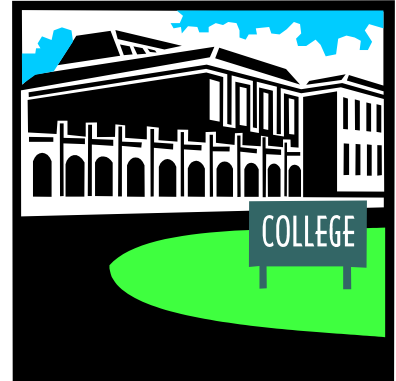


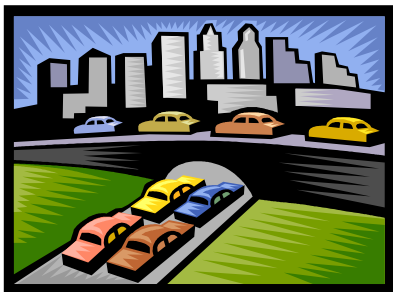
**Career / Employment**



**Post-Secondary Education**



# **Guidelines For Transition**



**Adult Life**



**Community Participation**

**Compiled by:**

**Martha Smith: Retired St. Clair County RESA Transition Coordinator**

**Linda Ratliff: ECSD Teacher Consultant / Transition Coordinator**

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# Guidelines for Transition

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# **Transition Requirements and Guidance**

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# IDEA 2004

## Secondary Transition Services Definition

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IDEA 2004

[34 CFR 300.43 (a)] 20 U.S.C. 1401 (34)]

Transition Services: a coordinated set of activities for a child with a disability that:

(A) is designed to be 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 post-secondary 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,

(C) includes – (i) Instruction; (ii) related services (iii) community experiences; (iv) the development of employment and other post-school adult living objectives; and (v) when appropriate acquisition of daily living skills and functional vocational evaluation.

[34 CFR 300.320 (b) and (c)] [20 U.S.C. 1414 (d) (1) (A) (i) (VIII)]

Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP team, and updated annually thereafter, the IEP must include:

- Appropriate measurable post – secondary goals based upon age appropriate transition assessments related to training, education, employment and, where appropriate independent living skills;
  - The transition services (including courses of study) needed to assist the child in reaching those goals; and
  - 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 Part B, if any, that will transfer to the child on reaching the age of majority under 300.520
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# Michigan's Core Message For Secondary Transition

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Michigan's Core Message for Secondary Transition represents the collaborative efforts of the Michigan Transition Services Association (MTSA) and the Michigan Transition Outcomes Project (MI – TOP):

"Quality education assists each student in developing a post-school vision and a pathway to obtain the vision." Effective planning and coordinated implementation are critical for successfully transitioning each student through school to adulthood.

Transition requires a whole – person approach to planning. It includes the provision of those coordinated supports needed by each student to develop and achieve his / her post-school goals and receive a quality education.

Quality Education prepares each student to meet adult challenges and engage in the community.

Transitioning each student through school has four major components:

- **Strength Based** – grounds educational planning in the student's strengths, needs, preferences and interests;
- **Self-Advocacy** – empowers every student and family to develop goals for adult life and to develop a plan to get there;
- **High Expectations** – designs and implements a school experience that ensures each student gains the skills and competencies needed to achieve his or her desired post-school goals; and meets or exceeds the academic standards of the Michigan Merit Curriculum;
- **Supportive Relationships** – identifies and facilitates the linkages for each student and family to needed post-school services, supports or programs before the student exits school.

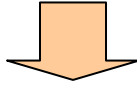
Transition addresses a very real challenge – not only to ensure that all students achieve their individual academic potential but also gain the skills needed to realize their desired post school goals and assume adult responsibilities. While IDEA 2004 requires certain planning mandates for eligible individuals with disabilities, when viewed independently from the special education context these are also quality practices for all students.

The shared challenge for all educators is to keep each student engaged in meaningful, coordinated educational experiences so he/she will stay in school and be prepared for post-secondary education, employment, and independent living.

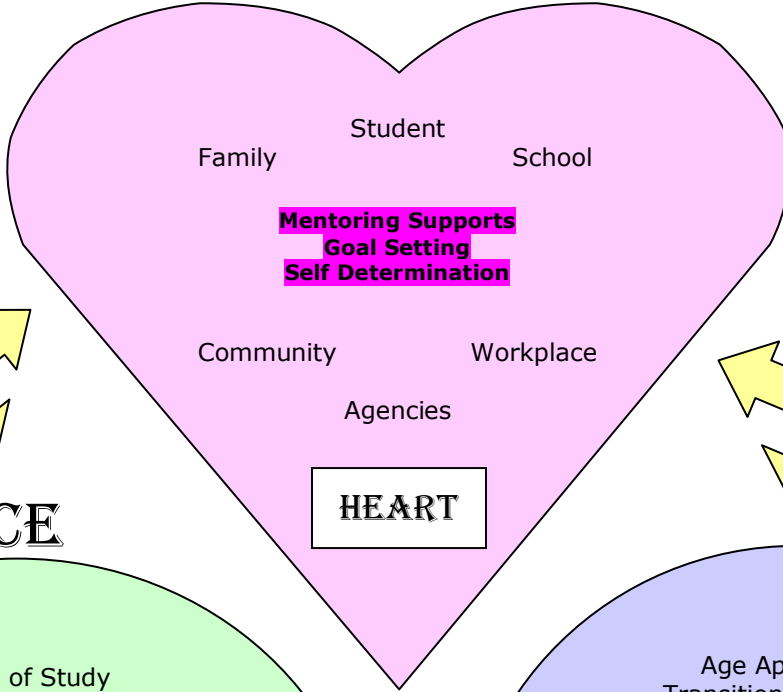
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**Coordinated Education Involves**

**Student's Post School Vision**

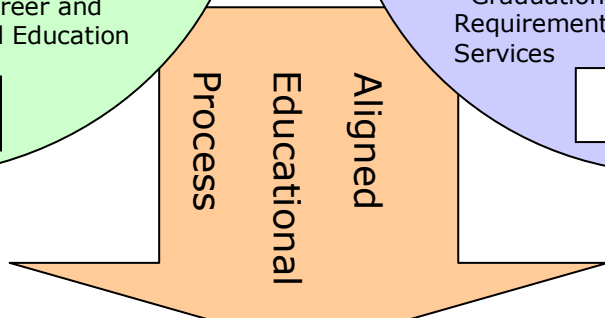
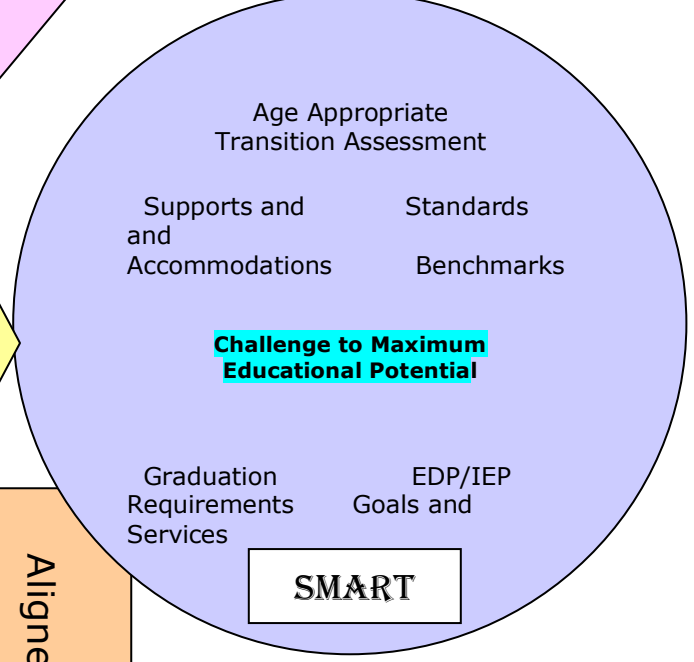
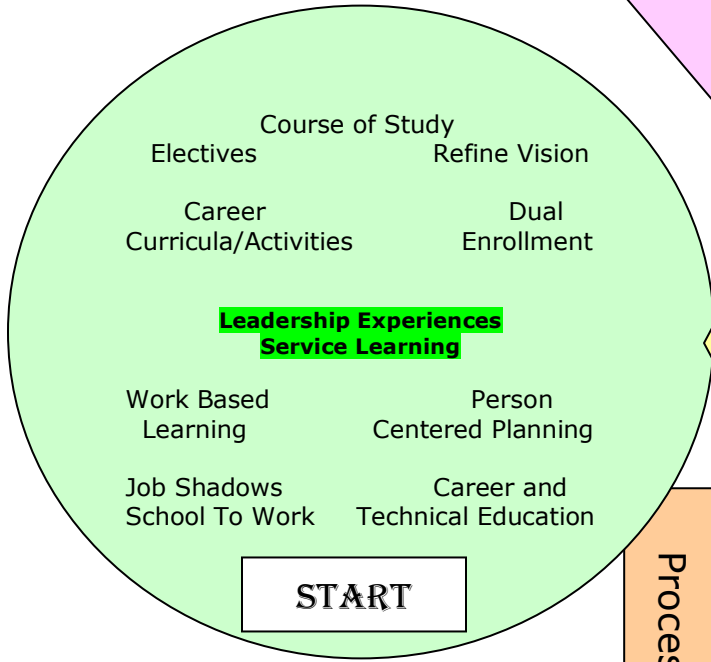


**RELATIONSHIPS**



**RELEVANCE**

**RIGOR**



**Coordinated Education assists the student in developing a post-secondary vision and the pathway to obtain the vision.**

CEN Focus On Results – Transition, October 2007: MTSA and MI-TOP CPT Collaborative Work Group: Larry Phillipi – MTSA President, Linda Ratliff – MTSA President Elect, Matt Korolden – Program Consultant MDE, Dave Malotte - MI TOP CPT, and Chuck Saur – Transition Coordinator Kent ISD

# Guideposts for Success (At A Glance)

## Evidence-based Activities that Improve Outcomes for Youth

<b>Academic and Occupational Skills</b>			
<p style="text-align: center;"><b>Michigan's High School Initiative</b></p> <p>Rigor, Relevance &amp; Relationships for each and every learner</p> <ul style="list-style-type: none"> <li>Michigan Merit Curriculum</li> <li>21<sup>st</sup> Century Applied Learning Core</li> <li>Michigan Merit Exam or MI-Access</li> <li>On line course or learning experience</li> <li>Accelerated learning opportunities</li> </ul>		<p style="text-align: center;"><b>Other Types of Educational &amp; Training Preparation</b></p> <ul style="list-style-type: none"> <li>Apprenticeships</li> <li>Trade and technical programs</li> <li>Certificate programs</li> <li>Associate degrees</li> <li>Four year degree programs</li> <li>Advanced degrees</li> <li>Professional preparation</li> <li>Military service</li> </ul>	
<b>PREPARATORY EXPERIENCES</b>	<b>WORK BASED LEARNING EXPERIENCES</b>	<b>YOUTH DEVELOPMENT &amp; LEADERSHIP</b>	<b>CONNECTING ACTIVITIES</b>
<p><b>Assessment</b> Formal and informal, hands-on activity-based, Internet based</p> <p><b>Opportunity Awareness</b> Career research, speakers, Informational interviews, community mapping, workforce trends</p> <p><b>Work Readiness Skills</b> Soft skills development, computer competency, job search skills, interviewing</p>	<p><b>Industry site visits &amp; tours</b></p> <p><b>Job Shadowing</b> Individual or groups</p> <p><b>Entrepreneurship</b> School-based enterprise, small business development, small business information centers, entrepreneurial resources</p> <p><b>Other</b> Community-based instruction, co-ops, part-time &amp; summer jobs</p>	<p><b>Supportive Adults</b> Formal and informal, role models, mentors, family members, youth organization leaders</p> <p><b>Peer Mentors</b> Supportive peer group, pen pal, peer role models</p> <p><b>Opportunities for Personal Growth</b> Self-determination, self-advocacy, conflict resolution, planning</p> <p><b>Goal Setting</b></p> <p><b>Leadership Opportunities</b> Leadership training and experiences, service learning</p>	<p><b>Academic Tutoring</b> Peer tutors, community organizations, adult, individual, group, adult education</p> <p><b>Mentoring</b> Adult/individual/group, E-mentoring</p> <p><b>Transportation</b> Driver's education, public transportation, and alternatives</p> <p><b>Workforce Training and Post-Secondary Education</b> Vocational rehabilitation services, Michigan Works! One Stop Centers, post high school information &amp; visits, employment options</p> <p><b>Accommodations / Assistive Technology</b> Consultation, awareness, devices</p> <p><b>Other</b> Independent living services, housing, physical &amp; mental health services, recreation, benefits planning, parenting classes, substance abuse prevention, etc.</p>
<b>INVOLVEMENT OF FAMILY AND OTHER SUPPORTIVE ADULTS</b>			
<p>Parents, families and other caring adults who:</p> <ul style="list-style-type: none"> <li>Maintain high expectations that build upon the young person's strengths, interests, and needs and that foster their ability to achieve independence and self-sufficiency</li> <li>Assist and support them toward adulthood and are active in their lives</li> <li>Access information about employment, further education and community resources</li> <li>Actively participate in transition planning with schools and community partners</li> <li>Access medical, professional and peer support networks.</li> </ul>			
<p>Rev. 5/24/07 <a href="http://www.miconnections.org">www.miconnections.org</a> Funded under a grant supported by the Office of Disability Employment Policy of the U. S. Department of Labor, grant #E 9-4-0006. The opinions contained in this publication are the grantee and do not necessarily reflect those of the U. S. Dept. of Labor.</p>			

# Student Behaviors Associated With Post School Success

<p><b>Knowledge of strengths and limitations:</b></p> <ul style="list-style-type: none"> <li>▪ Express personal strengths</li> <li>▪ Describe personal limitations</li> <li>▪ Explain academic situations where assistance is needed</li> <li>▪ Describe academic situations where success is experienced</li> </ul>	<p><b>Persistence:</b></p> <ul style="list-style-type: none"> <li>▪ Understand the importance of putting forth continued effort in school</li> <li>▪ Work toward a goal until it is accomplished</li> <li>▪ Utilize multiple strategies to stay on task</li> <li>▪ Continue to work toward a goal after facing adversity</li> </ul>
<p><b>Actions related to strengths and limitations:</b></p> <ul style="list-style-type: none"> <li>▪ Find situations to use personal strengths</li> <li>▪ Find situations where personal limitations are not highlighted</li> <li>▪ Consider personal weaknesses when making decisions</li> <li>▪ Create new strategies to compensate for personal limitations</li> </ul>	<p><b>Proactive involvement:</b></p> <ul style="list-style-type: none"> <li>▪ Maintain at least one good friend</li> <li>▪ Successfully participate in small groups to complete projects</li> <li>▪ Successfully participate in community organizations such as sport clubs and social groups</li> <li>▪ Successfully interact with peers, teachers and other adults</li> </ul>
<p><b>Disability awareness:</b></p> <ul style="list-style-type: none"> <li>▪ Report accurate information regarding one's own disability</li> <li>▪ Express types of accommodations needed for success</li> <li>▪ View a disability as only one aspect of life</li> <li>▪ Explain the special education services that one receives to others</li> </ul>	<p><b>Self-advocacy:</b></p> <ul style="list-style-type: none"> <li>▪ Use the internet or other sources to understand disability rights, supports and accommodations</li> <li>▪ Identify effective and ineffective accommodations</li> <li>▪ Request additional accommodations when encountered with one that is ineffective</li> <li>▪ Discuss post school goals with the IEP team</li> <li>▪ Actively lead one's own IEP meeting</li> </ul>
<p><b>Employment:</b></p> <ul style="list-style-type: none"> <li>▪ Express the desire for a job that matches career interests</li> <li>▪ Demonstrate job readiness skills, such as being on time, completing work as assigned, and working cooperatively</li> <li>▪ Successfully participate in a career technology or job-training program</li> <li>▪ Obtain a paid job</li> </ul>	<p><b>Supports:</b></p> <ul style="list-style-type: none"> <li>▪ Recognize the difference between individuals who provide a positive source of support from those who do not</li> <li>▪ Identify situations when positive support people are needed</li> <li>▪ Use help from positive support people only when needed and necessary</li> <li>▪ Maintain a support network by showing appreciation or reciprocity</li> </ul>
<p><b>Goal setting and attainment:</b></p> <ul style="list-style-type: none"> <li>▪ Participate in the systematic learning of goal setting and attainment</li> <li>▪ Understand the importance of setting and striving for goals</li> <li>▪ Set post school goals that match skills and interests</li> </ul>	<p><b>Utilization of resources:</b></p> <ul style="list-style-type: none"> <li>▪ Seek assistance from other sources when the people in one's current network of positive support people cannot help</li> <li>▪ Use available support people at school or work</li> <li>▪ Use the Internet to access information for possible support services or community agencies</li> <li>▪ Seek assistance from community agencies</li> </ul>
<p>This fact sheet is based on research by McConnell, Marin, et al, (submitted for publication, 2011) and the Zarrow Center for Learning Enrichment, University of Oklahoma. This research is funded through the Institute of Education Sciences, National Center for Special Education Research (Grant # R324A100246).</p>	



# **Process Of Transition**

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# Transition Planning - Participants and Roles

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## **Student:**

As the most important member of the Transition/IEP team, the student needs to be engaged in the process as much as possible. Everything revolves around the student. The school must invite the student to his or her Transition/IEP meeting. **The student's active participation as a member of the Transition/IEP Team is necessary and desirable.** The student will have time to express opinions and to consider and be involved in the decisions that are being made.

By the time the student is in high school, the student's roles include:

- Attending and participating in the Transition/IEPT meeting.
- Becoming more knowledgeable and comfortable discussing their own disability.
- Expressing opinions and choices.
- Identifying interests, strengths, preferences and future goals.
- Identifying and requesting accommodations, as needed.
- Researching post-secondary education/training and adult living options.
- Identifying community agencies that can assist in the transition process.

## **Parents/Family:**

Family members have important roles in the Transition/IEP process. They know the student well and have information about the student's disability, interests, strengths, preferences, and possible goals. Most importantly the family provides support and resources.

The family's roles include:

- Attending and participating in the Transition/IEPT meeting.
- Advocating and supporting the student.
- Helping the student research post-secondary educational/training and adult living options.
- Becoming aware of parental rights and responsibilities as related to the Transition/IEP process.
- Helping their student understand the Age of Majority rights and responsibilities that transfer to the student at age 18.
- Providing and supporting Transition/IEP activities within the home.
- Becoming familiar with eligibility requirements/services provided by community agencies.

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# Transition Planning – Participants and Roles

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## **The School:**

The school assists the Transition/IEP team members to work together as partners in the development of the Transition/IEP plan to facilitate the student's movement from school to post school life.

The school's roles include:

- Listening carefully to information provided by the student and the family.
- Administering an age appropriate transition assessment to the student and using this information in transition planning.
- Coordinating classes, services and activities that facilitate the student's transition to post-secondary education/training and adult life.
- Providing information about community services, including agency contact information.

## **Community Agencies:**

Connecting the student and family early with community agencies helps the family to identify services that may be available to support the student. Community agencies offer a variety of services to eligible individuals with disabilities.

Community agency roles include:

- Providing agency information packets to schools regarding their programs/services.
- Providing information to students and families regarding services available through their agency.
- Implementing programs/services for those students that are eligible.

# Coordinated Education Roles and Responsibilities

Positive Post-Secondary And Adult Life Success

## POST SCHOOL VISION

### HIGH SCHOOL

#### RIGOR

Rigorous academics and assessments. Electives in area of vision. Goal setting. *Michigan Merit Curriculum* core credits. Update assessments. Service learning. Maximize educational potential.

#### RELEVANCE

Continue to refine vision and explore post-secondary training options. Refine EDP. Career Technical Education, Work Based Learning, Job Shadows, and college visit opportunities.

#### RELATIONSHIPS

Broaden relationships with other schools and beyond the local community. Establish connections to community agencies, higher education, apprenticeships, etc. Active family involvement in student-led IEPs/EDPs. Personal growth.

### MIDDLE SCHOOL

#### RIGOR

Assessment and rigorous academic instruction. Rigorous course of study. Continued assessment and data collection for planning. Courses, experiences related to vision. Goal setting.

#### RELEVANCE

Explore in more detail career options and begin to form a vision. Career and vocational curricula. Student involvement in IEP. Career exploration activities.

#### RELATIONSHIPS

Widen scope of relationships in larger school setting and into the local community. Student involvement in EDP/IEP. Expand peer relations and interactions. Self-advocacy, conflict resolution. Self-determination. Involve family in support and planning.

### PRE-SCHOOL THROUGH ELEMENTARY

#### RIGOR

Begin building basic skills in core curricular areas. Teach basic skills in core content areas. Initial assessment for needs. Initiate supports and accommodations. Initiate database for decision making.

#### RELEVANCE

Build awareness of different roles/careers a person can fulfill. Begin career curricula exposure. Begin discovery of student strengths, interests and challenges. As needed develop IEP. Later elementary begin student involvement in IEP.

#### RELATIONSHIPS

Initiate building of basic relationships. Relationships to provide support and accommodations. Begin to build framework to provide services. Build and strengthen relations between school and family.

**Every student is surrounded by others who can fulfill these roles.  
The individuals will be unique to each student.**

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# Transition Eligibility

## (Age/Time)

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### **IDEA 2004 defines when Transition Services must begin:**

[34 CFR 300.320 (b) and (c)] [20 U.S.C. 1414 (d) (1) (A) (i) (VIII)]

“Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP team”

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### **Michigan guidelines suggest starting Transition at age 14 which coincides with the Michigan Merit Curriculum EDP requirements:**

The Michigan Merit Curriculum requires schools to work with middle school students to develop an Educational Development Plan (EDP) under the supervision of the student’s school counselor or designee beginning in 7<sup>th</sup> grade and ensure that each student reviews and revises the EDP as appropriate in 8<sup>th</sup> grade before entering high school. The plan must be based on a career exploration program and high school readiness scores to assist the student in identifying career development goals as they relate to academic requirements.

**Best practice supports starting transition early.**

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# Transition Assessment

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[34 CFR 300.320 (b) and (c)] [20 U.S.C. 1414 (d) (1) (A) (i) (VIII)]

“Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP team, and updated annually thereafter, the IEP must include:

- Appropriate measurable post – secondary goals based upon **age appropriate transition assessments** related to training, education, employment and, where appropriate independent living skills;”
- 

## **STAT-R Student Transition Assessment Tool – Revised**

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St. Clair County Schools use the Student Transition Assessment Tool – Revised (STAT-R) as the required Transition Assessment for compliance with IDEA. See resources for additional transition assessments.

- Choose the correct version of STAT-R  
It is important that the staff working with each student choose the correct version of the STAT-R. There are five versions based on the functional performance level of the student. Choosing an incorrect version can lead to inflated or deflated scores and that can lead to improper planning.
- Staff working with each student needs to complete the following steps
  - Administer STAT-R
  - Score STAT-R
  - Review STAT-R data
- Use STAT-R data to develop PLAAFP  
The IEP team can use STAT-R data to create a functional performance snapshot and define the individual student’s baseline data in the four domains of transition, define areas of strength and need, and define employability and career readiness skills.
- Use STAT-R data to define areas of focus related to course of study  
The IEP team can use STAT-R data to define areas of need and courses of study that may address the individual student need i.e. classes like Nutrition or Financial Management
- Use STAT-R data when choosing transition services and activities  
The IEP team can convert “No answers” on the STAT-R to transition services and activities i.e. “Improve awareness of household budget items and practice creating a household budget”.
- Use STAT-R data to align goals, services, & activities with the student’s post school vision  
The IEP team can use STAT-R data to create an alignment between goals, services and activities with the student’s post school vision, i.e. Mary wants to become a Veterinary Technician. She will participate in Work Based Learning Veterinary Assistant or St. Clair TEC Health Careers Program Veterinary, take science related classes at the home school, participate in a veterinary job shadow, and research programs at local colleges that offer Veterinary Assistant programs.
- Use STAT-R data documented over multiple years to show acquired skills and knowledge, and show progress

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# Key Steps to Using STAT-R

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**Administer STAT-R**

**Score STAT-R**

**Review STAT-R Data**

**Develop PLAAF**

**Consider Course of Study**

**Develop Transition Activities**

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# Transition IEP Alignment w/ EDP

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## Purpose of EDP / IEP Alignment

- EDPs and IEPs both provide information.
- EDPs and IEPs both focus on the student's post-secondary life.
- EDPs help guide the student's career and educational pathway.
- IEPs provide supports for students to access the general education curriculum.

***Good planning involves consistency between these two documents.***

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## **EDP** **Educational Development Plan**

### Six Essential Elements:

- Personal Information
  - Career Goals
  - Educational/Training Goals
  - Assessment Results
  - Plan of Action
  - Parent Awareness
- 

## **IEP** **Individual Education Program**

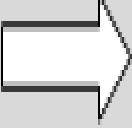
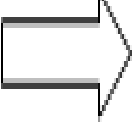
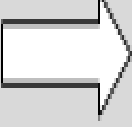
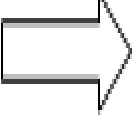
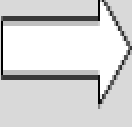
### IEP Transition Related Elements:

- Post-Secondary Vision
  - Present Level
  - Course of Study
  - Transition Services
  - Measurable Goals
-



# EDP – IEP Alignment Rubric

(Rubric Developed with Career Cruising which is used for EDP in St. Clair County)

5 Step Process	EDP Elements	Should Align With	IEP Components	Are EDP Elements and IEP Components aligned?
<b>Post Secondary Vision</b>	<ul style="list-style-type: none"> <li>• Career Matchmaker Results</li> <li>• Pathway Recommendations</li> <li>• Chosen Career Pathway</li> <li>• Careers that interest me</li> <li>• Schools that interest me</li> <li>• Long term goal</li> </ul>		Student's post – secondary interests: <ul style="list-style-type: none"> <li>• Career/ Employment</li> <li>• Post-Secondary Education/ Training</li> <li>• Adult Life</li> <li>• Community Participation</li> </ul>	Yes _____ No _____
<b>Present Level</b>	<ul style="list-style-type: none"> <li>• Skills and Abilities</li> <li>• Extracurricular Activities</li> <li>• Work Experience</li> <li>• Voluntary Experiences</li> <li>• Awards and Certificates</li> <li>• Assessment Results</li> </ul>		<ul style="list-style-type: none"> <li>• Present Level of Academic Achievement and Functional Performance</li> <li>• Assessment Information: Academic, Functional, Transition, Strengths and Needs</li> </ul>	Yes _____ No _____
<b>Course of Study</b>	<ul style="list-style-type: none"> <li>• Education Plan</li> </ul>		<ul style="list-style-type: none"> <li>• Course of Study</li> </ul>	Yes _____ No _____
<b>Transition Services</b>	<ul style="list-style-type: none"> <li>• Career Plans and Preparation</li> <li>• Post-Secondary Plan</li> </ul>		<ul style="list-style-type: none"> <li>• Needed Transition Services Chart</li> </ul>	Yes _____ No _____
<b>Measurable Goals</b>	<ul style="list-style-type: none"> <li>• Short Term Goals</li> </ul>		<ul style="list-style-type: none"> <li>• Annual Goals and Short Term Objectives</li> </ul>	Yes _____ No _____

This rubric was developed to be used with EDP tool Career Cruising which is used in St. Clair County. It could be adapted to use with other EDP tools

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# Work Experiences / Work Training

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Research shows that students who have “some type” of work experiences / work training prior to leaving school are more successful upon leaving school when entering into adult life responsibilities. Work experiences / work training are **not required** to be provided by the school, but may be available through the school. Work experiences / work training can also begin in the home and the community as provided or pursued by the student and family. Some possibilities are listed below.

## School

- **Classroom**  
Some special education or general education classes may provide work training as part of their program. Some general education business classes may run a school business. Some special education programs / classes may run a school business or entrepreneurship. Through participation in these programs students can participate in work experiences / work training.
- **Building**  
Some districts / buildings can provide work experience / work training within the school building, i.e. the cafeteria, maintenance programs, child care or teaching experiences. These opportunities are governed by many laws and may or may not be available depending on many factors.
- **Work Based Learning**  
Work Based Learning is governed by many laws and restrictions: Pupil Accounting Laws, Special Education Laws, and Fair Labor Standards Act. Though not required, if available and appropriate, students can participate in Work Based Learning in an: 1) In – District placement, or a 2) Community Placement.

## Outside School

- **Home**  
At home students can begin learning about work by having jobs, chores, and responsibilities that they complete on a daily and weekly basis in their own homes.
- **Community**  
Students and families can begin work training in their neighborhoods and communities in several ways:
  - Volunteer Work/ Unpaid – students may volunteer to help neighbors or community groups i.e. snow removal, lawn care, etc.
  - Paid Employment – students may work at part time jobs in the community after school or in the summer.

# Work Based Learning Continuum of Service Chart






Limiting Factors could be any of the following: Insurance, Transportation, Size, Location, Hours, Pupil Accounting Rules, Fair Labor Standards Act and Safety. Teacher of Record is generally the Local Transition Coordinator.

High School Classes	Most Supported Work Based Learning	Supported Work Based Learning	Experienced Cooperative Work Based Learning	Inexperienced New Work Based Learning
Local High School	Goodwill Industries	River District Hospital	Community Businesses Established Partnerships and Relationships	Community Business New Inexperienced Partnership and Relationships
Teach / Practice Basic Skills	Purpose of the business is work training for people with special needs	Trained staff (job coach) provided through county program	Trained by employer's employees with no special education or teacher training, but have experience with Work Based Learning	Trained with employer's employees with no special education or teacher training, and are new, and inexperienced with Work Based Learning
+ Promptness + Timelines + Understanding and following directions + Accepting and responding to constructive criticism + Appropriate hygiene and dress + Communication and language + Problem solving skills, etc.	+ Purpose of the business is work training + Multiple highly trained staff + Higher ratio of staff to trainee/students + Specialize in dealing with unusual behaviors + Teach successful work behaviors	+ Trained staff provided through county program + One trained staff + Trained staff to student ratio approximately 5:1 + Experience and training in handling unusual behaviors and teaching successful work behaviors	+ Train with employer's employees that have no special education or teacher training + Employers have experience with Work Based Learning	+ Train with employer's employees that have no special education or teacher training + Employers are inexperienced and new to Work Based Learning

**Transition:  
Student  
Level  
Engagement  
Factors**

## Transition – Student Level Engagement Factors

(Research Based Evidence)

Factors	Icon	Definition	Potential Positive Influence
<b>Self-Determination / Advocacy</b>		Student shows evidence of acting on their own behalf.	Promising to Moderate
<b>Positive Engagement / Social Competence</b>		+Student is making decisions that increase the likelihood that the decisions will be accepted, adopted and become part of their everyday lives. +Student possesses the social, emotional, and intellectual skills and behaviors needed to succeed as a member of society.	Promising to Moderate
<b>Attendance, Behavior, Coursework</b>		(The Early Warning Signs of Dropout) +Evidence of risk for student disengagement from learning and/or dropping out.	High
<b>School-based Extra-curricular Activity(s)</b>		Student is engaged in at least one pro-social, on-going, structured, and meaningful non-academic activity.	Moderate to High
<b>Employment / Work Experience(s) Prior to Exit</b>		Student is/has been engaged in meaningful career development, worksite-based learning, and at least one pair work experience prior to exit.	Moderate to High

# **Transition in St. Clair County**

# ILLUMINATE CHECKLIST FOR QUALITY AND COMPLIANT *TRANSITION* IEP

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## **IEP Wizard Invitation**

\_\_\_ Invitation Purpose – Check ITP (Individual Transition Plan)

\_\_\_ Other Purpose – (For Senior or Exit IEP's) write in Graduation IEP or Exit IEP

## **IEP Wizard Invitation Participants**

\_\_\_ Add Student and Agency from drop down box (title and name)

## **IEP Wizard Invitation Print**

\_\_\_ Verify signed *Consent to Invite Agency* form (obtained prior to IEP) is on file

\_\_\_ Choose "Yes" to create your IEP invitation

\_\_\_ Student must be invited (name listed in greeting section of invitation)

## **IEP Wizards Strengths and Needs Page**

### **Strengths Section:**

\_\_\_ Include a transition strength statement (see examples provided) (In addition to the disability specific strength/need statements)

### **Demonstrated Needs Section:**

1) Under Academic Area: document the following:

\_\_\_ Disability eligibility i.e. LD, EI, OHI, CI, SLI, etc. (assessment name, date, & scores)

\_\_\_ Academic Achievement (assessment name or observation, date, scores)

\_\_\_ Choose one Academic Area Section and document Cognitive Functioning one time in that section (assessment name, date, & scores)

\_\_\_ Other Areas of Need (medical, attendance, agency involvement, etc.)

\*Some documentation may fit better under communication or behavioral sections depending on the student's eligibility.

**2) Under Student's Anticipated Needs & Other Matters:** document the following:

\_\_\_ Transition Assessment Baseline Data (STAT-R, date, list Total Scores for all four Transition Areas followed by listing of strength and needs in the subcategories with scores. (see examples provided)

\_\_\_ Course of Study Alignment statement (list current classes aligned to vision) (see examples provided)

\_\_\_ Choose *Transition Plan* for the area where the Demonstrated Need will be addressed. May choose other areas, in addition, if applicable

# ILLUMINATE CHECKLIST FOR QUALITY AND COMPLIANT *TRANSITION* IEP

Continued...

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## **IEP Wizard Transition Goal Details**

### **Resources needed:**

- STAT-R assessment and score sheet
- Previous transition plan (chart)
- Four questions worksheet

Document transition post-secondary goals

Vision (post-secondary goals) must be measurable

Vision (post-secondary goals) based on current transition assessment i.e. STAT-R

Vision (post-secondary goals) must be updated annually; document **and date** current post-secondary vision

Activities

Use STAT-R assessment (yes/no answers) to determine activities needed

Choose activities for at least two or more of the four Transition Areas

Responsible agency/person column: list student, parent, school, agency (titles only, not personal names)

Coordinated set of activities (responsibilities should be spread between student, parent, school, agencies)

Activities should be achievable during course of the current IEP

## **IEP Wizard Student Rights**

Check appropriate box

## **IEP Wizard Goal Details (annual goals)**

Annual goal(s) measurable

One annual goal must align with post-secondary vision (No "cookie cutter" goals i.e. complete assignments, take notes, earn credits, maintain planner).



# St. Clair County Transition Council

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St. Clair County Regional Educational Service Agency (RESA) has a Transition Coordinator that chairs a county wide Transition Council. The mission of the Transition Council is to collaboratively plan and promote projects and activities that enhance transition from school to adult life for students with disabilities.

## St. Clair County Transition Council Community Partners

- **Algonac Community Schools**
- **Arc of St. Clair County/ Advocacy**
- **Blue Water Center for Independent Living**
- **Blue Water developmental Housing Inc.**
- **Bureau of Services for Blind Persons**
- **Capac Community Schools**
- **Community Enterprises of St. Clair County**
- **Community Mental Health/ Family Support Services**
- **East China School District**
- **Goodwill Industries of St. Clair County**
- **Landmark Academy**
- **Department of Human Services - Michigan Rehabilitation Services**
- **Michigan Works**
- **Marysville Public Schools**
- **Port Huron Area School District**
- **St. Clair County Community College**
- **St. Clair County Community Mental Health**
- **St. Clair County Career Technical Education (St. Clair TEC)**
- **St. Clair County RESA – Parent Advisory**
- **Woodland Developmental Center**
- **Work Force Investment Act (WIA)**
- **Yale Public Schools**

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# **TRANSITION ACTIVITIES AVAILABLE IN ST. CLAIR COUNTY SCHOOLS**

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(Check with your local district for their criteria for involvement in specific activities.)

- Follow Your Dreams Conference
- Post-Secondary Opportunities Conference at SC4
- Job Shadow Trips(6 Career Pathways)
- Annual Student/Employer Appreciation Luncheon w/Speaker
- Work Based Learning experience in community
- Work Based Learning experience at River District Hospital w/job coach
- School to Work Program at Goodwill Industries
- St. Clair County (TEC) Technical Education Center
- Bus trip to Michigan Career and Technical Institute(MCTI)
- Educational Development Plan (EDP) - Career Cruising
- Personal Career Plan(PHASD)
- Student Transition Assessment Tool-Revised (STAT-R)
- Transition Conference – multi-agency collaboration workshop for parents and students
- Blue Water Center for Independent Living Transition Classes  
(Offered at the high school during school day, covering topics of:  
Money and Finances, Being a Good Consumer, Employment Basics,  
Post-Secondary Education)

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# POTENTIAL PATHWAYS FOR STUDENTS AFTER HIGH SCHOOL

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After leaving high school, students each follow an individual path. This path is developed by the student and family based on many integral factors. The following is a list of some possible options students and families may choose to follow after they leave high school.

- Attend Michigan Career and Technical Institute (MCTI)
- Attend community college or university
- Begin employment
- Become a client of Michigan Rehabilitation Services and develop an Individual Plan for Employment (IPE)
- Attend Woodland Developmental Center (WDC), if eligible
- Attend Macomb Academy
- Work with Blue Water Center for Independent Living (BWCIL) to increase independent living skills
- Work with Bright Futures (CMH Program)- independent living, leisure and recreation, community participation, mental health needs
- Participate with Community Enterprises
- Work or receive further training at Goodwill Industries
- Involvement with other community agencies

**NOTE:** Most programs based on eligibility. No entitlement!!

# **Transition Resources**

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# TRANSITION RESOURCES

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## Available from SCCRESA and local high schools:

- Parent Transition Handbook
- Student Transition Handbook
- Agency Flip Chart

## For Students:

- [www.youthhood.org](http://www.youthhood.org)  
Website designed to help students plan their future. Free, fun, and interactive.
- [www.mifuturebuilder.com](http://www.mifuturebuilder.com)  
Mi Future Builder created by Michigan Family-to-Family Health Information and Education Center. Helps young adults with disabilities plan their future. Person centered planning, self-determination, career development and planning, education and training, community involvement and recreation, daily living and independence, health care, housing, legal decision making and rights, Social Security.
- [www.driveofyourlife.org](http://www.driveofyourlife.org)  
Indiana Youth Institute. Fun online career exploration game. Students answer questions about themselves to learn what careers could interest them. Then they go on a virtual drive to learn more about each of those careers-all in their own customized car!
- [www.caseylifeskills.org](http://www.caseylifeskills.org)  
Free tool that helps youth self-evaluate competencies and life skills needed to develop a healthy, productive life.

## For Teachers:

- [www.michigantsa.com](http://www.michigantsa.com)  
Michigan Transition Services Association. Resource toolbox and links to several transition specific websites.
- [www.mi-top.cenmi.org](http://www.mi-top.cenmi.org)  
MI Transition Outcomes Project (MI-TOP)  
Resources and links to transition specific websites including transition assessment.
- [www.nsttac.org](http://www.nsttac.org)  
National Secondary Transition Technical Assistance Center. Evidence-based practices, tool kits, lesson plan starters.

- [www.dcdt.org](http://www.dcdt.org)  
Division of Career Development and Transition/Council for Exceptional Children. Resources and publications.
- [www.learnport.org](http://www.learnport.org)  
Michigan Virtual University/ Learnport. Online transition classes.
- [www.transitioncoalition.org](http://www.transitioncoalition.org)  
University of Kansas Transition Coalition. Online transition courses and modules, resources, and publications.
- [www.do2learn.com](http://www.do2learn.com)  
For individuals with special needs. Thousands of pages of social skills and behavioral activities, visual schedules, picture cards, job tips, songs, and games.

### **Transition Assessments:**

- [www.estr.net](http://www.estr.net)  
Enderle-Severson Transition Rating Scale. ESTR-J for learners with mild disabilities. ESTR-III for learners with moderate disabilities. ESTR-S for learners with severe/multiple disabilities.
- [www.proedinc.com](http://www.proedinc.com)  
Transition Planning Inventory-Updated Version (TPI-UV).
- [www.curriculumassociates.com](http://www.curriculumassociates.com)  
Brigance Transition Skills Inventory (TSI).
- [www.proedinc.com](http://www.proedinc.com)  
Informal Assessments for Transition: Employment and Career Planning. Katherine O. Synatschk, Gary M. Clark, James R. Patton, L. Rozelle Copeland.
- [www.proedinc.com](http://www.proedinc.com)  
Informal Assessments for Transition: Independent Living and Community Participation. Katherine O. Synatschk, Gary M. Clark, James R. Patton.
- [www.tslp.org](http://www.tslp.org)  
Quick Book of Transition Assessments. Transition planning guides, assessment tools, and questionnaires. (169 pp.)