	Organizations have missions, policies, and resources that support seamless linkage and provide youth with access to needed services and accommodations.
5.1.3	Youth and families report that organizations provide, or provide access to, seamlessly linked services, supports, and accommodations as necessary to address each youth's individual transition needs.
5.1.4	Organizations have implemented an agreed-upon process to coordinate eligibility and service provision requirements, helping youth to participate in the post-school options of their choice.
5.1.5	Organizations have shared data systems in place, or have established processes for sharing data, while fully maintaining required confidentiality and obtaining releases as needed. These systems include provisions for collecting and maintaining post-school outcomes data.
5.2	**Organizations connect youth to an array of programs, services, accommodations, and supports, based on an individualized planning process.**
5.2.1	Organizations inform all youth about transition and the programs and services available to them.
5.2.2	Organizations use an interagency team process to share decision-making with youth and families, linking each youth to the services, accommodations, and supports necessary to access a mutually agreed-upon range of post-school options.
5.2.3	Youth report satisfaction with the services, accommodations, and supports received as they connect to chosen post-school options.

5.3	**Organizations hire and invest in the development of knowledgeable, responsive, and accountable personnel who understand their shared responsibilities to align and provide programs, services, resources, and supports necessary to assist youth in achieving their individual post-school goals.**
5.3.1	Personnel (e.g., general and special education teachers, vocational rehabilitation counselors, service coordinators, case managers) are adequately prepared to work with transition-aged youth, understand their shared responsibilities, and use coordination and linkage strategies to access resources, services, and supports across systems to assist youth in achieving their post-school goals.
5.3.2	Organizations hire well-prepared staff; provide ongoing professional development; and have a set of common competencies and outcome measures that hold personnel accountable for their role in ensuring that youth are prepared for, linked to, and participating in activities that will assist them in achieving their post-school goals.
5.3.3	Youth and families report satisfaction with the knowledge, skills, and attitudes of personnel they encounter in collaborating organizations during the transition process.

Appendix D

National Standards for Secondary Education and Transition

Self-Assessment Tool

Purpose

The *National Standards for Secondary Education and Transition Self-Assessment Tool* is designed to facilitate communication and sharing within and among interagency partners, based upon a common understanding of what constitutes quality and best practices in secondary education and transition. State and local communities are encouraged to use this self-assessment tool to:

- Better understand current operations
- Identify areas of strength, weakness, and opportunity
- Promote planning and continuous improvement
- Begin action for improving and scaling up systems
- Assess progress

By completing this self-assessment tool, users will achieve a shared frame of reference from which to build commitment and focus for setting priorities and improving secondary education and transition practices at both state and local levels. The information is for planning purposes only and will not be used by any federal program or agency to determine compliance.

I. Schooling

1.1 SEAs/LEAs provide youth with equitable access to a full range of academic and non-academic courses and programs of study.

Indicator	Always Evident	Usually Evident	Seldom Evident	Not Evident
1.1.1 • Youth are aware of and have access to the full range of secondary education curricula and programs designed to help them achieve state and/or district academic and related standards and meet admission requirements for postsecondary education.				
1.1.2 • SEAs/LEAs provide youth with information about the full range of postsecondary options and encourage youth to participate in secondary courses that will enable them to meet the admission requirements of their selected postsecondary program of study.				
1.1.3 • Youth are aware of and have access to work-based learning (programs that connect classroom curriculum to learning on job sites in the community), service-learning (programs that combine meaningful community service with academic growth, personal growth, and civic responsibility), and career preparatory experiences such as job shadowing and informational interviewing.				
1.1.4 • Each youth completes an individual life plan based on his or her interests, abilities, and goals.				
1.1.5 • SEAs/LEAs use universally designed and culturally competent curriculum materials (e.g., assignments, tests, textbooks, etc.) that are accessible and applicable to the widest possible range of youth.				
1.1.6 • Youth are aware of and have access to technology resources to enhance learning.				
1.1.7 • SEAs/LEAs integrate advising and counseling into the education program of every youth and ensure that supports are readily available to enable each youth to successfully complete secondary school and enter postsecondary education or other chosen post-school options.				
Enter number of checks in each column				
Calculate column scores	x 3 = ___	x 2 = ___	x 1 = ___	x 0 = 0

Add column scores together and divide by 7. Record the resulting Assessment Score here _____ and transfer this number to the Priority Setting Tool (page 124) on the line for Standard 1.1.

1. Schooling

1.2 ✦ SEAs/LEAs use appropriate standards to assess individual student achievement and learning.

Indicators	Always Evident	Usually Evident	Seldom Evident	Not Evident
1.2.1 ✦ All youth participate in large-scale assessment and accountability systems, with appropriate accommodations, alternate assessments, and universal design.				
1.2.2 ✦ Youth have access to appropriate accommodations and multiple assessment strategies.				
1.2.3 ✦ SEAs/LEAs use assessment and accountability systems reflecting standards that prepare graduates for successful postsecondary education experiences, meaningful employment, and civic engagement.				
1.2.4 ✦ SEAs/LEAs use assessment results to review instruction and implement appropriate educational plans for each youth.				
1.2.5 ✦ SEAs/LEAs use assessments that are not culturally biased.				
Enter number of checks in each column				
Calculate column scores	x 3 = ___	x 2 = ___	x 1 = ___	x 0 = 0

Add column scores together and divide by 5. Record the resulting Assessment Score here _____ and transfer this number to the Priority Setting Tool (page 124) on the line for Standard 1.2.

1.3 ✦ SEAs/LEAs systematically collect data on school completion rates and post-school outcomes and use these data to plan improvements in educational and post-school programs and services.

Indicators	Always Evident	Usually Evident	Seldom Evident	Not Evident
1.3.1 ✦ Data are disaggregated and reported in clear and relevant language for the intended audiences.				
1.3.2 ✦ Data and resulting reports are widely disseminated throughout the education community, to policymakers, school board members, school administrators, parent groups, postsecondary educators, public and private school educators, and the community.				
1.3.3 ✦ SEAs/LEAs use reliable and valid instruments and data collection strategies.				
1.3.4 ✦ Data are used to evaluate current programs and services and to make recommendations for future programs and services linked to positive post-school outcomes.				
Enter number of checks in each column				
Calculate column scores	x 3 = ___	x 2 = ___	x 1 = ___	x 0 = 0

Add column scores together and divide by 4. Record the resulting Assessment Score here _____ and transfer this number to the Priority Setting Tool (page 124) on the line for Standard 1.3.

I. Schooling

1.4 • SEAs/LEAs offer educators, families, and community representatives regular opportunities for ongoing skill development, education, and training in planning for positive post-school outcomes for all youth.

Indicator	Always Evident	Usually Evident	Seldom Evident	Not Evident
1.4.1 • Administrators, principals, educators, and paraprofessionals meet the essential qualifications to perform their jobs.				
1.4.2 • Staff development programs are based on careful analysis of data about the school and youth achievement and are evaluated for their effectiveness in improving teaching practices and increasing student achievement.				
1.4.3 • Educators, families, and community representatives are active members of the school leadership team.				
1.4.4 • Youth have the opportunity to participate in all meetings in which decisions may be made concerning their school and post-school plans.				
1.4.5 • Educators, families, and youth receive training on using data for planning and informed decision-making.				
Enter number of checks in each column				
Calculate column scores	x 3 = ___	x 2 = ___	x 1 = ___	x 0 = 0

Add column scores together and divide by 5. Record the resulting Assessment Score here _____ and transfer this number to the Priority Setting Tool (page 124) on the line for Standard 1.4.

1.5 • SEAs/LEAs establish and implement high school graduation standards, options, and decisions that are based on meaningful measures of student achievement and learning.

Indicator	Always Evident	Usually Evident	Seldom Evident	Not Evident
1.5.1 • State and local assessments linked to high school graduation use measures of student achievement and learning that are valid and reliable and allow for accommodations and modifications, as appropriate.				
1.5.2 • Allowable accommodations and modifications, and the circumstances in which they may be used, are clearly defined for state and local assessments.				
1.5.3 • School staff members are provided training on determining and implementing appropriate accommodations and on determining eligibility for alternate assessments.				
1.5.4 • Educators, families, and youth are aware of and have access to information about the possible ramifications of completing alternate assessments.				
1.5.5 • Educators, families, and youth are counseled on how the choice of diploma options may affect post-school options.				
Enter number of checks in each column				
Calculate column scores	x 3 = ___	x 2 = ___	x 1 = ___	x 0 = 0

Add column scores together and divide by 5. Record the resulting Assessment Score here _____ and transfer this number to the Priority Setting Tool (page 124) on the line for Standard 1.5.

2. Career Preparatory Experiences

2.1 • Youth participate in career awareness, exploration, and preparatory activities in school- and community-based settings.

Indicator	Always Evident	Usually Evident	Seldom Evident	Not Evident
2.1.1 • Schools and community partners offer courses, programs, and activities that broaden and deepen youths' knowledge of careers and allow for more informed postsecondary education and career choices.				
2.1.2 • Career preparatory courses, programs, and activities incorporate contextual teaching and learning.				
2.1.3 • Schools, employers, and community partners collaboratively plan and design career preparatory courses, programs, and activities that support quality standards, practices, and experiences.				
2.1.4 • Youth and families understand the relationship between postsecondary and career choices, and financial and benefits planning.				
2.1.5 • Youth understand how community resources, experiences, and family members can assist them in their role as workers.				
Enter number of checks in each column				
Calculate column scores	x 3 = ___	x 2 = ___	x 1 = ___	x 0 = 0

Add column scores together and divide by 5. Record the resulting Assessment Score here _____ and transfer this number to the Priority Setting Tool (page 124) on the line for Standard 2.1.

2.2 • Academic and non-academic courses and programs include integrated career development activities.

Indicator	Always Evident	Usually Evident	Seldom Evident	Not Evident
2.2.1 • Schools offer broad career curricula that allow youth to organize and select academic, career, or technical courses based on their career interests and goals.				
2.2.2 • With the guidance of school and/or community professionals, youth use a career planning process (e.g., assessments, career portfolio, etc.) based on career goals, interests, and abilities.				
2.2.3 • Career preparatory courses, programs, and activities align with labor market trends and specific job requirements.				
2.2.4 • Career preparatory courses, programs, and activities provide the basic skills crucial to success in a career field, further training, and professional growth.				
Enter number of checks in each column				
Calculate column scores	x 3 = ___	x 2 = ___	x 1 = ___	x 0 = 0

Add column scores together and divide by 4. Record the resulting Assessment Score here _____ and transfer this number to the Priority Setting Tool (page 124) on the line for Standard 2.2.

2. Career Preparatory Experiences

2.3 ✦ Schools and community partners provide youth with opportunities to participate in meaningful school- and community-based work experiences.

Indicator	Always Evident	Usually Evident	Seldom Evident	Not Evident
2.3.1 ✦ Youth participate in quality work experiences that are offered to them prior to exiting school (e.g., apprenticeships, mentoring, paid and unpaid work, service learning, school-based enterprises, on-the-job training, internships, etc.).				
2.3.2 ✦ Work experiences are relevant and aligned with each youth's career interests, postsecondary education plans, goals, skills, abilities, and strengths.				
2.3.3 ✦ Youth participate in various on-the-job training experiences, including community service (paid or unpaid) specifically linked to school credit or program content.				
2.3.4 ✦ Youth are able to access, accept, and use individually needed supports and accommodations for work experiences.				
Enter number of checks in each column				
Calculate column scores	x 3 = ___	x 2 = ___	x 1 = ___	x 0 = 0

Add column scores together and divide by 4. Record the resulting Assessment Score here _____ and transfer this number to the Priority Setting Tool (page 124) on the line for Standard 2.3.

2.4 ✦ Schools and community partners provide career preparatory activities that lead to youths' acquisition of employability and technical skills, knowledge, and behaviors.

Indicator	Always Evident	Usually Evident	Seldom Evident	Not Evident
2.4.1 ✦ Youth have multiple opportunities to develop traditional job preparation skills through job-readiness curricula and training.				
2.4.2 ✦ Youth complete career assessments to identify school and post-school preferences, interests, skills, and abilities.				
2.4.3 ✦ Youth exhibit understanding of career expectations, workplace culture, and the changing nature of work and educational requirements.				
2.4.4 ✦ Youth demonstrate that they understand how personal skill development (e.g., positive attitude, self-discipline, honesty, time management, etc.) affects their employability.				
2.4.5 ✦ Youth demonstrate appropriate job-seeking behaviors.				
Enter number of checks in each column				
Calculate column scores	x 3 = ___	x 2 = ___	x 1 = ___	x 0 = 0

Add column scores together and divide by 5. Record the resulting Assessment Score here _____ and transfer this number to the Priority Setting Tool (page 124) on the line for Standard 2.4.

3. Youth Development and Youth Leadership

3.1 ✦ Youth acquire the skills, behaviors, and attitudes that enable them to learn and grow in self-knowledge, social interaction, and physical and emotional health.

Indicator	Always Evident	Usually Evident	Seldom Evident	Not Evident
3.1.1 ✦ Youth are able to explore various roles and identities, promoting self-determination.				
3.1.2 ✦ Youth participate in the creative arts, physical education, and health education programs in school and the community.				
3.1.3 ✦ Youth are provided accurate information and given the opportunity to ask questions and discuss sexual attitudes.				
3.1.4 ✦ Youth develop interpersonal skills, including communication, decision-making, assertiveness, and peer refusal skills, as well as the ability to create healthy relationships.				
3.1.5 ✦ Youth interact with peers and acquire a sense of belonging.				
3.1.6 ✦ Youth participate in a range of teamwork and networking experiences.				
3.1.7 ✦ Youth have significant positive relationships with mentors, positive role models, and other nurturing adults.				
Enter number of checks in each column				
Calculate column scores	x 3 = ___	x 2 = ___	x 1 = ___	x 0 = 0

Add column scores together and divide by 7. Record the resulting Assessment Score here _____ and transfer this number to the Priority Setting Tool (page 124) on the line for Standard 3.1.

3.2 ✦ Youth understand the relationship between their individual strengths and desires and their future goals and have the skills to act on that understanding.

Indicator	Always Evident	Usually Evident	Seldom Evident	Not Evident
3.2.1 ✦ Youth develop ethics, values, and reasoning skills.				
3.2.2 ✦ Youth develop individual strengths.				
3.2.3 ✦ Youth demonstrate the ability to set goals and develop a plan.				
3.2.4 ✦ Youth participate in varied activities that encourage the development of self-determination and self-advocacy skills.				
Enter number of checks in each column				
Calculate column scores	x 3 = ___	x 2 = ___	x 1 = ___	x 0 = 0

Add column scores together and divide by 4. Record the resulting Assessment Score here _____ and transfer this number to the Priority Setting Tool (page 124) on the line for Standard 3.2.

3. Youth Development and Youth Leadership

3.3 ✦ Youth have the knowledge and skills to demonstrate leadership and participate in community life.

Indicators	Always Evident	Usually Evident	Seldom Evident	Not Evident
3.3.1 ✦ Youth learn specific knowledge and skills related to leadership, and explore leadership styles.				
3.3.2 ✦ Youth learn the history, values, and beliefs of their communities.				
3.3.3 ✦ Youth demonstrate awareness, understanding, and knowledge of other cultures and societies and show respect for all people.				
3.3.4 ✦ Youth engage in experiential learning and have opportunities for genuine leadership, taking primary responsibility for developing plans, carrying out decisions, and solving problems.				
3.3.5 ✦ Youth participate in service to others in their community, their country, and their world.				
3.3.6 ✦ Youth identify and access resources in their community.				
Enter number of checks in each column				
Calculate column scores	x 3 = ___	x 2 = ___	x 1 = ___	x 0 = 0

Add column scores together and divide by 6. Record the resulting Assessment Score here _____ and transfer this number to the Priority Setting Tool (page 124) on the line for Standard 3.3.

3.4 ✦ Youth demonstrate the ability to make informed decisions for themselves.

Indicators	Always Evident	Usually Evident	Seldom Evident	Not Evident
3.4.1 ✦ Youth practice self-management and responsible decision-making that reflects healthy choices.				
3.4.2 ✦ Youth demonstrate independent living skills.				
Enter number of checks in each column				
Calculate column scores	x 3 = ___	x 2 = ___	x 1 = ___	x 0 = 0

Add column scores together and divide by 2. Record the resulting Assessment Score here _____ and transfer this number to the Priority Setting Tool (page 124) on the line for Standard 3.4.

4. Family Involvement

4.1 • School staff members demonstrate a strong commitment to family involvement and understand its critical role in supporting high achievement, access to postsecondary education, employment, and other successful adult outcomes.

Indicators	Always Evident	Usually Evident	Seldom Evident	Not Evident
4.1.1 • School programs and activities support a wide range of family involvement and actively engage families and youth in the home, classroom, school, and community.				
4.1.2 • School programs and activities are designed, implemented, and shaped by frequent feedback from youth and families.				
4.1.3 • School staff development includes training on youth and family involvement based on individual strengths, interests, and needs.				
4.1.4 • Youth and families have clear and accessible information regarding school curricula, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.				
Enter number of checks in each column.				
Calculate column scores	x 3 = ___	x 2 = ___	x 1 = ___	x 0 = 0

Add column scores together and divide by 4. Record the resulting Assessment Score here _____ and transfer this number to the Priority Setting Tool (page 124) on the line for Standard 4.1.

4.2 • Communication among youth, families, and schools is flexible, reciprocal, meaningful, and individualized.

Indicators	Always Evident	Usually Evident	Seldom Evident	Not Evident
4.2.1 • Youth, families, and school staff utilize telephone, face-to-face, electronic, group meetings, and other methods as needed to support and enhance communication.				
4.2.2 • School staff individualize communication methods used with youth and families to meet unique needs, including provision of text materials in alternate formats and non-English languages.				
4.2.3 • Youth, families, and school staff share reports of positive youth behavior and achievement.				
4.2.4 • Schools, families, and youth enhance communication through use of school programs that improve literacy and communication skills.				
Enter number of checks in each column.				
Calculate column scores	x 3 = ___	x 2 = ___	x 1 = ___	x 0 = 0

Add column scores together and divide by 4. Record the resulting Assessment Score here _____ and transfer this number to the Priority Setting Tool (page 124) on the line for Standard 4.2.

4. Family Involvement

4.3 • School staff actively cultivate, encourage, and welcome youth and family involvement.

Indicators	Always Evident	Usually Evident	Seldom Evident	Not Evident
4.3.1 • School staff use a formal process to help youth and families identify their strengths and needs and to connect them with other youth and families for support, guidance, and assistance.				
4.3.2 • School staff provide flexible meeting arrangements to accommodate the varied needs of youth and families, addressing childcare needs, transportation needs, language barriers, and time schedules.				
4.3.3 • Youth, families, and school staff participate in training on parenting, childcare, and positive family-child relationships.				
4.3.4 • School staff participate in training on creating a welcoming school climate and working collaboratively, respectfully, and reciprocally with youth and families.				
4.3.5 • All school information, materials, training, and resources reflect the diversity of the community.				
4.3.6 • School staff provide referrals to community programs and resources that meet the individual needs of youth and families and allow youth and families to make informed choices.				
Enter number of checks in each column.				
Calculate column scores	x 3 = ___	x 2 = ___	x 1 = ___	x 0 = 0

Add column scores together and divide by 6. Record the resulting Assessment Score here _____ and transfer this number to the Priority Setting Tool (page 124) on the line for Standard 4.3.

4.4 • Youth, families, and school staff are partners in the development of policies and decisions affecting youth and families.

Indicators	Always Evident	Usually Evident	Seldom Evident	Not Evident
4.4.1 • Youth, families, and school staff jointly develop a family involvement policy and agreement outlining shared responsibility for improved student achievement and achieving the State's high standards.				
4.4.2 • School staff regularly share information about school reforms, policies, and performance data with youth and families in a variety of formats.				
4.4.3 • School staff ensure school policies respect the diversity of youth and family cultures, traditions, values, and faiths found within the community.				
4.4.4 • School staff provide youth and families with training on school policies, budgets, and reform initiatives to ensure effective participation in decision-making.				
4.4.5 • Youth and families have a variety of opportunities to participate in decision-making, governance, evaluation, and advisory committees at the school and community levels.				
Enter number of checks in each column				
Calculate column scores	x 3 = ___	x 2 = ___	x 1 = ___	x 0 = 0

Add column scores together and divide by 5. Record the resulting Assessment Score here _____ and transfer this number to the Priority Setting Tool (page 124) on the line for Standard 4.4.

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5. Connecting Activities

5.1 • Organizations coordinating services and supports align their missions, policies, procedures, data, and resources to equitably serve all youth and ensure the provision of a unified flexible array of programs, services, accommodations, and supports.

Indicators	Always Evident	Usually Evident	Seldom Evident	Not Evident
5.1.1 • At the state and community level, public and private organizations communicate, plan, and have quality assurance processes in place within and across organizations to equitably support youths' access to chosen post-school options. Each organization has clear roles and responsibilities, and ongoing evaluation supports continuous improvement.				
5.1.2 • Organizations have missions, policies, and resources that support seamless linkage and provide youth with access to needed services and accommodations.				
5.1.3 • Youth and families report that organizations provide, or provide access to, seamlessly linked services, supports, and accommodations as necessary to address each youth's individual transition needs.				
5.1.4 • Organizations have implemented an agreed-upon process to coordinate eligibility and service provision requirements, helping youth to participate in the post-school options of their choice.				
5.1.5 • Organizations have shared data systems in place, or have established processes for sharing data, while fully maintaining required confidentiality and obtaining releases as needed. These systems include provisions for collecting and maintaining post-school outcomes data.				
Enter number of checks in each column				
Calculate column scores	x 3 = ___	x 2 = ___	x 1 = ___	x 0 = 0

Add column scores together and divide by 5. Record the resulting Assessment Score here _____ and transfer this number to the Priority Setting Tool (page 124) on the line for Standard 5.1.

5. Connecting Activities

5.2 • Organizations connect youth to an array of programs, services, accommodations, and supports, based on an individualized planning process.

Indicators	Always Evident	Usually Evident	Seldom Evident	Not Evident
5.2.1 • Organizations inform all youth about transition and the programs and services available to them.				
5.2.2 • Organizations use an interagency team process to share decision-making with youth and families, linking each youth to the services, accommodations, and supports necessary to access a mutually agreed-upon range of post-school options.				
5.2.3 • Youth report satisfaction with the services, accommodations, and supports received as they connect to chosen post-school options.				
Enter number of checks in each column				
Calculate column scores	x 3 = ___	x 2 = ___	x 1 = ___	x 0 = 0

Add column scores together and divide by 3. Record the resulting Assessment Score here _____ and transfer this number to the Priority Setting Tool (page 124) on the line for Standard 5.2.

5.3 • Organizations hire and invest in the development of knowledgeable, responsive, and accountable personnel who understand their shared responsibilities to align and provide programs, services, resources, and supports necessary to assist youth in achieving their individual post-school goals.

Indicators	Always Evident	Usually Evident	Seldom Evident	Not Evident
5.3.1 • Personnel (e.g., general and special education teachers, vocational rehabilitation counselors, service coordinators, case managers) are adequately prepared to work with transition-aged youth, understand their shared responsibilities, and use coordination and linkage strategies to access resources, services, and supports across systems to assist youth in achieving their post-school goals.				
5.3.2 • Organizations hire well-prepared staff; provide ongoing professional development; and have a set of common competencies and outcome measures that hold personnel accountable for their role in ensuring that youth are prepared for, linked to, and participating in activities that will assist them in achieving their post-school goals.				
5.3.3 • Youth and families report satisfaction with the knowledge, skills, and attitudes of personnel they encounter in collaborating organizations during the transition process.				
Enter number of checks in each column				
Calculate column scores	x 3 = ___	x 2 = ___	x 1 = ___	x 0 = 0

Add column scores together and divide by 3. Record the resulting Assessment Score here _____ and transfer this number to the Priority Setting Tool (page 124) on the line for Standard 5.2.

Priority-Setting Tool

Directions

The ***National Standards for Secondary Education and Transition Priority Setting Tool*** asks key partners in secondary education and transition to identify the extent to which each standard is important in conjunction with its Self-Assessment score. Respondents then rate the priority for improvement based on the level of importance and the Self-Assessment score. For example, a standard which receives a high level of importance rating and a low self-assessment score may warrant a high priority for improvement rating.

Framing Areas and Standards	Importance			Self-Assessment Score	Priority for Improvement		
	High	Mid	Low		High	Mid	Low
1. Schooling							
1.1 • SEAs/LEAs provide youth with equitable access to a full range of academic and non-academic courses and programs of study.							
1.2 • SEAs/LEAs use appropriate standards to assess individual student achievement and learning.							
1.3 • SEAs/LEAs systematically collect data on school completion rates and post-school outcomes and use these data to plan improvements in educational and post-school programs and services.							
1.4 • SEAs/LEAs offer educators, families, and community representatives regular opportunities for ongoing skill development, education, and training in planning for positive postschool outcomes for all youth.							
1.5 • SEAs/LEAs establish and implement high school graduation standards, options, and decisions that are based on meaningful measures of student achievement and learning.							
2. Career Preparatory Experiences							
2.1 • Youth participate in career awareness, exploration, and preparatory activities in school-based and community-based settings.							
2.2 • Academic and non-academic courses and programs include integrated career development activities.							
2.3 • Schools and community partners provide youth with opportunities to participate in meaningful school- and community-based work experiences.							
2.4 • Schools and community partners provide career preparatory activities that lead to youths' acquisition of employability and technical skills, knowledge, and behaviors.							

Framing Areas and Standards	Importance			Self-Assessment Score	Priority for Improvement		
	High	Mid	Low		High	Mid	Low
3. Youth Development and Youth Leadership							
3.1 • Youth acquire the skills, behaviors, and attitudes that enable them to learn and grow in self-knowledge, social interaction, and physical and emotional health.							
3.2 • Youth understand the relationship between their individual strengths and desires and their future goals and have the skills to act on that understanding.							
3.3 • Youth have the knowledge and skills to demonstrate leadership and participate in community life.							
3.4 • Youth demonstrate the ability to make informed decisions for themselves.							
4. Family Involvement							
4.1 • School staff members demonstrate a strong commitment to family involvement and understand its critical role in supporting high achievement, access to postsecondary education, employment, and other successful adult outcomes.							
4.2 • Communication among youth, families, and schools is flexible, reciprocal, meaningful, and individualized.							
4.3 • School staff actively cultivate, encourage, and welcome youth and family involvement.							
4.4 • Youth, families, and school staff are partners in the development of policies and decisions affecting youth and families.							
5. Connecting Activities							
5.1 • Organizations coordinating services and supports align their missions, policies, procedures, data, and resources to equitably serve all youth and ensure the provision of a unified flexible array of programs, services, accommodations, and supports.							
5.2 • Organizations connect youth to an array of programs, services, accommodations, and supports, based on an individualized planning process.							
5.3 • Organizations hire and invest in the development of knowledgeable, responsive, and accountable personnel who understand their shared responsibilities to align and provide programs, services, resources, and supports necessary to assist youth in achieving their individual postschool goals.							

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Action Planning Tool

Directions

Now transfer the priority issues from the previous worksheet onto this worksheet—Action Planning Tool. For each action step, identify the lead agency, the critical partners, timelines, technical assistance needs, and projected outcomes.

Priority Issues _____

Goals _____

Action Step	Lead Agency	To Be Done By (date)	Technical Assistance Needed	Partners and Resources	Expected Outcomes
1.					
2.					
3.					
4.					
5.					

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Appendix E

Transition-Related Assessments

Best practices in transition-focused assessment gather information that is both academically and functionally related to the development, implementation, and evaluation of the student's IEP plan and program. Transition assessment is the responsibility of all school professionals, not just the case manager, transition specialist, or job placement professional. Assessment for secondary students should focus on:

1. Assisting students to identify their interests, preferences, strengths, and abilities
2. Determining appropriate activities within educational, vocational, and community settings that will help students achieve their goals
3. Identifying appropriate accommodations, supports, and services
4. Determining "next steps" in reaching the student's long term goals

Although traditional types of formal and informal assessment can provide valuable information for the transition planning process, assessment results need to be interpreted in terms that the student and family can understand and relate to when making educational decisions. For example:

What Areas Do We Need to Assess?

The IDEA '04 mandates the inclusion of age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills:

Education and Training:

- Determining academic and functional skills
- Matching academic and functional skills with career goals
- Determining the needed accommodations to be successful in school and work
- Matching career goals to appropriate postsecondary setting

Job Training/Employment:

- Determining career interests
- Matching career goals to strengths, talents, and interests
- Work skills
  - Identifying the level of supervision needed
  - Identifying the student's ability to ask for help
  - Task completion
  - Initiation
- Interview skills
- Work experience

Independent Living:

- Selecting a lifestyle and future living situations and developing skills to live as independently as possible
- Money management
- Nutrition
- Personal grooming
- Health care/sexuality
- Cooking/cleaning
- Mobility, travel skills, driver's license
- Community participation
    - Accessing community resources including people, places, and activities
    - Accessing community resources such as the Department of Rehabilitation (DR), Employment Development Department (EDD), regional centers, mental health, or Social Security
    - Identifying community resources to match interests (sports, hobbies, movies)

Transition Assessment Strategies

Gathering information for transition can be accomplished using existing information and asking the student, parent, and other team members questions related to the student's skills and needs in the transition areas. It is important to summarize the information in a way that is easily understood and useful to the student, parent, and professionals. Effective transition planning teams use the following strategies:

- Use informal methods of assessment such as interviews and observation in classroom, home, and community.
- Make sure formal evaluation results (e.g., academic tests, COPS, COIN) are explained to the student and family in a way that they can use the information to make choices and decisions.
- Gather information from the student, family, school staff, and other agencies that are currently providing services to the student (e.g., medical, mental health, regional center, social services, California Children's Services-CCS).
- Use only the parts of the assessment tools that are most relevant, and update information rather than start over.
- Make use of career classes/counseling offered through general education.
- Make sure that information follows the student from middle to high school and to the adult service provider.
- Collect and summarize the information before the IEP meeting and share with the student, family, and other staff members so the time at the IEP meeting can focus on developing or updating the student's transition goals and objectives.

The following strategies are ones that many teachers use and like:

- Interviews
  - Ask the student and his/her family about their dreams, goals, strengths, needs, interests, and preferences.
- Questionnaires, checklists, surveys
  - Typically checklists or rating scales of transition skills by areas of employment, education, daily living, community participation, and recreation/leisure. There may be different versions for student, parent, teacher.
- Self-awareness inventories and surveys
  - Explore strengths, learning styles, personality, aptitude, interests, values, disability awareness, and accommodations.
- Career assessment
  - What does the student enjoy doing at home or for a hobby?
  - Classroom lessons on career clusters
  - Visiting work sites: job shadow, field trips, informational interviews
  - What students are doing in general education classes (career units, counseling)
- Situational assessment:
  - Observe and record skills and behavior in real-life settings, including the classroom, campus, community, and work sites.
- Portfolio
  - Collection of assessment data, sample applications, résumés, and letters of reference

Assessment Tools

Recommended Practices and Materials for Assessment

The assessment process can be formal or informal. Informal assessment methods may include conducting an interview, district-developed checklists, observation summaries, and/or review of records. A formal assessment process involves utilizing commercially prepared assessment tools in addition to the informal assessment strategies. The interview process, when formatted correctly, can provide a significant amount of information to meet the guidelines for transition planning requiring student input. The choice between a formal or informal assessment is an individually determined decision. Whichever process is chosen, the career guidance process should incorporate: self-awareness, including learning, personality, and skill assessments; and career awareness and preparation based on individual interests, skills, and strengths.

A variety of commercial assessments is listed below.

Transition Inventories	Source	Description
Transition Planning Inventory (2006), Clark and Patton	PRO-ED, Inc. 8700 Shoal Creek Boulevard Austin, TX 78757-6897 P: 800-897-3202 F: 800-397-7633 *www.proedinc.com/*	A comprehensive scale designed to help identify and plan for the student's transitional needs
Enderle-Severson Transition Rating Scale Enderle, Severson	ESTR Publications 1907-18th Street South Moorhead, MN 56560 P: 218-287-8477 F: 218-236-5199 Email: *transition@estr.net* *www.estr.net/*	Criterion-reference assessment device that can be used with any disability type; for ages 14–22
Transition Skills Inventory of NEXT S.T.E.P. (2000), Halpern, Herr, Doren, and Wolf	PRO-ED, Inc. 8700 Shoal Creek Boulevard Austin, TX 78757-6897 800-897-3202 F: 800-397-7633 *www.proedinc.com/*	Curriculum-based; completed by student, parent, and teacher; provides a basis for students to develop their own transition plans

Interest Surveys	Publisher/Source	Description
CDM: Career Decision-Making System (2000), Harrington and O'Shea	AGS Publishing/Pearson Assessments Order Department P.O. Box 1416 Minneapolis, MN 55440 P: 800-627-7271 F: 800-632-9011 *http://ags.pearsonassessments.com/*	Matches job choices, school subjects, work values, aptitude self-estimates, and activities to career fields
Self-Directed Search	Consulting Psychologists Press, Inc., renamed CPP 1055 Joaquin Rd, 2nd Floor Mountain View, CA 94043 P: 800-624-1765 F: 650-969-8608 *www.cpp.com*	Matches activities, competencies, occupations, and aptitude self-estimates to six categories that are correlated to personality types
COPS (Career Occupational Preference System Interest Inventory), CAPS (Career Ability Placement Survey), COPES (Career Orientation Placement and Evaluation Survey)	EdITS PO Box 7234 San Diego, CA 92107 P: 800-416-1666 Email: *cusotmerservice@edits.com* *www.edits.net/pdfs/LargePrint.pdf*	Matches job activities, values, and aptitudes to career fields

Interest Surveys	Publisher/Source	Description
Career Game, Explorer Edition: How to Find the Best Jobs for You	Rick Trow Productions, Inc. PO Box 291 New Hope, PA 18938 P: 800-247-9404 F: 800-452-3753 Email: *careergame@macdirect.com* *www.careergame.com*	Booklet with good graphical format that matches interests to careers; good for middle school
Job-O Career Exploration Series	CFKR Materials, Inc. 11860 Kemper Road #7 Auburn, CA 95603 P: 800-525-5626 F: 800-770-0433 Email: *requestinfo@cfkr.com* *www.cfkr.com*	Matches interests in job fields, educational goals, preferences for work, work conditions, and skills to job titles

Aptitude Evaluation	Source	Description
ASVAB (Armed Services Vocational Aptitude Battery) Career Exploration Program	Today's Military Service *www.military.com/Recruiting/ASVAB/0,13387,,00.html*	Free aptitude evaluation that matches aptitudes to civilian and military careers

Personality Inventory	Source	Description
Myers-Briggs Type Indicator® (MBTI®) Assessment	Consulting Psychologists Press, Inc., renamed CCP 1055 Joaquin Rd, 2nd Floor Mountain View, CA 94043 P: 800-624-1765 F: 650-969-8608 *www.cpp.com/products*	Correlates preferences to personality characteristics; can be used to identify careers that match personality, identify study styles, and learning styles
Murphy-Meisgeier Type Indicator for Children™ (MMTIC™) (1987)	Center for Applications of Psychological Type (CAPT) 2815 NW 13th St., Suite 401 Gainsville, FL 3209-2878 P: 800-777-2278 F: 352-378-0503 Email: *customercervice@capt.org* *www.capt.org*	More applied than above

Career Information	Source	Description
California Career Guides and Labor Market Information	Employment Development Department (EDD) 800 Capitol Mall, MIC 83 Sacramento, CA 95814 *www.labormarketinfo.edd.ca.gov/*	Free; general description of careers, emerging occupational fields, and labor market information

Career Information	Source	Description
Guide for Occupational Exploration (GOE) (2001), Ludden, et al.	Impact Publications 9104 Manassas Dr, Suite N Manassas Park, VA 20111-5211 P: 800-361-1055 F: 706-335-9486 Email: *query@impactpublications.com* *www.impactpublications.com*	Checklist or activities, school subjects, and information about career fields
Pre-Employment Training Information	Employment Development Department (EDD) 800 Capitol Mall, MIC 83 Sacramento, CA 95814 *www.edd.ca.gov/eddtraini.htm*	Information on how to find job trainings, for adults and youth
Occupational Outlook Handbook (2006–2007), U.S. Department of Labor	JIST Publishing 8902 Otis Ave Indianapolis, IN 46216-1033 P: 800-648-5478 F: 800-547-8329 Email: *info@jist.com* *www.jist.com*	Information about specific occupations
Career Choices Curriculum	Academic Innovations 281 S. Magnolia Ave Santa Barbara, CA 93117 P: 800-967-9220 F: 805-967-7865 Email: *sales@academicinnovations.com* *www.academicinnovations.com*	Teen guides to choosing a career
Enhanced Guide to Occupational Exploration (1995), Maze and Mayall	Impact Publications 9104 Manassas Dr, Suite N Manassas Park, VA 20111-5211 P: 800-361-1055 F: 706-335-9486 Email: *query@impactpublications.com* *www.impactpublications.com*	Matches work tolerance, aptitudes to career fields
Computerized Career Systems, Eureka System	Eureka: The California Career Information System P.O. Box 647 Richmond, CA 94808 P: 888-463-2247 F: 510-669-0992 Email: *techserv@eurekanet.org* *www.eureka.org/*	Matches interests and other factors with jobs and educational programs; has comprehensive labor market information; focuses on professional and technical labor market

Career Information	Source	Description
Careerware	Bridges Transitions, Co. 33637-B Hwy 97 N. Oroville, WA 98844 P: 800-281-1168 F: 888-349-3437 Email: *sales@bridges.com* *www.bridges.com*	Matches interests and other factors to jobs and educational programs; includes entry-level and semi-skilled labor market, as well as professional
College View	Hobsons 10200 Alliance Road, Suite 301 Cincinnati, OH 45242 P: 800-927-8439 F: 800-891-8531 *www.collegeview.com*	Free site with career questionnaire, criteria-based searches, career information, virtual campus tours, and applications
Joyce Lain Kennedy's Career Book (1997), Kennedy and Laramore	McGraw-Hill Publishing 2 Penn Plaza New York, NY 10121 P: 800-262-4729 F: 614-759-3641 Email: *pbg.ecommerce_custserv@mcgraw-hill.com* *http://books.mcgraw-hill.com*	Excellent counselor resources

The following websites provide state and national career-related assessments free of charge:

California Career Resource Network
californiacareers.info offers a number of self-assessments at
www.californiacareers.info/self_assessment.html

California Employment Development (EDD)
Occupational Information Network – O*Net Online
http://online.onetcenter.org

LaborMarketInfo - Career Center
www.labormarketinfo.edd.ca.gov/cgi/career/?PAGEID=3

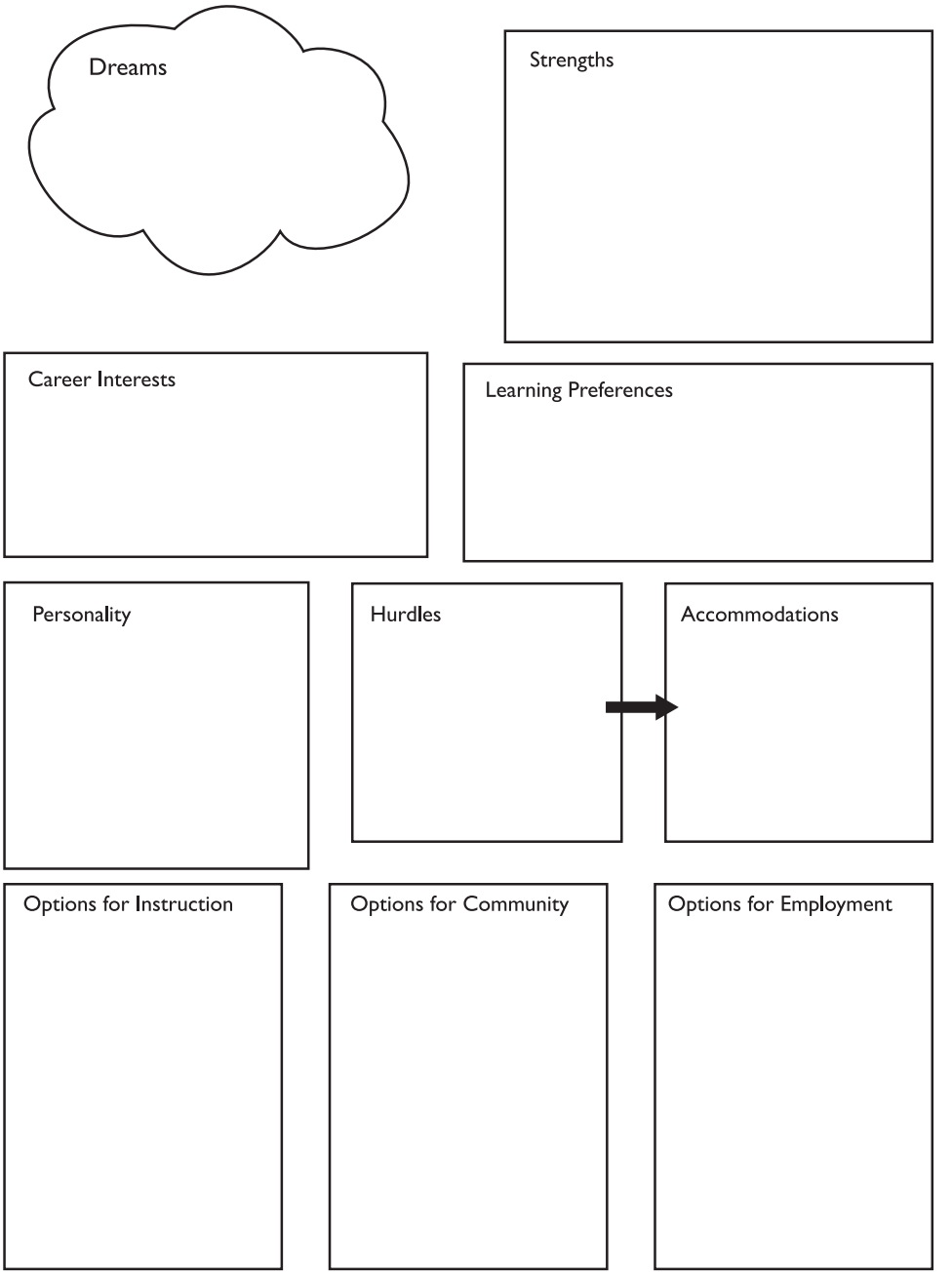
U.S. Department of Labor

CareerOneStop
www.careeronestop.org/TESTING/TestingAssessmentPgTwo.asp#LookForTestandAssessments

Office of Disability Employment Policy (ODEP)
www.dol.gov/odep/

Assessment Summary

An assessment summary report should be completed and written in a way that is meaningful to all team members, including the student and parent. Reviewing the assessment information with the student and preparing him/her to have a role in presenting relevant information at the IEP is one of the most important outcomes of the assessment process. Many teachers help students organize their transition planning information on a visual organizer for the IEP, such as the following:



Developed by Curtis, Simonds, Koorndyk — Diagnostic Center, Southern California
4339 State University Drive
Los Angeles, CA 90032
Phone: 323-222-8090 Fax: 323-222-3018

Getting From Where I Am to Where I Want to Be!

What's this all about? The following questions can help you bring together your thoughts about a transition strategy for yourself, and help identify some first steps you, family, friends, and agency people can take to help you realize a best possible future after your next transition. It can be used in several ways: (1) You can fill it out by yourself; (2) Someone can ask you the questions and write down your answers; (3) You can work on it with a teacher, counselor, or someone else; (4) Family and friends can help you with it. Everyone's ideas are important and should be written down, but try to distinguish (with initials) what various people have to say.

1. Who is this about?
2. What are some great things about you?

Personal Things About You

3. What things do you like to do . . . around town? at home? for fun?
4. What new things would you like to do . . . around town? at home? for fun?
5. What makes you happy?
6. What makes you mad or sad or frustrated?

Practical Things About You

7. What are you doing now: going to school? working? something else?
   If not working, please go to question #9.
8. How's your job?

	Yes	No
Is it the kind of job you like?	_____	_____
Are the hours and days okay?	_____	_____
Do you get the support you need?	_____	_____
Does the pay cover your bills?	_____	_____

   How do you get along with people at work?
   _____ great _____ okay _____ not very well

   When you think about your job (check the one that shows how you feel most of the time):

   _____ You are glad you got it.

   _____ It's okay that you got it.

   _____ You're sorry that you got it.

9. Do you want a job, or a different job than you have right now? If so, what kinds of jobs have you had?
10. What kinds of jobs (or career) interest you?

11. Do you need support in getting a job? _____ Yes _____ No

    Are you looking for your first job? _____ Yes _____ No

    Does it take you a long time to learn a job? _____ Yes _____ No

    Do you get Social Security benefits? _____ Yes _____ No

    Do you need support in things like using money or getting to work?
    _____ Yes _____ No

    Do you need any specialized training or work experience?
    _____ Yes _____ No

    If you answered yes to any of these questions, you could probably use some support in getting and keeping a job.

12. How do you live now?

    - ❒ Alone
    - ❒ With a roommate
    - ❒ With your parents
    - ❒ In a group home
    - ❒ Other

13. What do you see as the best things about where you live right now?

14. What do you see as the biggest challenges of where you live right now?

15. What kinds of support do you need where you live now?

16. Are you living where you want to live and with whom you want to live? If you are living where you want to live for now, please go to question #18.

17. All things possible, where would you like to live and with whom?

18. What are your dreams and hopes for the future?

19. What worries you about your future? What worries or scares those around you (parents, spouse, close friends)?

20. All things possible, what do you see yourself doing 3–5 years from now?

21. What support would you need to get to where you want to be?

22. What are some steps to take toward that desired future?

23. Looking at what you wrote for #22, which things would you like to discuss at your transition planning meeting?

24. Who should be at your transition meeting (family, friends, employers, agency representatives) to help you plan?

25. Who worked on the questions in this booklet?

Getting From Where I Am to Where I Want to Be!

Date:_____

Name of person in transition: _____

Moving towards your desired future, what do you need, want, or hope will happen over the next 1–3 years?	By what date?	I will . . .	Family, friends, as follows, will . . .	Agencies or programs, as follows, can help by . . .

How will we know if your plan worked?

(Adapted from Personal Futures Planning (Mount) for Project Transition, the School-to-Work Interagency Transition Partnership (SWITP) for Napa County, by Allen, Shea & Associates)

Appendix F

Sample Transition Goals

Note: Most of the sample transition goals in the following pages are aligned to selected English Language Arts (ELA) standards to demonstrate how transition planning can support standards-based instruction. Some of the sample transition goals, more appropriate for students with significant disabilities, are aligned to California Alternate Performance Assessment (CAPA) levels and are highlighted in **bold**.

Transition Goals: Education/Employment

Annual Goal: Self-Awareness/ Self-Advocacy	Measures	English Language Arts Standard
Student will learn about and be able to explain his or her disability and the accommodations needed to be successful in school and, ultimately, in the workplace.	By (date), student will learn about his or her disability and needed accommodations by a) learning about famous people with the same disability through reading and listening to lectures at least 2 times per semester; b) trying a variety of accommodations to determine which are the most useful; and c) writing an essay about his or her disability and the accommodations that are most useful, with 80% accuracy, as measured by teacher-made assessments.	***Writing Applications 9/10.2.1*** Write biographical or autobiographical narratives or short stories.
Student will learn about his or her learning strengths, interests, and preferences.	By (date), student will a) assess learning strengths and interests by taking learning style, interest, and personality inventories at least 2 times during the semester; and b) explain or write about his or her interests, preferences, and strengths, with 80% accuracy, as measured by teacher-made assessments.	***Writing Applications 6.2.2*** Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution).

Transition Goals: Education/Employment

Annual Goal: Self-Awareness/ Self-Advocacy	Measures	English Language Arts Standard
Student will learn to make choices and advocate for his or herself.	**By (date), when offered three activity choices, verbally or by using picture icons, student will choose a preferred activity by pointing to the choice within (time) in 4 out of 5 trials, as observed and charted by staff.**	**ELA Standard 13 CAPA Levels 4–5**
Student will learn to develop and advocate for his or her own transition plan.	By (date), student will learn what transition planning means by a) developing a systematic plan to accomplish his or her long-term goals, using "Getting from Where I am to Where I Want to Be" in Appendix E or other planning tools; b) identifying the people and resources needed to accomplish his or her long-term goal; and c) leading his or her own IEP transition planning meeting.	
Student will communicate wants and needs.	**By (date), student will communicate wants and needs verbally or through picture icons in 4 out of 5 trials, as observed and charted by staff.**	**Health Skill 1 CAPA Levels 1–5**

Transition Goals: Education/Employment

Annual Goal: Career Exploration	Measures	English Language Arts Standard
Student will understand the connection between school and careers by identifying how school is the first step toward a career.	By (date), student will visit a work site or participate in a job shadow experience; interview employees about how school, college, or post-school training prepared them for their career; and write a summary or give an oral presentation about what he or she learned, evaluated by a teacher-made rubric.	***Writing Applications*** 6.2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, and problem and solution).
Student will identify the difference between school and work.	**By (date), using picture icons, student will sort and classify school activities and work activities in 4 out of 5 trials, as observed and charted by staff.**	**ELA Standard 1 CAPA Levels 2–3**
Student will identify career pathways/ clusters that match their individual interests and strengths.	By (date), based on self-assessment activities, student will a) explore careers through electronic and text media; b) listen to guest speakers, conduct interviews, job shadow, attend job fairs; and c) write a summary about the career pathways that were identified through self-assessments and that matched his or her individual interests and strengths, evaluated by a teacher-made rubric.	***Reading Comprehension 7.2.2*** Locate information by using a variety of consumer, workplace, and public documents.
Student will identify the educational or training requirements for the career pathway or job cluster he or she is interested in.	By (date), through electronic and print media, student will research the educational and training requirements for the career pathway or job cluster that interests him or her and present the information to the IEP transition planning meeting.	***Writing Strategies 9/10.1.2, 910.1.4, 9/10.1.8, 9/10.1.9*** Write an essay on "The Career for Me" to demonstrate use of research and technology and skills in organization, focus, evaluation, and revision.

Transition Goals: Employment

Annual Goal: Career Exploration	Measures	English Language Arts Standard
Student will complete a job application, resumé, and cover letter and participate in a job interview.	By (date), student will a) learn how to complete a job application, create a resume, and write a cover letter; and b) dress for and participate in a job interview, evaluated by a teacher-made rubric.	***Writing Applications 9/10.2.5*** Write business letters.
Student will complete a job application.	**By (date), student will fill out a job application in 4 out of 5 trials as observed and charted by staff.**	**ELA Standard 15 CAPA Levels 2–5**
Student will learn which colleges offer the courses that lead to the career of his or her choice and the entrance requirements for that institution.	By (date), student will a) identify which colleges or training programs offer programs that lead to the career of their choice; b) identify the resources the college offers for students with disabilities; and c) add the research to his or her transition portfolio.	***Reading Comprehension 8.2.1*** Compare and contrast the features and elements of consumer materials to gain meaning. ***Writing Strategies 9/10.1.2, 9/10.1.4, 9/10.1.8, 9/10.1.9*** Write an essay on "The Pathway to College" to demonstrate use of research and technology and skills in organization, focus, evaluation, and revision.
Student will have many opportunities to experience work-like situations.	By (date), student will participate in community service, service learning, or job shadow experiences in the career pathway identified during self-awareness assessment activities and write a summary or give an oral presentation comparing the experiences, evaluated by a teacher-made rubric.	***Writing Applications 7.1.2*** Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

Transition Goals: Employment

Annual Goal: Career Preparation	Measures	English Language Arts Standard
Student will have a variety of school-based experiences to practice work skills.	**Student will participate daily in a variety of school-based activities. Accuracy in completing tasks will be measured by teacher observations and charting.**	**Health Skills 12–14** **CAPA Levels 1–5**
Student will have opportunities for work experience.	By (date), student will a) participate in work experience programs such as Workability, Work Experience Education, or Regional Occupation Program in the career pathway identified during self-awareness assessment activities; and b) obtain an evaluation of at least 80% proficiency of their work performance from a teacher, job coach, or employer.	
Student will have a variety of work-based experiences to practice work skills.	**By (date), student will participate in at least 2 work-based experiences. Accuracy in completing job tasks will be measured by teacher observations and charting.**	**Health Skills 12–14** **CAPA Levels 1–5**

Transition Goals: Independent Living

Annual Goal: Community Experience	Measures	English Language Arts Standard
Student will identify the health, transportation, and recreation/ leisure activities and resources available in the community	By (date), through electronic and print media, student will identify the health, transportation, and recreation/leisure resources available in the community and write a summary or give an oral presentation about the research, evaluated by a teacher-made rubric.	**Reading Comprehension 7.2.2** Locate information by using a variety of consumer, workplace, and public documents.
Student will have on-going instruction in community-based settings	**Student will participate weekly in community-based instruction focused on personal safety and community access. Personal safety skills will be measured by teacher observations and charting.**	**Health Skills 12–14, 16 CAPA Levels 1–5**
Student will identify the social and legal resources in the community that are available for persons with disabilities	By (date), through electronic and print media and by listening to guest speakers, student will identify what support groups are available for persons with disabilities and write a summary or give an oral presentation about the research, evaluated by a teacher-made rubric.	**Reading Comprehension 7.2.2** Locate information by using a variety of consumer, workplace, and public documents.
Student will learn about housing or independent living options.	By (date), student will identify through electronic and print media and conversations with family, teachers, and other service providers their housing options, such as living at home, with a roommate, or in a supported living arrangement and write a comparison of the housing options.	

Appendix G

Agencies that Support Transition

Below are examples of services, programs, and agencies that should be explored and included, as needed, in the student's transition plan. Most of these services can be accessed through California's One-Stop Career Center System.

Continuing Education:

- Regional Occupational Programs
- Adult education
- Trade schools
- Department of Rehabilitation Cooperative Education Programs: WorkAbility II, III, lV
- Community colleges
- Four-year colleges (public and private)

Employment:

- Employment Development Department (EDD) One Stop Career Centers
- WorkAbility Program
- Workforce Investment Act
- Department of Rehabilitation Programs and Transition Partnership Programs (TPP)
- California School-to-Career Programs
- Private employment agencies
- Non-profits providing employment services

Independent Living/Recreational:

- Regional Center/Department of Developmental Services (DDS)
- Independent living centers
- Department of Mental Health
- Adult education
- Local YMCA/YWCA or city recreation department
- Chamber of Commerce
- Community Human Services Department

Agencies that Support Transition

Department of Rehabilitation

2000 Evergreen Street, Sacramento, CA 95815
Catherine Campisi, Director, 916-263-8987
Client Assistance Program, 916-263-7367; 866-712-1085 (TTY)
www.dor.ca.gov

Eligibility:

- Student must have a physical or mental disability.
- Student's disability must substantially impact employment potential.
- Student must require rehabilitation services to secure, retain, or regain employment.

Services Include:

- Vocational counseling and guidance
- Assessment and evaluation
- Vocational/postsecondary training
- Assistive technology evaluation and provision of devices needed for training and employment
- Employment-related needs, such as tools, occupational licenses, equipment, etc.
- On-the-job training funds
- Job placement service
- Supported employment
- Transportation assistance

Department of Developmental Services/Regional Centers

P.O. Box 944202, Sacramento, CA 94244-2020
Terri Delgadillo, Interim Director, 916-654-1897
Julia Mullen, Community Services and Supports Division, 916-654-2716
www.dds.ca.gov

Eligibility:

- Mental retardation, cerebral palsy, epilepsy, autism, or any condition that would require treatment similar to mental retardation
- Disability began before the age of 18
- A continuing, substantial nature to the disability

Services Include:

- Service coordination
- Independent living skills training
- Assistance in securing housing, transportation, day activities, supported employment, medical services, and respite to families

U.S. Social Security Administration

Information, 800-772-1213; 800-325-0778 (TTY)
www.ssa.gov

Eligibility:

- Programs provide cash benefits to persons unable to work because of age, disability, or injury.
- Supplemental Security Income (SSI) pays benefits to persons who fall below certain income/asset levels.
- Social Security Disability Insurance (SSDI) pays benefits to persons with a disability who have paid into the system or have a parent who paid into the social security system.
- Disability is defined (for both SSI and SSDI) as a condition that prevents a person from engaging in substantial gainful activity because of a mental or physical impairment that has lasted or can last for at least twelve consecutive months.

Services Include:

Social Security Work Incentives

Work incentives are Social Security rules aimed at assisting people with disabilities, who receive Social Security benefits, in returning to work by minimizing the risk of losing their SSI and medical benefits.

Types of Work Incentives:

1. Earned Income Inclusion: After earning a specified amount, an individual's SSI check is reduced by only one dollar for every two dollars earned.
2. Student Earned Income Exclusion: A student under the age of 22 can earn up to a specified amount before a reduction in benefits occurs.
3. Impairment-Related Work Expenses (IRWE): The cost of needed disability-related items and services may be deducted from the earned income used to calculate SSI or SSDI payments.
4. Plan for Achieving Self-Support (PASS): A plan to set aside income in order to achieve an occupational goal. The funds set aside are not counted when calculating SSI benefits. A PASS must include the following:
   - Pre-approval in writing from the Social Security Administration
   - A realistic and specific work goal
   - All details surrounding the proposed timeline and set aside income

Employment Development Department (EDD)

800 Capitol Mall, MIC 83, Sacramento, CA 95814
Patrick W. Henning, Director, 916-654-8210
www.edd.ca.gov/ONE-STOP/pic.htm

Governor's Committee on Employment of People with Disabilities

916-654-8055; 800-695-350; 916-654-9820 (TTY)
www.edd.ca.gov/gcepdind.asp

Eligibility:

- Employment placement services are provided for job-ready youth and adults; eligibility criteria varies depending on the program.

Services Include:

- Job search workshops
- Labor market information
- Job referrals and placement assistance
- Bonding
- Workforce Investment Act programs
- Wagner-Peyser programs
- Support services
- Peer advising

Mental Health Services

1600 Ninth Street, Room 151, Sacramento, CA 95814
Stephen W. Mayberg, Director, 916-654-2309
Ombudsman Services, 800-896-4042; 800-896-2912 (TTY)
www.dmh.cahwnet.gov

Eligibility:

- Provides services to those who meet statutory definitions of "target population" criterion, which includes the *Diagnostic and Statistical Manual* definition for psychiatric, behavioral disorders, and certain specified behavioral patterns

Services Include:

- Psychiatric in-patient and long-term care services
- Psychiatric diagnosis and adjustment
- 24-hour crisis counseling
- Medication
- Mental health rehabilitative services
- Youth and children services, including day treatment services

California Foundation for Independent Living Centers

1029 J Street, Suite 120, Sacramento, CA 95814-2494
Teresa Facuzzi, Executive Director, 916-325-1690; 916-325-1698 (TTY)
www.cfilc.org
CFILC's supports independent living centers in their local communities through advocating for systems change and promoting access and integration for people with disabilities.

Services Include:

- Peer support, advocacy services, information, referral to community resources, and independent living skills training
- California law adds the following:
  - Accessible housing referral
  - Personal assistance referral
- Regional centers all over California to serve local communities

Assistive Technology Network

1-800-390-2699; 916-325-1695 (TTY)
www.atnet.org

California Community Colleges

1102 Q Street, Sacramento, CA 95814-6511
916-445-8752
www.cccco.edu
The community college system consists of 110 two-year institutions. Each college provides services for students with disabilities.

Eligibility:

- Student can verify temporary or permanent disability.
- Student needs to be regularly enrolled in the educational institution.

Services Include:

- Registration assistance
- Classroom accommodations
- Mobility services
- Deaf services
- Print access
- Learning disability services

Other Contacts:

California Department of Education, Special Education Division

1430 N Street, Suite 2401, Sacramento, CA 95814
Mary Hudler, Director
916-445-4602
www.cde.ca.gov/sp/se

WorkAbility I

Christine Pittman, Lead
916-327-4218
www.cde.ca.gov/sp/se/sr/wrkabltyI.asp

University of California

The University of California is a statewide system of ten campuses providing bachelor's (four-year) and graduate programs. Each campus provides accommodations for students with disabilities. Contact a specific facility for more information about services.
www.ucop.edu

California State Universities

The California State University system consists of 23 campuses providing bachelor's (four-year) and graduate programs. Each state university provides accommodations for students with disabilities. Contact a specific facility for more information about services.
www.calstate.edu

Appendix H

Options for Students Not Passing the Exam

For students who fail to pass the California High School Exit Examination (CAHSEE) by the end of their regular senior year (the twelfth grade), the California Department of Education compiled the following list of alternative possibilities currently in existence for a California student to obtain a high school diploma or its equivalent:

Provide instruction through the Remedial Supplemental Instruction Program.

Students in grades seven through twelve who do not demonstrate sufficient progress towards passing the CAHSEE are eligible to receive intensive instruction and services designed to pass the exam. These services may be received during their high school years and during the year following their grade twelve year for those students who have failed to pass one or both parts of the CAHSEE (Education Code [EC] Section 37252[c] and [h]). Students may receive supplemental instruction services for at least one year following completion of grade twelve.

Enroll for an additional year in a public comprehensive high school or alternative education program until the CAHSEE is passed and a diploma is awarded, per local Governing Board policy.

If a student does not have a high school diploma, he or she can, at any age, approach the kindergarten through grade twelve (K–12) district of residency to obtain an education leading to a high school diploma. The K–12 school district of residency has the option to place a student age eighteen or older in an appropriate program. This may include placement at a comprehensive high school, if the student has been continuously enrolled in a K–12 school, or at an alternative education program within the school district. Districts may restrict this possibility due to enrollment pressure, facility availability, or other factors.

Students under the age of eighteen years are compelled to attend school pursuant to EC Section 48200, and the district of residency is required to serve the student in an appropriate program.

A senior student who is deficient in graduation requirement credits may also be reclassified as a junior to enable the student to attend the school for one or more years, thereby providing additional instructional time and attempts to pass the CAHSEE and be awarded a diploma.

Maintain continuous enrollment in a public school's independent study program until the CAHSEE is passed and a diploma is awarded, per local Governing Board policy.

Districts are allowed to provide instruction using the independent study methodology for students nineteen years and older who have been continu-

ously enrolled in a K–12 school since their eighteenth birthday.

Maintain continuous enrollment in a public charter school until the CAHSEE is passed and a diploma is awarded, through age twenty-two.

Students must be continuously enrolled to attend public charter schools from age nineteen through twenty-two (EC Section 47612 and California Code of Regulations, Title 5, Section 11960). In addition, students (essentially without age limit) may attend a charter school if it provides instruction exclusively in partnership with any of the following: (1) the federal Workforce Investment Act of 1998; (2) federally affiliated Youth Build programs; (3) federal Job Corps training or instruction provided pursuant to a Memorandum Of Understanding with the federal provider; or (4) the California Conservation Corps or local conservation corps certified by the California Conservation Corps (EC Section 47612.1).

Enroll in a California adult school's secondary education program to obtain a diploma by satisfying the district's graduation requirements and passing the CAHSEE.

Any adult age eighteen years or older may attend an adult school in California. Capacity to serve adults is limited by the school district's state-established funding cap. The CAHSEE is required for graduation from all California adult schools operated by K–12 school districts.

Obtain a diploma from a community college that awards high school diplomas through its non-credit adult education programs, which do not require passage of the CAHSEE.

Some California community colleges run non-credit adult education programs and grant high school diplomas similar to the K–12 school system adult education programs. Students enrolled in community college non-credit programs are not subject to the CAHSEE requirement. Each college makes a local determination regarding whether or not to offer non-credit programs, and some community colleges currently require passage of the CAHSEE if they have a partnership with a K–12 or high school district.

Obtain a diploma through a county court or community school program.

County offices of education operate county court and community schools for adjudicated youth, wards of the court, and expelled youth (EC sections 1980–1986). A county office of education may decide to continue the enrollment of a student over eighteen years, as long as the student is classified in grades one through twelve. Continuing education may involve a court order and probation department concurrence. Passage of the CAHSEE is required to earn a diploma.

Pass the California High School Proficiency Exam (CHSPE), for students ages 16 or over, to obtain a diploma equivalent.

California EC Section 48412 allows students who take and pass the CHSPE to receive from the State Board of Education a certificate of proficiency, which is the legal equivalent of a high school diploma. Information is available on the CDE website at *www.cde.ca.gov/ta/tg/sp/*.

Pass the General Educational Development (GED) test, a national program for adults ages eighteen and older, to obtain a diploma equivalent.

The GED is a national test for individuals over eighteen or within 60 days of his or her eighteenth birthday (regardless of school enrollment status). Individuals can take the GED to demonstrate knowledge equivalent to a high school diploma. Students age seventeen years and out of high school for a minimum of 60 days are also eligible to take the test. The test is offered on a fee basis at testing centers throughout the state. Information is available on the CDE website at: *www.cde.ca.gov/ta/tg/gd/gedfaq.asp*.

(California Department of Education, California High School Exit Examination, "Options for Students Not Passing the Exam")

Appendix I

March 23, 2006

Dear School District, County Office of Education Superintendents, and Special Education Directors:

Certificate or Document of Educational Achievement or Completion for Students with Disabilities

The California Department of Education is committed to ensuring that all students with disabilities achieve to their maximum potential. It is also important to recognize each individual student's efforts in this regard. California law provides a way to recognize students with disabilities who are unable to earn a high school diploma.

If a student with disabilities does not meet all state and local requirements for earning a high school diploma, including passing the California High School Exit Exam (CAHSEE), then the local educational agency may award the student a certificate or document of educational achievement or completion pursuant to Education Code Section 56390, if the student meets any one of the following conditions:

(a) The individual has satisfactorily completed a prescribed alternative course of study approved by the governing board of the school district in which the individual attended school or the school district with jurisdiction over the individual and identified in his or her individualized education program.
(b) The individual has satisfactorily met his or her individualized education program goals and objectives during high school as determined by the individualized education program team.
(c) The individual has satisfactorily attended high school, participated in the instruction as prescribed in his or her individualized education program, and has met the objectives of the statement of transition services.

If the student meets any one of the requirements listed above, that student "shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a pupil of similar age without disabilities would be eligible to participate." (Education Code Section 56391)

If a student with disabilities who is scheduled to earn a high school diploma by the end of the senior year has not met all graduation requirements, the district is still responsible to provide free appropriate public education (FAPE) until age twenty two, even if the student has participated in a graduation ceremony (Education Code Section 56026). The individualized education program team will determine appropriate annual goals and special education supports and related services. Also, the team will determine the appropriate educational setting that will: (a) prepare the student to meet all graduation requirements by age twenty two, or (b) provide the student with functional life skills and vocational preparation until age twenty two. Should the student and/or parent refuse the offer of FAPE, the student may exit special education and the district may award the student with a certificate of completion.

If you have any questions regarding certificates of completion or diplomas for students with disabilities, please contact Jill Larson, consultant, Assessment, Evaluation, and Support Unit, at 916-323-7192 or by e-mail at *jlarson@cde.ca.gov*.

Sincerely,

Original signed by Mary Hudler
A hard copy of the signed document is available by contacting the Assessment, Evaluation, and Support Unit at 916-445-4628.

Mary Hudler, Director
Special Education Division

Appendix J

Transition-Related Websites

General Resources

- California Department of Education, Special Education Division Resources: *www.cde.ca.gov/sp/se/sr/*
- CalSTAT Core Messages on Transition: School to Adult Life: *www.calstat.org/transitionmessages.html*
- Office of Special Education Programs (OSEP): *www.ed.gov/about/offices/list/osers/osep/index.html*
- Federal Resource Center for Special Education (FRC): *www.rrfcnetwork.org*
- IDEA Practices: *www.ideapractices.org/*
- Council for Exceptional Children: *www.cec.sped.org*
- IDEA Practices: *www.ideapractices.org/*
- LD OnLine: *www.ldonline.org/*
- National Center on Educational Outcomes: *www.education.umn.edu/nceo*
- National Center for Learning Disabilities: *www.ncld.org/*
- National Transition Research Institute at Illinois: *www.ed.uiuc.edu/SPED/tri/institute.html*
- National Center to Improve Practice (NCIP) in Special Education: *www2.edc.org/NCIP/*
- National Center to Improve the Tools of Educators (NCITE): *http://idea.uoregon.edu/%7encite/*
- National Clearinghouse for English Language Acquisition (NCELA): *www.ncela.gwu.edu/*
- National Secondary Transition Technical Assistance Center (NSTTAC): *www.nsttac.org/*

Assessment

- The California Career Resource Network: *www.californiacareers.info/*
- National Center for Research on Evaluation, Standards, and Student Testing: (CRESST): *http://cresst96.cse.ucla.edu/*
- National Center on Accessing the General Curriculum: *www.cast.org/*
- National Center on Educational Outcomes: *http://education.umn.edu/nceo/*

Career Exploration and Preparation

- California Career Resource Network: *www.californiacareers.info/*
- *California Career Planning Guide*: *www.californiacareers.info/downloads/ccpg7_04.pdf*
- Council for Exceptional Children, Career Development and Transition: *www.dcdt.org*
- Center for Workforce Development, Institute for Educational Leadership: *http://ielorg.fatcow.com/programs/cwd.html*
- Employment and Training Administration, US Department of Labor: *www.doleta.gov/*
- Job Accommodation Network (JAN): *www.jan.wvu.edu/*
- National Center for Research in Vocational Education: *http://ncrve.berkeley.edu*
- National Center on Secondary Education and Transition: *www.ncset.org*
- National Center on Workforce and Disability/Adult: *www.onestops.info/*
- National Collaboration on Workforce and Disability/Youth: *www.ncwd-youth.info/promising_Practices/index.html*

Career Exploration and Preparation, ***continued***

- Secretary's Commission on Achieving Necessary Skills: *http://wdr.doleta.gov/SCANS/*
- National Rehabilitation Information Center (NARIC): *www.naric.com/*
- National Center on Research in Career and Technical Education: *www.nccte.org*
- Healthy & Ready to Work: *www.mchbhrtw.org/*
- National Association of Workforce Boards: *www.nawb.org/*
- National Collaborative on Workforce and Disability for Youth: *http://ielorg.fatcow.com/programs/ncwd.html*
- National Transition Network: *http://ici2.umn.edu/ntn/*
- National Youth Employment Coalition: *www.nyec.org/*
- Vocational and Educational Services for Individuals with Disabilities: *www.vesid.nysed.gov/*

Family Involvement

- Family Education Network: *http://familyeducation.com/home/*
- Family Village: *www.familyvillage.wisc.edu/index.htmlx*
- National Information Center for Children and Youth with Disabilities: *www.nichcy.org/*
- National Network of Partnership Schools: School, Family, and Community Partnerships: *www.csos.jhu.edu/p2000/center.htm*
- National Parent Teacher Association: *www.pta.org*
- National Parenting Center (TNPC): Parent Talk Newsletter for Teen-Agers: *www.tnpc.com/parentalk/adoles.html*
- National Resource Center for Parents with Disabilities: *http://lookingglass.org/index.php*
- PACER Center: *www.pacer.org/*
- Parent Information Centers: *www.pacer.org/parent/parent.htm*

Community Integration

- Institute on Community Integration: *www.ici.umn.edu*
- Research and Training Center on Independent Living: *www.rtcil.org*

Postsecondary

- AHEAD: *www.ahead.org/*
- American Youth Policy Forum: *www.aypf.org/*
- Association on Higher Education and Disability (AHEAD): *www.ahead.org/*
- Center on Disability Studies: *www.cds.hawaii.edu/*
- DO-IT Center: *www.washington.edu/doit/*
- HEATH Resource Center: *www.heath.gwu.edu*
- HIRE.US Program: *http://hireus.cds.hawaii.edu/*
- Institute on Community Inclusion: *www.communityinclusion.org/*
- Institute on Community Integration: *http://ici.umn.edu/*
- Marriott Foundation for People with Disabilities: *http://marriottfoundation.org/foundation/default.mi*
- NCSET Postoutcomes Network Website: *www.ncset.hawaii.edu/*
- National Center on the Study of Postsecondary Educational Supports: *www.rrtc.hawaii.edu/*
- National Longitudinal Transition Study-2: *www.nlts2.org/*
- Western Regional Resource Center: *http://wrrc.uoregon.edu/*

Appendix K

Transition-Related Curricula

Career Choices (2003)
A curriculum that teaches self-awareness, decision-making, and career exploration.
Academic Innovations, 281 S. Magnolia Avenue, Santa Barbara, CA 93117
www.academicinnovations.com/cc2.html
800-967-8016

Children's Dictionary of Occupations (2004)
Brief description of different occupations. Classroom activity books for different grade levels and CD-ROM version also available.
Meridian Education Corporation, P.O. Box 2053, Princeton, NJ 08543-2053
www.meridianeducation.com
800-727-5507

Choices (2005)
Several different computer programs that engage students (6th–12th grade) in an interactive process that heightens their self-awareness, helps them set priorities, and develops career decision-making skills.
Bridges, 33637-B Highway 97 North, Oroville, WA 98844
www.bridges.com/us/prodnserv/index.html
800-281-1168

Choosing Employment Goals (2000)
Student lessons and teacher manual. ChoiceMaker Instructional Series.
University of Colorado, Center for Self-Determination, 9093 Specialty Place, Longmont, CO 80504.
Available through Sorpris West (item number W35465)
www.sopriswest.com
800-547-6747

How to . . . Career Development Activities for Every Classroom, Fifth Edition (2002)
Classroom activities to develop: self-knowledge, educational and occupational exploration, and career planning. Separate books for K–3, 4–6, 7–9, and 10–12
Center on Education and Work, University of Wisconsin-Madison, School of Education, 964 Educational Science Building, 1025 W. Johnson Street, Madison, WI 53706-1796
www.cew.wisc.edu
800-446-0399 or 608-262-9197

Individual Program Plan Resource Manual: A Person-Centered Approach (2000)
Available free from: *www.dds.cahwnet.gov/RC/IPP_Manual.cfm*
California Department of Developmental Services
946-654-1956

Individual Transition Plans (2002)
Manual for writing ITP goals. Includes samples for students with a variety of cognitive, learning, physical, and behavioral disorders.
Pro-ed, 8700 Shoal Creek Blvd., Austin, TX 78757-6897
www.proedinc.com (product number 8336)
512-451-8542

Integrating Transition Planning into the IEP Process (1999)
Covers transition planning, self-advocacy, assessment, curriculum for transition, support services, and program evaluation and follow-up.
Council for Exceptional Children, 1110 North Glebe Road, Suite 300,
Arlington, WA 222012
1-888-CEC-SPED

It's Your Choice: Planning for Life after High School (1996)
A video and manual to help individuals with disabilities learn to make choices for adult living.
Full Citizenship, 2518 Ridge Court, Suite 105, Lawrence, KS 66046
785-749-0603

It's Your Future (2001)
A 23-minute video, produced by the California Department of Education, Special Education Division, for students on the importance of making a transition plan.
CalSTAT/CIHS, 1801 E. Cotati Avenue, Rohnert Park, CA 94928
707-849-2275

James Stanfield Publishing Company
Offers a variety of career and assessment videos and curriculum.
James Stanfield Co., Inc. P.O. Box 41058, Santa Barbara, CA 93140
www.stanfield.com
800-421-6534

JIST Publishing, Inc.
Offers a variety of career and assessment videos and curriculum.
JIST Works, Inc., 8902 Otis Avenue, Indianapolis, IN 46216-1033
800-648-5478

Life Centered Career Education (2004)
Designed to provide students who have mild mental disabilities, learning disabilities, or who are "at risk" with daily living skills, personal social skills, and occupational guidance and preparation.
Council for Exceptional Children, 1110 North Glebe Road, Suite 300, Arlington, VA 22201
www.cec.sped.org
1-888-CEC-SPED

Life Centered Career Education: Teachers Guide (2005)
Organized around 21 life skills competencies into sub-competencies, objectives, and supporting activities for school and community. Reproducible forms include a student competency rating scale and a sample IEP form.
Council for Exceptional Children, 1110 North Glebe Road, Suite 300, Arlington, VA 22201
www.cec.sped.org
1-888-CEC-SPED

Next S.T.E.P. (2000)
A comprehensive curriculum for transition and education planning.
Pro-ed, 8700 Shoal Creek Blvd., Austin, TX, 78757-6897
www.proedinc.com (product #9265)
800-897-3202

One-A-Day Language Lessons (1998)
Each lesson focuses on a single job and includes writing, thinking/speaking questions, and vocabulary.
Pearson Assessments, 5601 Green Valley Drive, Bloomington, MN 55437-1187
http://ags.pearsonassessments.com/group asp?nGroupInfoID=a40270
800-627-7271

Pathfinder: Exploring Career & Educational Paths (2004)
Classroom curriculum for junior and high school students.
JIST Works, Inc., 8902 Otis Avenue, Indianapolis, IN 46216-1033
800-648-5478 (order code J0821)

Promoting Successful Outcomes for Students with Emotional Disorders (1994)
Manual with techniques for supported employment, program evaluation and case studies.
Center for Community Partnerships, 303 Occupational Therapy Bldg.,
Colorado State University, Fort Collins, CO 80523
970-491-3469

Self-Advocacy Strategy for Enhancing Student Motivation and Self-Determination (2002)
Strategies Intervention Model (SIM).
Edge Enterprises, Inc., P.O. Box 1304, Lawrence, KS 66044
877-767-1487

Self-Directed IEP (1998)
Martin, James E., et al.
Teacher's manual, 25 student workbooks and 25 self-determination assessment forms.
Sopris West Publishing. 9093 Specialty Place, Longmont, CO 80504.
www.sopriswest.com
800-547-6747.

Take Charge (Middle School) (1997)
Take Charge for the Future (High School) (1997)
Laurie Powers. Dean Westwood, Oregon Health Sciences University-UAP,
Center on Self-Determination, 3608 S.E. Powell Blvd., Portland, OR 97202
westwood@ohsu.edu
503-494-2738

The Career Game
Career interest inventory with color graphic format for beginning sessions on self-awareness and career investigation. Includes a software program that generates a report.
Rick Trow Productions. P.O. Box 291, New Hope, PA 18938
www.careergame.com
800-247-9404

Tools for Transition—
Preparing Students with Learning Disabilities for Postsecondary Education (1991)
Video, teacher's manual and student materials.
AGS Globe, 5910 Ridge Creek Parkway, Shoreview, MN 55126
www.agsglobe.com/group.asp?nGroupInfoID=a8250
800-328-2560

Transition of Secondary Students with Emotional or Behavioral Disorders (1999)
Provides assessments and ideas to assist youth with emotional and behavioral disabilities to transition from school to postsecondary options.
Council for Exceptional Children, 1110 North Glebe Road, Suite 300, Arlington, VA 22201
www.cec.sped.org
1-888-CEC-SPED

Transition Portfolio and Guide (2000)
Diagnostic Center, North
www.dcn-cde.ca.gov/portfolios.htm
916-323-3309

Transitions Curriculum (1998)
Three part curriculum: personal management, career management, life management; teacher-developed lessons and student worksheets.
James Stanfield Co., Inc., P.O. Box 41058, Santa Barbara, CA 93140
www.stanfield.com
800-421-6534

Tuning in to My Future (1997)
A middle school career guidance program in three units: student workbook, teacher guide, parent guide.
PrepWorks Publishing, P.O. Box 292239, Kettering, OH 45429
www.prepworks.com
800-773-6825

Why Are You Calling Me LD? (1997)
Educational Publishing
www.pcieducation.com
800-594-4263

Appendix L

A Guide to Acronyms Used in This Document

ADA: Americans with Disabilities Act

"a–g" courses: The subject requirements that students must complete in their high school coursework in order to enroll in a University of California school

APS: Academic Program Surveys

AT: Assistive technology

CAHSEE: California High School Exit Examination

CAPA: California Alternate Performance Assessment

CBI: Community-based instruction

CCS: California Children's Services

CDE: California Department of Education

CEC: Council for Exceptional Children

CEDS: Council on Educational Diagnostic Services

CHSPE: California High School Proficiency Exam

CLD: Council for Learning Disabilities

COPS: Career Occupational Preference System Interest Inventory

CSU: California State University

DCDT: Council for Exceptional Children's Division on Career Development and Transition

DDS: Department of Developmental Services

DLD: Division on Learning Disabilities

DR: Department of Rehabilitation

DSS: Disabled Student Services

EC: Education Code

EDD: Employment Development Department

ELA: English Language Arts

EPC: Essential Program Component

FAPE: A free and appropriate public education

GED: General Educational Development

HECSE: High Education Consortium for Special Education

IDEA: Individuals with Disabilities Education Act

IEP: Individualized Education Program

IRWE: Impairment-Related Work Expenses

LDA: Learning Disability Association

LEA: Local Education Agency

LRE: Education in the least restrictive environment

NASET: The National Alliance for Secondary Education and Transition

NCCRESt: National Center for Culturally Responsive Educational Systems

NCDG: National Career Development Guidelines

NCLB: No Child Left Behind Act

NCSET: The National Center on Secondary Education and Transition

NSTTAC: National Secondary Transition Technical Assistance Center

ODEP: Office of Disability Employment Policy

OSEP: U.S. Department of Education, Office of Special Education Programs

PAI: Protection & Advocacy, Inc.

PASS: Plan for Achieving Self-Support

ROP: Regional Occupational Program

RtI: Response to Intervention

SBE: State Board of Education

SCANS: U.S. Secretary of Labor's Commission on Achieving Necessary Skills

SEA: State Education Agency

SOP: Summary of Performance

SSDI: Social Security Disability Insurance

SSI: Supplemental Security Income

SWITP: School-to-Work Interagency Transition Partnership

TPP: Transition Partnership Programs

TTY: Teletype or teletypwriter (a special device that lets people who are deaf, hard of hearing, or speech-impaired use the telephone to communicate by allowing them to type text messages. A TTY is required at both ends of the conversation in order to communicate.)

SEACO: California Special Education Administrators of County Offices

UC: University of California

WIA: Workforce Investment Act

Publications Manager and Designer: Mary Cichy Grady
Editing, Copyediting, and Proof Reading: Holly Byers Ochoa, Donna Lee and Giselle Blona

California Department of Education 2008