

Secondary Transition and Transition Services

The IEP team must address transition services through the Transition Plan at each IEP meeting beginning with the IEP that will be in effect when the student is 14 ½ years of age. Transition services should include appropriate, measurable post-secondary goals that are based on age-appropriate transition assessments. The IEP team may address a particular section(s) before the age listed, if the team has determined that transition assessments, goals, supports, or services should be addressed. Any area addressed should be based on the student's needs, taking into account the student's strengths, preferences and interests (as indicated in the transition assessments and interviews).

The Transition Plan should drive the direction of the student's IEP—meaning that annual IEP goals must address not only academic and functional needs, but also transition needs. Transition Plans must be updated annually, and the student must be invited to all IEP meetings in which transition will be discussed. Furthermore, a representative adult service agency shall be invited to the IEP meeting. Prior consent of the parent or student who has reached the age of majority is required before inviting the adult agencies. A list of Vermilion County Adult Services Agencies is included at the end of this section. Staff shall document all communications with outside agencies.

In addition to completing the Transition Plan in the student's IEP, the IEP Team must ensure that actions are occurring during the regular school day in order to ensure that transition needs are being met. To track transition planning actions, the case manager shall complete the appropriate page of the *Transition Planning Actions Checklist* and keep documentation in the student folder. The *Transition Planning Actions Checklist* is available on the VASE Website in the "Special Education Forms" section.



Transition
Plans –
Provider
Agencies

- If 14 ½ or older during the time the IEP will be in effect, invite potential service providers to the IEP after obtaining proper parental and student consent.

Transition Plan Page 1

A. Transition Assessments

Identify the type of assessment(s) with the responsible person, date conducted, and attach the assessment to the IEP.

Transition Plan - Assessment

Secondary Transition

Test

Student A

is working towards a

Age-Appropriate Transition Assessments

Transition Assessments (Including student and family survey/interview)	Assessment Type	Responsible Agency / Person	Date Conducted
Employment	<div></div>	<div></div>	<div></div> <div></div>
<div>+ Add Another</div>			
Education	<div></div>	<div></div>	<div></div> <div></div>
<div>+ Add Another</div>			
Training	<div></div>	<div></div>	<div></div> <div></div>
<div>+ Add Another</div>			
Independent Living Skills	<div></div>	<div></div>	<div></div> <div></div>
<div>+ Add Another</div>			

Transition Plan - Assessments

Purpose:

- To find out what the student (or parent) wishes for in terms of their future employment, education/training, and independent living
- To determine the individual child's needs, strengths, preferences, and interests.
- For assistance locating a transition assessment, email Alex Goudy- goudya@vase.k12.il.us

Transition Plan - Assessments

- Assessment MUST be done prior to IEP meeting—so goals can be drafted. The date conducted will be included on the IEP.
- Types:
 - Formal: Computerized Questionnaires, Rating Scales, Interest Inventories
 - Informal: Student Interview, Parent Interview, Mapping Process – Interviews should not be the sole assessment method
- Must list assessment method/measure used, when, and by whom
- Copy of assessment report should be placed in special education file and/or attached to the IEP.

Transition Plan - Assessment

FAQ: "How do you write a transition plan for a student that wants to be a professional basketball player?" or any other highly unrealistic employment or education goal.

Answer: Before developing a plan based unrealistic goals, consider all assessment sources. What are the parent's (or IEP team's) goal for the child? Are other assessments needed? Is there a way to write the goal in a general manner that makes the unrealistic goal more realistic?
(Examples: Johnny will obtain employment requiring physical activity. Sarah will obtain employment in the field of helping sick people. Tom will take classes offered in his local community.)

B. Employment, Education/Training, Independent Living Options Selected

Identify at least one option for each area. The option selected should mirror the goal written in that area.

Example: IEP Goal- After graduation from high school, David will receive job development services from vocational rehabilitation staff at Crosspoint Human Services or WorkSource Enterprise.

Option Selected: Supported Employment

C. Measurable Goal

Identify the student's post-secondary goals in the areas of:

- Employment (e.g. competitive, supported, after finishing post-secondary training, military)
- Education/Training (e.g. four-year university, community college, technical/trade school, apprenticeship, on-the-job training, adult education, developmental training)
- Independent Living (e.g. living arrangements including own residence, with family, CILA or group home; health/safety; self-advocacy/future)

planning; financial/income needs; transportation/mobility; social relationships; recreation/leisure)

Measurable post-secondary goals are written for all students 14 ½ years of age. Post-secondary goals must occur after high school graduation/aging out and be updated annually. Be sure to check the “yes” box once the post-secondary goal has been reviewed and updated as needed. In some rare cases the student’s goal may not change from one year to the next; and therefore, check the “yes” box even if the goal has been reviewed with the student and/or family and it remains the same.

Post-secondary goals must be written based on transition assessments indicating the student’s needs, taking into account strengths, preferences, and interests. To ensure measurability, post-secondary goals should be written stating the activity/action a student “will” complete—not an activity/action that a student “may” or “wants to” complete.

Example: After graduation from high school, Jonathan will attend Danville Area Community College and major in general studies.

Non-Example: After graduation from high school, Jonathan may/wants to attend Danville Area Community College and major in general studies.

Transition Plan - Goals

Post-Secondary Outcomes (address by age 14 1/2)
Indicate and project the desired appropriate measurable post-secondary outcomes/goals as identified by the student, parent and IEP team. Goals are based upon age appropriate transition assessments related to employment, education and/or training, and independent living skills. ? Employment Outcomes/Goals (e.g., competitive, supported shelter, non-paid employment as a volunteer or training capacity, military): AND
<div></div>
Post-Secondary Education Outcomes/Goals (e.g., community college, 4-year university, technical/vocational/trade school): AND/OR
<div></div>
Post-Secondary Training Outcomes/Goals (e.g., vocational and career field, vocational training program, independent living skills training, apprenticeship, OJT, job corps): AND
<div></div>
Independent Living Outcomes/Goals (e.g., independent living, health/safety, self-advocacy/future planning, transportation/mobility, social relationships, recreation/leisure, financial/income needs)
<div></div>

Transition Plan – Measurable Transition Goals

- Employment Goal Samples:

Sally **will** obtain part-time employment in a daycare center.

Bill **will** work on the family farm under the guidance of relatives.

Rob **will** obtain employment in food services.

Transition Plan – Measurable Transition Goals

- Education/Training Goal Samples:

John **will** receive on-the-job training at a restaurant.

Tina **will** enroll full-time in a community college courses leading to a degree in child development.

Carrie **will** receive training from the area's developmental training program for students with low incidence disabilities.

- Independent Living Samples:

By age 23, Tommy will obtain housing in a group home in the local community.

Sam will establish his own residence by renting an apartment.

Lisa will live in a dorm while attending a four-year college program.

Transition Plan – Measurable Transition Goals

D. Related Annual IEP Goal

Identify at least one goal for each area: employment, education/training, and independent living. Document the linkage on the Transition Plan Page 1 and on the actual goal page.

Annual IEP goals that are related to the student's transition services are required in the student's IEP. The IEP Team must ensure that annual IEP goals are directly related to the transition plan and that the linkage is indicated on the goal page. In many instances, it is not acceptable to only write academic goals and link those to the areas of transition, especially the areas of independent livings and employment.

Non-Examples:

John will increase reading skills from 2 sight words to acquiring 20 site words that are most often found in story books—THIS GOAL can be linked to the Common Core ELA Standards, but it cannot be linked to any transition areas beyond Education.

Without use of manipulatives, John will demonstrate computation skills by adding single digit numbers to sums of 20 with 80% accuracy—THIS GOAL

can be linked to the Common Core Math Standards, but it cannot be linked to any transition areas beyond Education.

Examples:

John will increase reading skills from selecting among choices on his AAC device to using his AAC device to greet peers in English—THIS GOAL can be linked to the Common Core ELA Standards and also linked to Independent Living (social relationships).

John will increase reading skills from 2 sight words to acquiring 20 site words that relate to activities in the community and workplace—THIS GOAL can be linked to the Common Core ELA Standards and also linked to Employment, Education/Training, and Independent Living.

John will increase his knowledge of careers related to animals from having little knowledge to being able to identify at least three careers in the field of animals and their requirements—THIS GOAL can be linked to the Common Core ELA Standards and also linked to Employment.

John will increase his knowledge in financial planning from having no knowledge about how to create a budget to being able to write checks and balance a checkbook—THIS GOAL can be linked to the Common Core Math Standards and also linked to Independent Living.

E. Supports/Services

Identify at least one option for each area: employment, education/training, and independent living. The option(s) selected should assist the student in meeting the post-secondary goal identified.

Course of Study

Identify a course of study that is a long-range educational plan or multi-year description of the educational program that directly relates to the student's anticipated post-secondary goals, preferences and interests.

Course of study includes required, elective, advanced placement or specially designed instruction and could include educational experiences in the community. Therefore, this planning includes courses leading to graduation or completion of a secondary school program with the addition of courses and other educational experiences that move the student toward his/her post-secondary goals.

The IEP Team must identify specific courses to be taken by the student. The term "elective" is not a specific course. The case manager should

collaborate with the school guidance counselor or consult the district course handbook to identify the specific electives that will be taken by the student. Furthermore, the chosen course must align with the student's post-secondary goals.

CTE Opportunities & Dual Credit Courses

The student and the parent or guardian of the student shall be provided with information about dual credit courses offered by the school district. The information shall include courses offered by the school district for dual credit under. The information shall include the criteria for entry into any dual credit course in which the student or the parent or guardian of the student indicates interest. If the student is enrolled in a dual credit course for dual credit or for high school credit only, the student's participation in the course shall be included as part of the student's transition IEP activities.

Transition Plan – Course of Study

Course of Study (address by age 14 1/2)				
Identify a course of study that is a long-range educational plan or multi-year description of the educational program that directly relates to the student's anticipated post-school goals, preferences and interests <u>as described above</u> .				
Year 1	Year 2	Year 3	Year 4	Extended

+ Add Another

Transition Plans – Course of Study

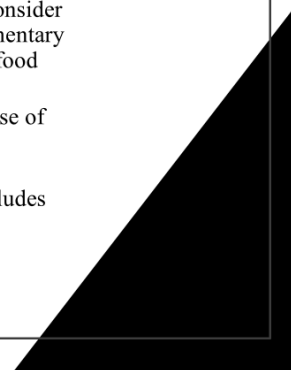
- Purpose: We don't want to be sitting at an IEP during the student's senior year and say "Hey, we should have taught him to..."
- List courses AND other educational experiences. Must be as specific as possible.
- List experiences and activities as well as courses.

Compare this task to the first time you met with your college faculty advisor and began planning what courses you needed to take for your major and what experiences would be helpful in meeting your job goals.



Transition Plan – Course of Study

- Take transition goals into consideration.
 - If a student is planning to work in the childcare field, consider courses on child development, practicum at a local elementary school as an elective, health class for first aid training, food and nutrition class for cooking, etc.
 - If a student is planning to go to college, consider a course of study that meets college entrance requirements.
 - If the plan for the student is to work in a sheltered employment setting, consider a course of study that includes functional academics, living skills instruction, work experience during the school day with a job coach, etc.



Transition Plan Page 2

Transition Services

The first six sections address services that are to be provided during the student's school program to help meet the student's post-secondary goals. This page was designed to provide opportunities to indicate the agency, position responsible for the supports/services and, if appropriate, the corresponding annual IEP goal number. With multiple entries allowed, this form serves as a log of all transition activities. After activities are completed, then the case manager can log in the completion date. These activities, services, and supports are then kept on the IEP year-to-year and updated at each Annual Review.

- Instructional services (e.g. tutoring, skills training, prep for college entrance exam, adult basic ed)
- Development of employment and/or functional vocational evaluation (e.g. Employment: job skills, career exploration, job shadowing, apprenticeship training, STEP program, actual employment. Evaluation: career interest inventories, aptitude tests)
- Acquisition of daily living skills & other occasional post-secondary adult living objectives (e.g. Daily Living: meal prep, cleaning, toiletry and grooming, budgeting, maintaining home, childcare. Occasional: filing taxes, driver's license with accommodations, renting/buying home, accessing med. services & social security, financial planning)
- Community experiences (e.g. participation in social, recreational, or leisure activities, shopping, banking, transportation)
- Related services (e.g. transportation, medical services, social services, technology, etc.)
- Additional supports/services linkages for after graduation. At a minimum, each transition plan should indicate that the student will be referred to the Department of Human Services/Division of Rehabilitation Services prior to graduation. Other agencies should be identified as appropriate.

Transition Plan – Transition Services

Transition Services (address by age 14 1/2)

☐ Yes ☐ No ☐ Unknown

The school district provided the student with information about the school district's career and technical education (CTE) opportunities and postsecondary CTE opportunities.

☐ Yes ☐ No ☐ Unknown

The CTE information included a list of programming options, the scope and sequence of study for pursuing those options, and the location of those options.

INSTRUCTION (e.g., tutoring, skills training, prep for college entrance exam, accommodations, adult basic ed.)

Provider Agency and Position:

Goal #(s) if Applicable:

Date/Year to be Addressed:

Date/Year Completed:

RELATED SERVICES (e.g., transportation, social services, medical services, technology, support services)

Provider Agency and Position:

Goal #(s) if Applicable:

Date/Year to be Addressed:

Date/Year Completed:

COMMUNITY EXPERIENCES (e.g., job shadow, work experiences, banking, shopping, transportation, tours of post-secondary settings)

Provider Agency and Position:

Goal #(s) if Applicable:

Date/Year to be Addressed:

Date/Year Completed:

Transition Plan – Transition Services

DEVELOPMENT OF EMPLOYMENT AND OTHER POST-SCHOOL ADULT LIVING OBJECTIVES (e.g., career planning, guidance counseling, job try-outs, register to vote, adult benefits planning)

Provider Agency and Position:

Goal #(s) if Applicable:

Date/Year to be Addressed:

Date/Year Completed:

APPROPRIATE ACQUISITION OF DAILY LIVING SKILLS AND/OR FUNCTIONAL VOCATIONAL EVALUATION (e.g., self-care, home repair, home health, money, independent living, job and career interests, aptitudes and skills)

Provider Agency and Position:

Goal #(s) if Applicable:

Date/Year to be Addressed:

Date/Year Completed:

LINKAGES TO AFTER GRADUATION SUPPORTS/SERVICES (e.g., DRS, DMH, DSCC, PAS, SASS, SSI, WIC, DHFS, CILs)

Provider Agency and Position:

Goal #(s) if Applicable:

Date/Year to be Addressed:

Date/Year Completed:

Home-Based Support Services

Complete this section only for students who fall under the category of developmentally disabled and who may become eligible for Home-Based Support Services Program after they reach age 18 and no longer receive special education services.

The Home-Based Support Services Program allows adults (age 18 and older) to purchase goods and services related to their disability. The cost of these goods and services may total up to 300 percent of the individual's federal Supplemental Security Incomes (SSI) payment level. Participants are linked to a local community agency that helps them select the goods and services they need. To participate, the individual must be eligible for SSI or Social Security Disability Income (SSDI).

Because the money for these programs is limited, only some of the eligible persons who apply will be selected to participate when funds become available. To become eligible, families and individuals must work with their local "Pre-Admission Screening (PAS)" Agency to first complete the "PUNS" Survey and then submit an admissions "packet" to the Division of Developmental Disabilities for review. Families in Vermilion County should contact Prairieland Service Coordination at 1-800-866-8779.

What is the case manager / school responsible for in this process?

The case manager/school is not responsible for determining eligibility. The home-based support agency will do the assessments necessary to determine eligibility. However, the school/ case manager should be responsible for:

- Assisting the student and family in making contact with the home-based support agency if there are barriers to this.
- Encouraging the family to follow up on the application for home-based supports, and assisting in this process in any way possible while the student remains in secondary education.

Whenever possible and when the case manager/school has the resources, helping the student/family to complete, review, and submit the application for home-based supports and collect the data needed for the agency application is highly encouraged.

If a student qualifies after submission of the application and the student is still in contact with the case manager, the school/case manager might consider:

- providing the information necessary to maintain eligibility

- Assisting the family in conducting periodic review of home-based supports and data needed for the agency

Example:

Plans for Determining the Student's Eligibility for Home-Based Services:

Parents will contact the "Pre-Admission Screening (PAS)" Agency to first complete the "PUNS" Survey and then submit an admissions "packet" to the Division of Developmental Disabilities for review. The family will contact Prairieland Service Coordination at 1-800-866-8779. School personnel will assist with completion of the application when appropriate.

Plans for Enrolling the Student in the Program of Home-Based Services:

After submitting the application for home-based services, the parents will continue to work with the PAS Agency to complete all necessary components of the application and register for services once determined eligible. School personnel will provide necessary information in order to continue eligibility.

Plans for Developing a Plan for the Student's most Effective Use of Home-Based Services after Reaching Age 18 and when No Longer Receiving Special Education Services:

The family will conduct a periodic review of the home-based supports. School personnel will assist with the periodic review by assisting in collection of data when appropriate.

Transition Plan – Home-Based Support Service Program

Home-Based Support Services Program

☐ Yes ☐ No

The student has an intellectual/developmental disability and may become eligible for home-based support services and other adult services funded by the Illinois Department of Human Services (IDHS)/Division of Developmental Disability (DDD) after reaching age 18 and when no longer receiving special education services. **If yes, complete the following statements:**

Plans for determining the student's eligibility for home-based services:

☐ Yes ☐ No ☐ Unknown

The student/family has met with the local Independent Service Coordination (ISC) provider to discuss the Prioritization for Urgency of Need for Services (PUNS) system and to register for potential IDHS/DDD funding/eligibility.

ISC Name:

Contact Number:

Plans for enrolling the student in the program of home-based services:

☐ Yes ☐ No ☐ Unknown

The student has registered for potential IDHS/DDD funding via the PUNS system.

☐ Yes ☐ No ☐ Unknown

The student's records have been kept up to date (at least annually) with his/her assigned ISC caseworker and have been discussed with the ISC caseworker.

Plans for developing a plan for the student's most effective use of home-based services after reaching age 18 and when no longer receiving special education services:

☐ Yes ☐ No ☐ Unknown

The student/family have become familiar with local adult intellectual/developmental disability service providers that may be able to provide adult services via either potential IDHS/DDD funds or other funding sources.

☐ Yes ☐ No ☐ Unknown

The ISC inquired whether the student/family wants to move from Planning for Services to Seeking Services at age 18.

☐ Yes ☐ No ☐ Unknown

The ISC has discussed and documented all desired home-based services with the student/family, including, but not limited to, day services, in-home supports, residential living arrangements, and support service teams.

Annual Reviews taking Place during a Student's Junior Year

While the adult agencies are invited to all IEP transition meetings, they may be unable to participate in meetings before a student's junior year. In order to ensure participation in as many meetings as possible during a student's junior year, Case Managers will be required to compile a list of annual review dates during the first two weeks of the school year. This will enable the STEP department to attend.

The case manager shall schedule all annual reviews on a date that allows them to be held within one year of the previous annual review. In the event that a date prior to the one year timeline cannot be arranged with the STEP department and the adult service agencies, the case manager shall hold the annual review without participation of the agencies, and the agencies shall be invited to the annual review conducted during the senior year.

The case manager shall conduct the junior annual review in the same manner as all other annual reviews. Adult services agencies will participate in the entire IEP and provide feedback when appropriate.

Annual Reviews taking Place during a Student's Senior Year

The case manager shall conduct the senior IEP meeting by inviting the STEP department and an adult service agency. It is suggested that this meeting be held as early as possible in the school year to ensure that proper planning for graduation and post-secondary education has been completed.

The case manager shall schedule this meeting and share the dates and time with the STEP department as well as the adult agency anticipated to be involved with the students within the first two weeks of school.

Vermilion County Adult Services Agency Resources

Agency	Contact	Target Students	Services
Department of Human Services/Division of Rehabilitation (DHS/DRS)	DRS- Melissa Ronto 407 N Franklin St Danville, IL 61832 Phone: (217) 446-0230 Fax: (217) 446-1489	Disabled: SLD, physical, hearing, vision, emotional, cognitive impairment, mental illness, ADHD, Autism	Wide range of services for students entering the workforce or post-secondary education. Invite this agency to all transition IEPs.
Prairieland Service Coordination	Frank Engle 100 S. Water St. Suite 220M Decatur, IL 62523 1-800-866-8779 Ph. 217-362-6128 Fax 217-363-6129 Email psci.psci.info	Cognitive Impairment, Developmental Delay, and/or Medically Fragile	First step for seeking funds for residential and/or day training program. Both the PUNS and PAS forms must be completed before services can be requested. May be placed on a waiting list for approval.
WorkSource Enterprises	Lisa Martin/ Todd Seabaum 3715 N. Vermilion Danville, IL 61832 O:217/446-1146 F:217/446-1191	Disabled: SLD, hearing, vision, mental impairments	Offer post-secondary job development, job placements, supported employment, job-site training, vocational evaluation, employment transition, planning & coordination, employment development, life skills training & work activities.
Danville Area Community College	Disability Services Center 2000 E. Main Street Danville, IL 61832 Phone: 217-443-8702	Students with disabilities who are enrolled in associate, certificate, or transfer programs	Provides tutoring, study skills workshops, and academic accommodations (note takers, interpreters, lab aides, etc.).
Illinois Department of Employment Security	Dianna Maged 407 N. Franklin, Suite B Danville, IL 61832 Ph: 442-3044, ext. 388	Youth seeking employment or with anticipated periods of unemployment	Provides resume assistance, interviewing tips, and how and when to seek employment. Access to training in the computerized Illinois Skills Math Services
Crosspoint Human Services	Jim Dentino 210 Avenue C, Danville, IL 61832 Phone: (217) 442-3200	Emotional/mental illness, vocational for all disabilities, cognitive and development delays	Vocational services for all youth with disabilities; day programs and/or adult residential services; crisis intervention; counseling; social/daily living skills; adult day treatment, OT, PT, speech therapy

PACE- Persons Assuming Control of their Environment, INC.	Eric Trusner 1317 E. Florida Ave Urbana, IL 61801 Phone: 217-344-5433	Persons with disabilities	Center for independent living serving Champaign, Douglas, Edgar, Piatt, and Vermilion County
Job Training Partnership (JTP)	Jonathan Jett 407 N. Franklin Danville, IL 61832 Ph: 442-3044 ext 239	Students with minimal disabilities at/below poverty level and experiencing barriers to employment	Job training, classroom and vocational training, job counseling, job placement basic education and/or other supplemental services
Community Alternatives Illinois (C.A.I.L.) Cassidy Spesard, Director 1630 Georgetown Rd. Tilton, IL 61833 Phone: 217-443-4123	Charleston Transitional Facility Tee Grant, Support Services 521 Seventh Street Charleston, IL 61920 Phone: 217-662-2769	Crosspoint Human Services Jim Dentino 210 Avenue C Danville, IL 61832 Phone: 217-442-3200	Community Living Options Tara Wright 340 Bryan Avenue Danville, IL 61832 Phone: 217-443-0222