



Postsecondary Transition

**An Important Component of The
Individualized Education
Program (IEP)**

**Required for all SWD at age 14
(in Ohio) or earlier if appropriate**



The Purpose of IDEA

“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...*”

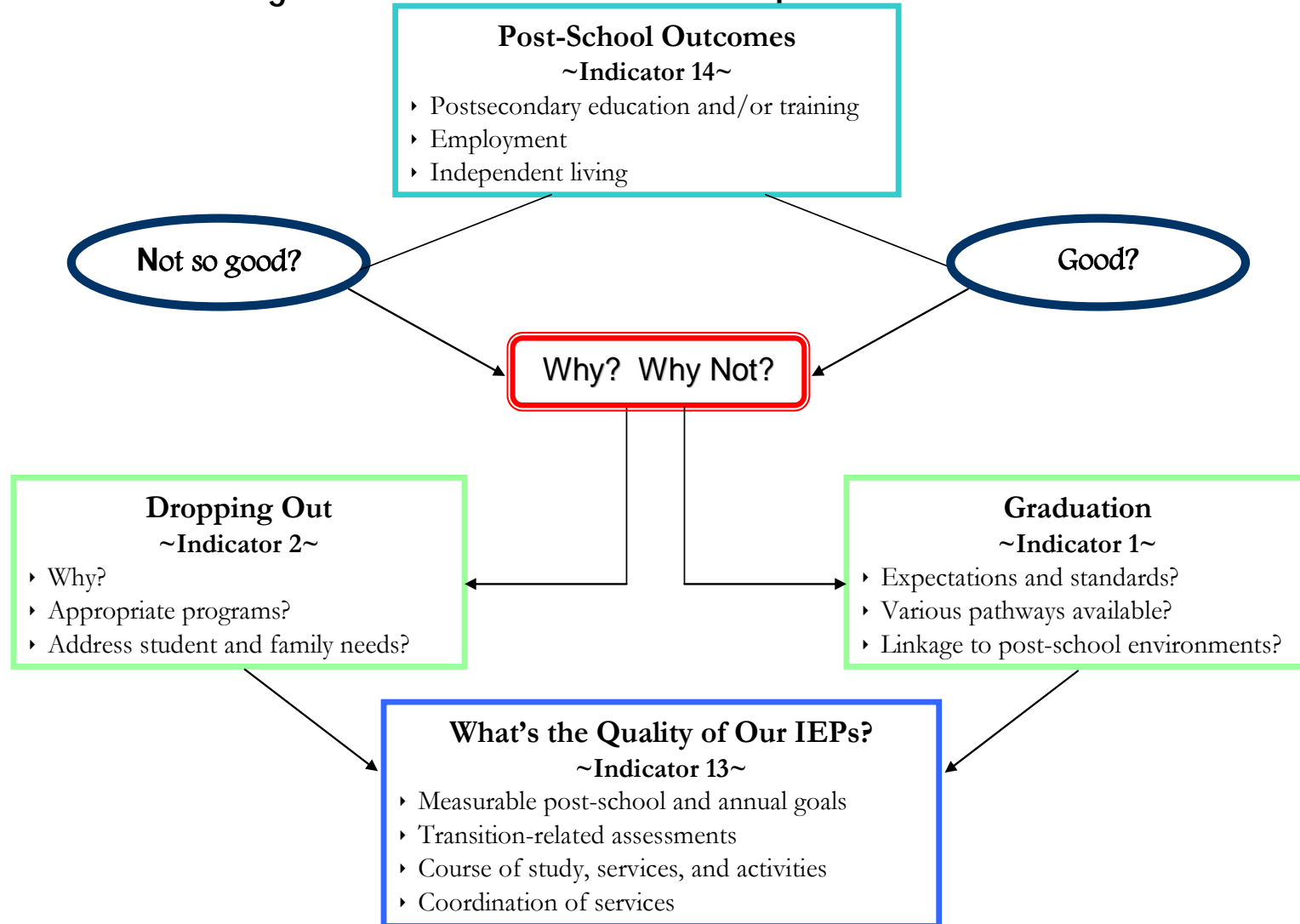


State Performance Plan Links

- **Increased Graduation Rates for Students with Disabilities (I-1)**
- **Reduction of Dropouts (I-2)**
- **Increased Quality and Effectiveness of the Transition Component (I-13)**
- **Increased Postsecondary Success for Students with Disabilities (I-14)**



Using Transition Indicators to Improve What We Do





Transition as Basic Goal Setting

- The Real versus Ideal Model
- Where am I now (Present Levels)?
- Where do I want to be (post school goals)?
- What is the difference (gap) between here and there?
- What do I need to do to close the gap (step by step)?



Develop the Transition Plan

- [\[See definition of Transition Services\]](#)
- **Develop the Plan of Action and Milestones (POA & M) to get to my goals**
- **Include the transition service needs and courses of study**



Age 14 Requirements

- Ohio Law begins at age 14 or earlier
- Based upon post-secondary goals
- 1: What are the proposed high school courses of study needed for those goals, and
- 2: What are the transition services needed to support the courses of study?



Required Components Age 16

Appropriate Measurable Goals in

- 1. Education and Training**
- 2. Integrated Employment**
- 3. Independent Living Skills**

(Where appropriate)

(How would we know?)

- 4. Services to support the goals**



Transition Services

Focused On

- **Post-school Results**
- **Improving academic & functional achievement**
- **Movement to post-school activities**
- **Needs, strengths, preferences, and interests of the student**
- **Services needed to assist the child in reaching the postsecondary goals**



May Include

- **Instruction (this may be specialized instruction, i.e., special education)**
- **Related Services (ORSC, MRDD, etc)**
- **Community Experiences (work, job shadowing, volunteering, etc.)**
- **Post-school Adult Living Objectives**
- **Acquisition of Daily Living Skills if appropriate**



District Accountability

1. Is there a plan – *has it been reported in EMIS*, yes or no? (Current requirement)
2. Does it include measurable goals?
3. Does it include services needed to assist in realizing those goals? (I-13 Checklist)
4. Districts are NOT responsible for the realization of specific postsecondary goals
5. Districts ARE responsible for providing the specified services
6. And for inviting outside service agencies.



Must Be Based On

Age Appropriate Transition Assessments Related to

- **Training and education**
- **Employment**
- **Independent Living Skills, where appropriate**
- <http://www.nsttac.org/>



Summary of Performance

- Not part of the IEP process, but may be based on information obtained from the student's IEP as well as other sources
- Required by federal law and Ohio Operating Standards for all SWD who will graduate, or “age out” in the current school year
- A summary of academic achievement and functional performance
- Provides guidance in meeting postsecondary goals
- [See handout]



Current Practice

- Does not address all the federal requirements
- Is confusing to students, parents, educators
- Is interpreted in different ways in different districts – *inconsistent use of the current form*

[View the Current Form](#)



The Annotated Form

- Refers to all three federal requirements
- Translates the “vision” into realizable goals
- Includes support services
- Refers to Age Appropriate Transition Assessments

[View the Annotated Form](#)



The Draft IEP Component

- Future Planning Statement
- Present Levels
- Age 14 Statement
- Age Appropriate Transition Assessments
- Proposed Course of Study
- Post-Secondary Goals
- Transition Services [\(The new form is in draft status\)](#)



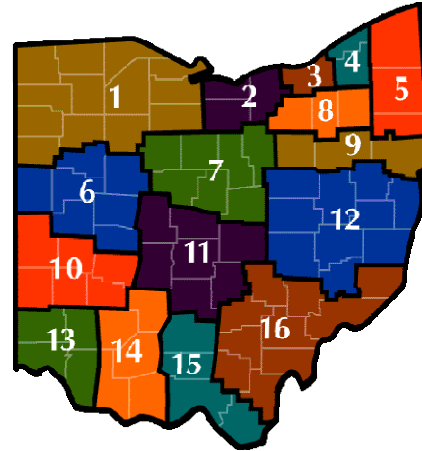
Results of Transition

- What works for students with disabilities in Ohio?
- What is their post-school engagement rate?
- What have we learned?
- Dr. Robert Baer, Center for Innovation in Transition and Employment



The Ohio Longitudinal Transition Study

See website - www.olts.org



The Office for Exceptional Children and
The Center for Innovation in Transition and Employment
202 White Hall, Kent State University
Kent, Ohio 44242-0001
(330) 672-0722

Robert M. Baer – rbaer@kent.edu
Alfred W. Daviso – adaviso@kent.edu
Rachel McMahan-Queen – rmcmahan@kent.edu



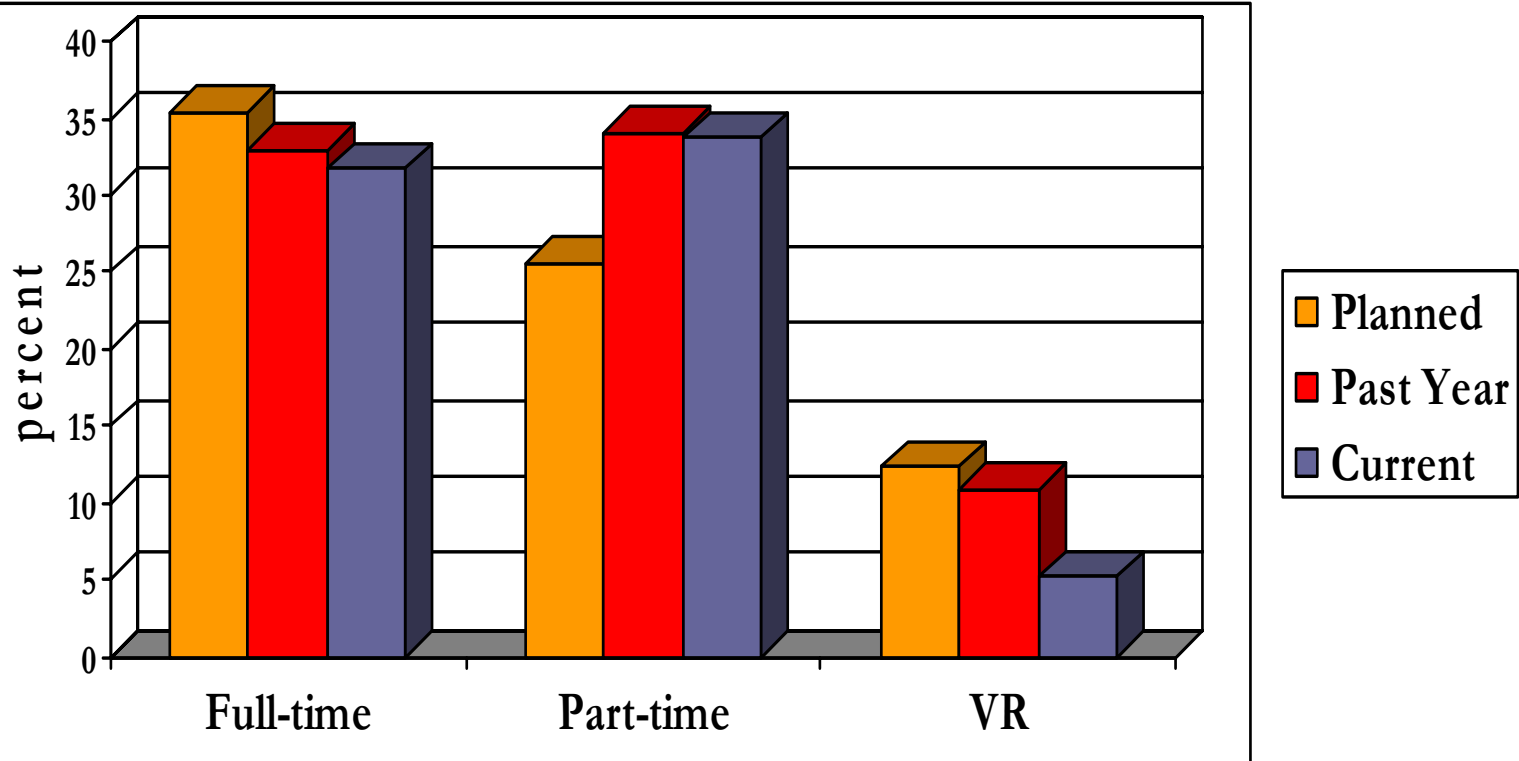


Where is the OLTS Now?

- Schools submitted voluntary data 2005-2006
 - 1044 students successfully surveyed at exit
 - 317 followed up by phone one year later (30% response)
- Mandatory data collection started in 2006
 - 758 exit surveys were conducted in 2006
 - 378 follow up by phone on year later (49% response)
 - 1,074 exit surveys were collected in 2007
 - Still collecting followup surveys for 2007 graduates
 - Anticipate about 1,500 exit surveys in 2008



Planned and Actual Work and VR - 2006 Grads - 1 Year Out



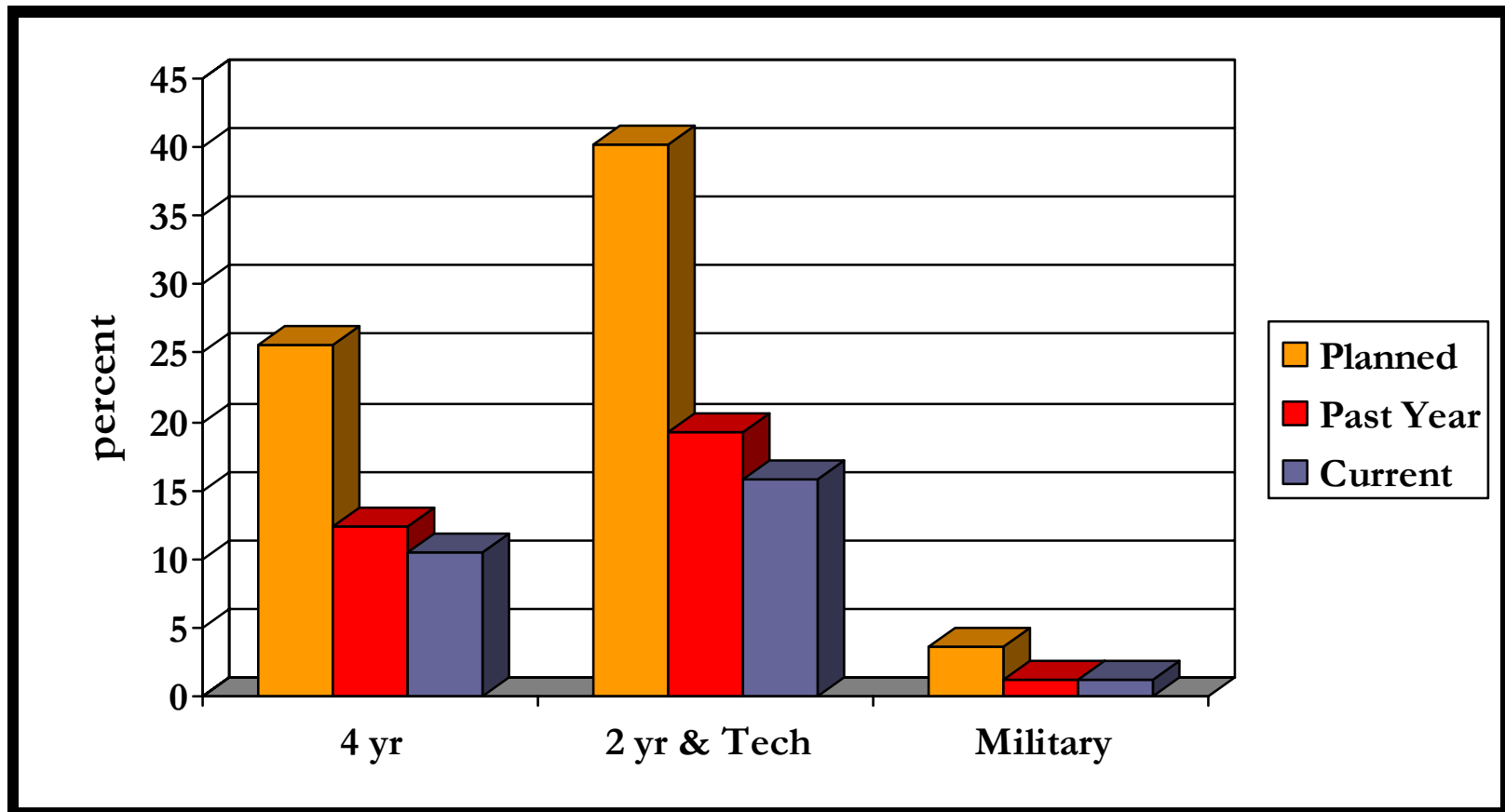


Reasons for Not Working Reported by Unemployed Graduates

| REASON | |
|---------------------------------------|-----|
| Enrolled in postsecondary education | 36% |
| Cannot find job that matches interest | 16% |
| Cannot find job | 5% |
| Lack of required skills | 7% |
| Transportation problems | 11% |
| Don't want to lose benefits | 7% |
| Don't want to work | 5% |



Planned vs. Actual Postsecondary Education of 2005-2006 Graduates





Education Supports of 2006 Graduates Attending College – 1 Year Out

| EDUCATION SUPPORT | Percent |
|-----------------------------|---------|
| Remedial classes | 29% |
| Note taking services | 9% |
| Tutoring | 41% |
| Extra time for tests | 36% |
| Tapes of books or lectures | 10% |
| Reduced schedule loads | 12% |
| Tour of disability services | 13% |



Reasons for Not Attending Post-secondary Education as Planned

| REASON | Percent |
|-------------------------------|---------|
| Changed plans | 16% |
| Not enough money | 22% |
| Needed help applying | 2% |
| Did not have required courses | 6% |
| Was not accepted | 0% |



Best Predictors of Postschool Engagement are Work Experiences and/or Academic Proficiency

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|--|-----------------------------|-------------|---------------------------|--------------|--------------|
| | B | Std Error | Beta | | |
| Constant | .150 | .205 | | .729 | .467 |
| <i>Paying job when left high school*</i> | .330 | .082 | .290 | 4.039 | .000* |
| Male gender | .119 | .076 | .107 | 1.568 | .119 |
| Non-minority | .143 | .105 | .096 | 1.361 | .175 |
| Milder disability | .249 | .133 | .131 | 1.865 | .064 |
| Partial mainstream classes | .041 | .087 | .038 | .472 | .637 |
| Work study | -.140 | .092 | -.126 | -1.531 | .128 |
| Vocational education | -.119 | .083 | -.103 | -1.440 | .152 |
| Urban school setting | .042 | .096 | .031 | .488 | .662 |
| Receiving vocational rehabilitation | -.127 | .163 | -.059 | -.781 | .436 |
| Receiving MR/DD services | -.127 | .151 | .070 | -.844 | .400 |
| <i>Number of proficiency tests passed*</i> | .345 | .099 | .274 | 3.492 | .001* |

*The odds that the variation was due to chance (less than .05 is considered significantly reliable). Beta means approximately the amount of variance that was accounted for by the variable.



Major Findings

- Need to ensure students entering employment have community work experiences and/or career and technical education by graduation
- Need to ensure students entering postsecondary education have appropriate course work, pass graduation tests, and apply for financial aid
- Need to address issue of students needing remedial academics in college



Supporting Resources

- <http://www.nsttac.org/>
- Age Appropriate Transition Assessment guide – short version
- NSTTAC Transition Guide – long version
- Indicator 13 Checklist (A & B)
- Indicator 13 Checklist for Training
- Plus many more valuable resources



Questions/Comments

Office for Exceptional Children

614-728-1115

Lawrence Dennis

lawrence.dennis@ode.state.oh.us

John Magee

john.magee@ode.state.oh.us

Robert Baer

rbaer@kent.edu