Louisiana Believes

Preparing for Post Secondary Outcomes
December 2014

DEPARTMENT of EDUCATION

Webinar Logistics

- All participant microphones are muted
- Questions may be entered in the comment box throughout the presentation and will be answered at the end of the session.

ACT 833 Guidance

- This presentation is the final webinar in the four part series developed to address how to implement the various components of Act 833 including:
  - Graduation
  - Promotion
  - Alternate performance criteria
  - Preparing for post-secondary outcomes

<u>Objectives</u>

By the end of this presentation participants will be able to:

- Effectively implement the transition requirements in IDEA 2004 and Act 833

Agenda

- Review Act 833 requirements related to transition and post secondary outcomes

- Review IDEA 2004 requirements related to transition services

- Planning for post secondary success

- Student example

Act 833 and IDEA Requirements

Act 833 allows certain students with disabilities an opportunity to demonstrate individual performance criteria in courses and assessments required for graduation. In addition to meeting IEP goals and objectives, students pursuing the standard high school diploma through Act 833 must meet at least one of the following criteria to graduate:

- Employment in integrated inclusive work environments

- Demonstrate mastery of specific employability skills

- Access to services that are not within the legal responsibility of the public school system, or employment, or post-secondary education.

Implementing ACT 833
Graduation Conditions

Employment in Inclusive Integrated Environments

- Students pursuing this Act 833 exit criteria must be employed in a setting that meets the federal definition of integrated employment

  - The United States Department of Labor- Office of Disability Employment Policy defines integrated employment as jobs held by people with the most significant disabilities in a typical workplace setting where the majority of persons employed are not persons with disabilities.

Demonstrating mastery of specific employability skills

- Students pursuing this Act 833 exit criteria must demonstrate specific employability skills through informal and formal transition related assessments.

Access to services that are not provided by the school, employment, or education options

- Students pursuing this Act 833 exit criteria must have documentation of one of the following:
  - Access to adult services not provided by the LEA
  - Employment options for which the student has been prepared for by their academic program
  - Post secondary education options for which the student has been prepared for by their academic program

All information regarding a students progress towards their Act 833 exit criteria should be documented in the students IEP.

IDEA Transition Requirements

IDEA Requirements
Effective Transition Planning

IDEA 2004 requires that transition services are in effect by the students 16th birthday (or younger if deemed appropriate by the IEP team). Effective transition services include:

- Conducting age appropriate transition assessments
- Developing measurable post secondary goals that address education or training, employment and independent living when applicable
- Implementing related transition services
- Developing annual transition goals
- Collaborating with adult service agencies
- Completing an Individual Graduation Plan (IGP)

Planning for Post Secondary Success

Predictors of Post-School Success

There are several predictors of post school success for students with disabilities. These predictors include but are not limited to:

- **Academic/General Education**
- **Career Awareness**
- **Community Experiences**
- **Exit Exam Requirements**
- **High School Diploma Status**
- **Interagency Collaboration**
- **Occupational Courses**
- **Paid Work Experience**
- **Parental Involvement**

- **School Integration**
- **Self-Advocacy/Determination**
- **Self-Care/ Independent Living Skills**
- **Social Skills**
- **Student Support**
- **Transition Program**
- **Vocational Education**
- **Work Study**

National Secondary Transition Technical Assistance Center (NSSTAC), 2008

IEP Team Responsibilities

When planning for successful post secondary outcomes for students with disabilities, IEP teams should:

1. Complete transition assessments.

2. Develop post secondary goals and a plan for a transition to life after school

3. Collaborate with the student's Professional School Counselor to review and update the student's Individual Graduation Plan (IGP)

4. Coordinate with outside agencies that may provide supports to the student

Transition Assessment

- [Transition Assessments](#) are a required component of transition services planning as defined by IDEA 2004. The purpose of the transition assessment is to a) inform post secondary goals b) make instructional programming decisions, and c) to include the present levels of performance related to the student's interests in the IEP. The results should be used to guide the student's post secondary goals and will also provide the IEP team with substantial data to plan for and assess the student's progress towards the transition criteria outlined in ACT 833.

  - Transition assessments typically evaluate the following areas:
    - Academic
    - Vocational Interests
    - Self determination
    - Independent Living

Transition Assessment

- Transition assessments can be formal and informal and involve multiple stakeholders (the student, family, teachers, career and technical education staff, support services staff, etc.)
  - **Formal:** Typically involves using a standardized procedure for administering, scoring and interpreting the student's assessment
  - **Informal:** Can include data collected from a variety of non-standard methods including observations and student and parent interviews

- The National Secondary Transition Technical Assistance Center (NSTTAC) has developed a [Transition Assessment Toolkit](#) to assists IEP teams with identifying appropriate instruments and tools to complete the transition assessment process.

Student Example

The Student:

- Joshua is a 12th grade student who plans to graduate this spring .

- This is his 3rd year to pursue his rights under Act 833.

- Transition planning became part of Joshua's IEP process when he was 15 years of age.

- His IEP team is conducting an annual IEP review and are in the process of updating his IEP, including his transition services plan.

- Joshua has completed the online Career Interest Profiler (CIP) to gather information about his areas of interests in support of developing appropriate post secondary goals.

- CIP Results: Information Technology (IT) and Audio Visual Technology.

- The IEP team reviewed Joshua's extra curricular involvement history and noted that he currently volunteers in the Audio Visual Department at his high school.

- Joshua has been in the Jumpstart Integrated Pathway of Information and Technology

- His parents completed a transition survey which indicated they would like for Joshua to attend a technical school or community college upon exiting high school . Further, they would like him to begin exploring this option by reviewing the programs available in the community as well as courses available in his high school.

Post Secondary Planning
Student Example

IEP Team Responsibilities

When planning for Joshua's post-secondary experience, the IEP team must:

Prior to the IEP meeting:

- Collect available assessment data (academic and transition related)
- Collect progress notes on annual IEP goals
- Get permission from the parent (or student if age of majority) to invite adult agencies to the IEP
- Invite agencies to the IEP (if consent was obtained)
- Invite the student and other IEP team members to the IEP

During the IEP meeting:

- Review available data
- Develop or update measurable post-secondary goals based on assessment results
- Identify transition services and IEP team member action steps
- Identify an annual goal(s) that is targeted for transition
- Review and update IGP

Joshua's Predictors of Post-School Success

The IEP team has reviewed Joshua's

- **Academic/General Education**
- **Career Awareness**
- **Community Experiences**
- **Exit Exam Requirements**
- **High School Diploma Status**
- **Interagency Collaboration**
- **Occupational Courses**
- **Paid Work Experience**
- **Parental Involvement**

- **School Integration**
- **Self-Advocacy/Determination**
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- **Student Support**
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- **Work Study**

National Secondary Transition Technical Assistance Center (NSSTAC), 2008

Student Example
Measurable Post Secondary Goals

The IEP team should allow Joshua to state his goals for life after high school. The goals should identify what the student will do after exiting high school and should be written in first person.

Postsecondary Goals

Measurable Postsecondary Goals (Outcomes that occur after the student has left high school.)

Training or Education Goal: After high school I will attend Community College and enroll in the Associates Program with a major in Computer Information Systems.

Employment Goal: After high school I will work part time at Best Buy in the computer department.

Independent Living Goal: (if applicable) After high school I will live with a roommate in an apartment or dorm near my school.

Student Example
Instruction and Related Services

Joshua's post secondary goal is to attend Community College and obtain an associates degree in Computer Information Systems. There are Instruction and Related Services activities that should occur to assist Joshua with meeting his goals.

School Action Steps	Student Action Steps	Family Action Steps	Agency Action Steps
The school will: • provide instructional support in Joshua's academic courses • monitor and communicate progress in courses and completion of graduation requirements.	I will: • complete my assignments on time • maintain an assignment log in each course as required by my teachers	We will: • assist Joshua in completing his required assignments on time by monitoring his assignment log • help him track his progress towards meeting the graduation requirements by reviewing his Individual Graduation Plan each semester.	Louisiana Rehabilitation Services (LRS): • provided Joshua with an informational brochure on their services • will schedule an appointment to determine his eligibility

Student Example
Community Experiences

Joshua's post secondary goal is to attend Community College to obtain an associates degree in Computer Information Systems. There are Community Experiences Services activities that should occur to assist Joshua with meeting his goals.

School Action Steps	Student Action Steps	Family Action Steps	Agency Action Steps
The school will: • ensure Joshua attends a minimum of two educational fairs/information sessions during the school year.	I will: • research community colleges or technical colleges that offer programs and training in my desired field.	We will assist Joshua in: • researching post secondary programs • completing required applications and or financial aid information.	The agency will: • provide a list of disability services offices at various community colleges and technical schools • identify the available accommodations and support services provided at these schools • counsel Joshua on the processes necessary to gain access to these services

Student Example
Employment and Post School Adult Living

Joshua's post secondary goal is to attend Community College to obtain an associates degree in Computer Information Systems. There are Employment and Post School Adult Living activities that should occur to assist Joshua with meeting his goals.

School Action Steps	Student Action Steps	Family Action Steps	Agency Action Steps
The school will: • monitor Joshua's employment in the school's audio visual department • assess his employability skills .	I will: • research and complete various job applications related to my vocational interests • attend at least two local job fairs.	We will support Joshua by: • assisting him with researching various interest related employment and or volunteer opportunities in the community • providing necessary transportation.	The agency will: • determine eligibility for services • develop an Individual Plan for Employment (IPE) if eligibility is met.

Student Example
Annual Transition Goal

- Based on Joshua's transition assessment results, his post secondary goals, and the related services outlined in his IEP, the IEP team has identified the specific transition related Act 833 exit criteria that Joshua will meet:

Access to services that are not provided by the school, employment, or education options

- To support the selected Act 833 exit criteria there is an annual instructional goal that addresses skills necessary for post secondary education options.
  - Joshua has expressed interest in attending a Community College so the IEP team has developed the following goal for Joshua:
    - Joshua will demonstrate knowledge of the college's admission requirements, admission deadlines and the degree requirements by verbally describing these requirements and developing a written outline of the required steps with 90% accuracy by the end of the grading period.

Student Example
Preparing to Exit

Joshua has completed 12th grade and the IEP team will convene his exit IEP. The exit IEP will identify how Joshua met the graduation requirements and the Act 833 graduation criteria.

Criteria	Gradation Requirements Met	Act 833 Requirements Met
Joshua has completed 23 Carnegie Units with 9 of the units in his Integrated JumpStart Pathway	X	
Joshua's received passing scores in the following EOCs: Algebra 1, Geometry, Biology and US History	X	
Joshua demonstrated Act 833 alternate performance criteria in English II, English III, Civics, US History, and Business English		X
Joshua demonstrated access to services that are not provided by the school and has completed the enrollment process for Community College as a part of his transition service plan.		X

Transition Resources

There are several resources that LEAs may use to support successful post secondary planning.

[Louisiana's Transition Guide](#)

[National Secondary Transition Technical Assistance Center (NSTTAC)](#)

[My Next Move](#)

[Louisiana Jumpstart Pathways](#)

- The Department is working on updates to the Special Education Reporting System (SER) that will enable LEAs to document various components of Act 833.

- Details about trainings for the SER updates will be released in the newsletter.

- Contact your network POC with any additional questions.