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Secondary Transition Planning:
Preparing for Life After High School

January 24, 2023

Department of Special Education

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According to IDEA 2004 ….

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

- Is designed to be within a <u>results-oriented</u> process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities including:
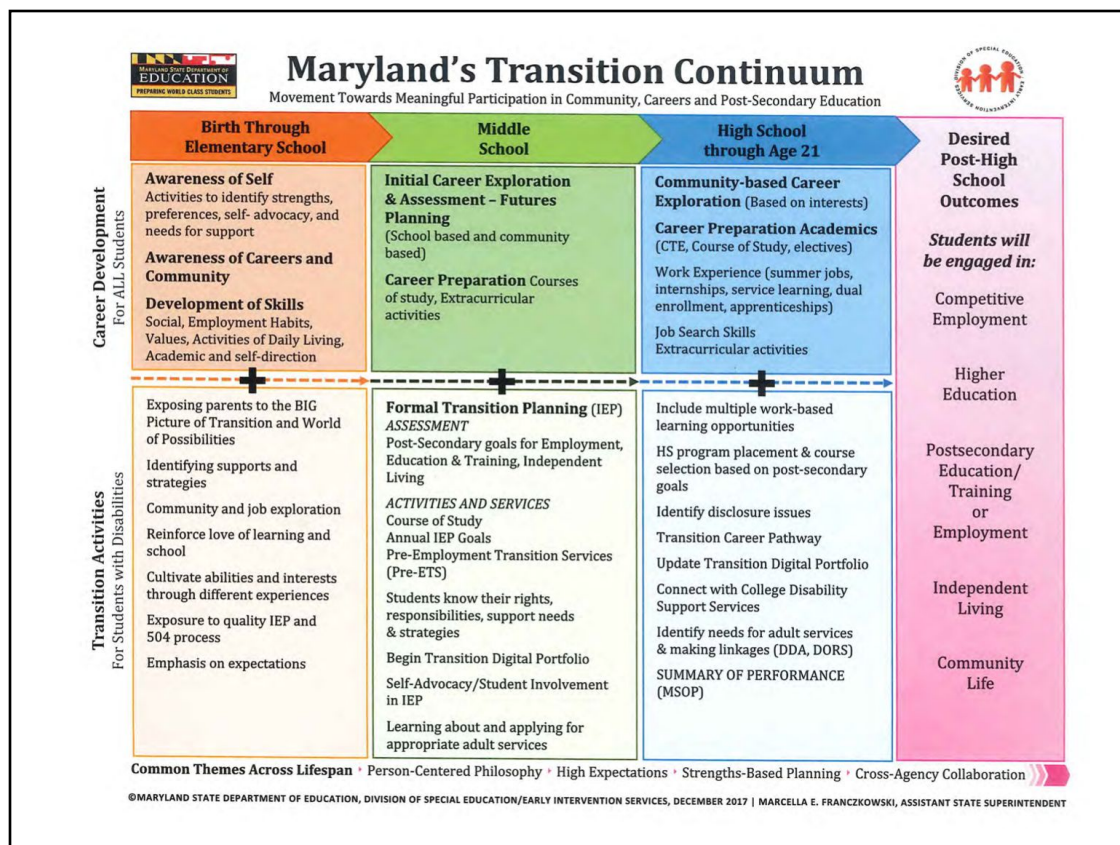

- Postsecondary education

- Career training

- Integrated employment

- Adult services

- Independent living

- Community participation

What is Secondary Transition?

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- Is based on the individual student's needs, taking into account the student's strengths, preferences and interests; and

- Includes instruction, related services, community experiences, the development of employment and other post school adult living objectives; and if appropriate,

- Acquisition of daily living skills and functional vocational evaluation.

Secondary Transition Plans

- Starts at age 14
- Based on Age Appropriate Transition Assessments
- Measurable Postsecondary Goals
- Transition Activities (quarterly progress updates)
- Agency Linkages

INDIVIDUALIZED EDUCATION PROGRAM (IEP)   III. SPECIAL CONSIDERATIONS AND ACCOMMODATIONS
MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF EARLY INTERVENTION AND SPECIAL EDUCATION SERVICES (Form approved by MSDE for use July 1, 2022)   Page 12

Name: Agency: IEP Team Meeting Date: / /

SECONDARY TRANSITION: To be completed annually beginning at age 14, or younger if determined appropriate.

STUDENT PREFERENCES, INTERESTS, AND SKILLS:
The postsecondary goal(s) are to be based on the student's preferences, interests, skills, and age appropriate transition assessment(s).

Date of Annual Student Interview: ☐☐-☐☐-☐☐☐☐ (MM•DD•YYYY)

Summary of student's preferences, interests, and skills based on age appropriate transition assessment(s): _____

POSTSECONDARY GOALS (Outcomes):
Postsecondary goal(s) are to be recorded here. One goal must be indicated for employment and one goal must be indicated for education and/or training.

EMPLOYMENT (required): _____

Related IEP Goal(s) that will support this postsecondary Employment goal will populate from Annual IEP Goals section here.
Secondary Transition Activities related to Employment, Responsible Party, IEP Planning for Emergency Conditions, and Progress will populate here.

EDUCATION: _____

Related IEP Goal(s) that will support this postsecondary Education goal will populate from Annual IEP Goals section here.
Secondary Transition Activities related to Education, Responsible Party, IEP Planning for Emergency Conditions, and Progress will populate here.

TRAINING: _____

Related IEP Goal(s) that will support this postsecondary Training goal will populate from Annual IEP Goals section here.
Secondary Transition Activities related to Training, Responsible Party, IEP Planning for Emergency Conditions, and Progress will populate here.

INDEPENDENT LIVING (if appropriate): _____

Related IEP Goal(s) that will support this postsecondary Independent Living goal will populate from Annual IEP Goals section here.
Secondary Transition Activities related to Independent Living, Responsible Party, IEP Planning for Emergency Conditions, and Progress will populate here.
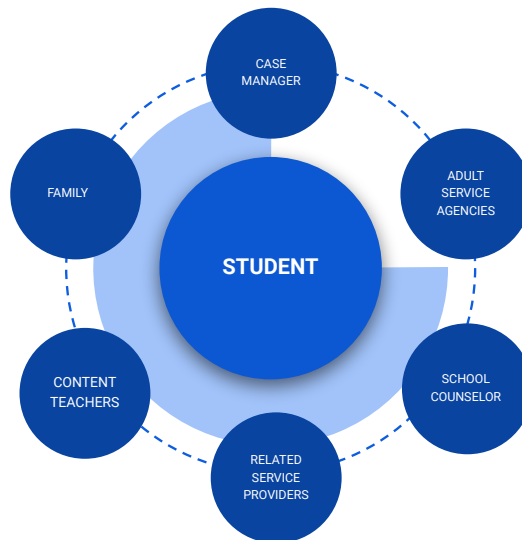

Transition Services

Transition planning is a continuous process throughout high school…it is not a one-time event

Transition planning is collaborative; the **parents** are essential partners in the process

The **student** is the key decision-maker; the **student** is encouraged and expected to actively participate in this process

Key Players

STUDENT

- CASE MANAGER
- ADULT SERVICE AGENCIES
- SCHOOL COUNSELOR
- RELATED SERVICE PROVIDERS
- CONTENT TEACHERS
- FAMILY

Student Responsibilities

- Attend class and complete homework
- Accept responsibility for chores at home
- Develop and use self-determination and self-advocacy skills
- Learn to use and maintain assistive technology, if appropriate
- Take an active role in developing the IEP and in the IEP team meetings that follow
- Engage in career awareness and exploration activities, such as completing transition assessments
- Think about the services that will help in daily adult life

What is My Goal?

Employment

- Career Awareness
- Job readiness
- Work-based Learning Experiences
- Job sampling
- Community Experiences

Post Secondary Education

- Take appropriate classes
- Take entrance tests
- Visit Disability Support Services
- College visits
- College fairs
- Know what is required
- Disclose disability to receive accommodations

Key Decisions to Make

- College vs Trade School: Which one is best for me?
- What type of college do I want to attend?
  - 2 year, 4 year?
  - Big school, small school?
  - Close to home and commute or away and live on campus?
- What do I want to study?
- What is my ultimate career goal?
- What supports or accommodations will I need to be successful?
- Am I willing to DISCLOSE my disability?

What are the Options for After High School?

- Postsecondary Education

- Employment

- A combination of postsecondary education and employment

Key Differences

K-12 **Entitlement**	College/Postsecondary **Eligibility**
Individuals with Disabilities Education Act	Section 504 of Rehabilitation Act and ADA Amendments Act of 2008
Educational psychological testing is provided	Students provide documentation
Annual Review and IEP	N/A
Parental Involvement	Parental involvement changes (Confidentiality)
Schools identify needs	**Student must seek services**
Case managers and parents advocate	Student advocates
Range of services	Accommodations related to access and course requirements, do not transfer from HS to College level

Family Responsibilities

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- Attend IEP meetings
- Review graduation requirements and help make decisions about diploma options
- Review IEP goals and support the student in developing postsecondary goals
- Help the student practice self-advocacy skills
- Help develop a portfolio that includes an updated IEP, assessment scores, learning style information, honors or awards, work evaluations, work experiences, etc
- Provide opportunities to explore post-school options

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School and School District Responsibilities

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- Set high expectations for all students
- Find the best way to teach every student
- Ensure students have the accommodations and/or modifications they need to be successful
- Teach students self-determination and self-advocacy skills
- Encourage and help students to participate *actively* in IEP meetings

School and School District Responsibilities

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- Make sure that annual goals are related to postsecondary goals

- Link students with state and community agencies that can help them

- Arrange work experiences

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School Preparation

Depending on the student's transition outcomes, here are a few of the services that a student may receive in high school:

Self-Advocacy Instruction

Social Skills Instruction

Independent Living Instruction

Work-based Learning

Community-Based Instruction

School Preparation

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- Academic programs that are based on clear state standards
- Career and Technical Education Programs that are based on industry standards
- Curricular and program options based on universal design for learning, work-based and community-based learning experiences
- Graduation standards that include options

Linkages to Adult Services

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❖ **DORS** – Division of Rehabilitation Services

❖ **DDA** - Developmental Disabilities Administration

❖ **BHA** – Behavioral Health Administration

❖ **MDL**- Maryland Department of Labor, Division of Workforce Development and Adult Learning

Agency Linkages - Consent

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❖ **Prior** to a student being referred to **any** agency, the transition coordinator/IEP case manager **must** obtain parental consent.

❖ **Prior** to **any** agency being invited *by the school* to attend an IEP meeting, the transition coordinator/IEP case manager **must** obtain parental consent.

❖ Signed consent is good for **1 year** from the signature date.

Consent Form - Agency Referral and Communication

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Check the appropriate box

Sign and date the form

DORS

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- You **must** apply and be determined eligible
- Referrals can be made as early as 14 years old (9th grade)
- Competitive Employment is the outcome
- You **must** follow through with appointments to determine eligibility
- Case will close without follow through
- Services they may provide include
  - Vocational guidance and assessments
  - Job training
  - Job Search and Job Placement
  - Job Coaching and Supported Employment
  - Skills training leading to credentials

DDA

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Developmental Disabilities Administration

- Provides a coordinated service delivery system for people with developmental disabilities

- Partners with people with developmental disabilities and their families to provide leadership and resources to enable these individuals in living fulfilling lives.

- is guided by the principle that individuals with developmental disabilities have the right to direct their lives and services.

LINK TO APPLICATION FORM

MARYLAND
Department of Health
Developmental Disabilities Administration

DDA

Options for Transitioning Youth

- Employment and Day Services

- Self-Directed Services

- Community and Personal Supports

- Residential Services

- Behavioral Support Services

- Low Intensity Support Services (LISS)

MARYLAND
Department of Health
Developmental Disabilities Administration

MD Department of Labor

Department of Labor Workforce Development

The Division of Workforce Development oversees the State's workforce programs. Working in partnership with Local Workforce Development Areas, services include matching job seekers with employers, providing training opportunities and reporting on the needs and demands of the labor market

Employ Prince George's

Provides personalized employment services to assist jobseekers and employers with their workforce development needs. Services offered include: Short-term courses or Training assistance to meet Labor Market demands, GED/Basic Adult Education, Employment and Career Consultation, Resume Enhancement & Interviewing Techniques, Job Placement Assistance, Youth Services, Referral Services, and Outplacement Assistance for employers who may be downsizing.

MD Department of Labor

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Youth Career Connections Program (YCC)

- Supportive Services
- Work Experience
- Leadership and Soft Skill Training
- Job Readiness Training
- Internships
- Apprenticeships

Knowledge Equals Youth Success (KEYS)

- Be 18-24 years old
- Be a Prince George's county resident
- Have a high school diploma or equivalent
- Not be in college
- Not have a full-time job

EMPLOY PRINCE GEORGE'S

MD Department of Labor

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American Job Center Largo	**Youth Career Center**	**American Job Center National Harbor**
1801 McCormick Drive, Suite 120	5001 Silverhill Road, Suite 310	6800 Oxon Hill Rd., Suite 298
Largo, MD 20774	Hillcrest Heights, MD 20746	National Harbor, MD 20745
Phone: 301-618-8400 Fax: 301-386-5533	Phone: 301-316-9812	Phone: 301-968-1658
E-mail: dlwdallargo-LABOR@maryland.gov		

Maryland Workforce Exchange (Online Job Portal)

Maryland DEPARTMENT OF LABOR

BHA

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Behavioral Health Administration

- BHA is part of the Behavioral Health and Disabilities portion of the Maryland Department of Health

- The BHA provides support services and promotes recovery, resiliency, health and wellness for individuals who have or are at risk for *emotional*, substance related, addictive, and/or *psychiatric disorders*

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Maryland
Behavioral Health Administration

BHA

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Examples of Services Provided:

- Psychiatric Inpatient Care and Rehabilitation Services

- Psychiatric Day Treatment and Rehabilitation Services

- Residential Treatment

- Respite services

- Outpatient Mental Health Clinic services

- Case Management services

- Supported Employment and Vocational services

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Maryland
Behavioral Health Administration

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DORS (Division of Rehabilitation Services)

Pre-ETS Fact Sheet
DORS Brochure 1
DORS Brochure 2
DORS Website

MARYLAND Department of Health
Developmental Disabilities Administration

DDA Fact Sheet
DDA Application - English
DDA Fact Sheet- Spanish
DDA Application - Spanish
DDA Website

Maryland DEPARTMENT OF LABOR

Youth Workforce
Contact person: Ms. Jennifer Ricks,
Youth Services Manager for Prince
George's Co
Website
Job Interview Guide

Maryland Behavioral Health Administration

Website
Mental Health Supports

Transportation

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Metro Access

Metro Access Application

Metro Travel Training Program

Application Process
- Complete an application and have it certified by a healthcare professional
- Contact the Transit Accessibility Center to schedule an assessment appointment and interview
- Government-issued ID or Current School ID

Email: eligibility@wmata.com

Where to Get Started?

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- Begin an IEP portfolio for your child

- Apply for DDA (age 14)

- Apply for SSI (age 18)

- Apply for Medicaid (age 18)

- Apply for Metro Access

- Attend Transitioning Youth Fairs

- Visit Adult Agency Providers

- Submit choice letter October of senior year

The IEP Portfolio

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Start the portfolio early

Suggested Content:

- Personal documentation
- Completed assessments (psychological, educational, speech/language, etc.)
- IEP's
- Completed applications
- Contact logs
- Any information related to employment (paid or volunteer)
- Medical information, if appropriate

Self-Determination

- Choosing and setting their own goals

- Making choices

- Taking responsibility for the consequences of these choices

- Learning to effectively solve problems

- Taking control and responsibility for one's own life

- Self-awareness

Self-Advocacy

- Taking charge of your own life

- having the right to make decisions without undue influence or control by others.

- Speaking up for yourself and others

- Knowing about your strengths, skills, and challenges

- Understanding your rights as a citizen

- Communicating your needs to others

Start Promoting Independence

- Responsibilities around the house

- Taking medications correctly

- Getting up to alarm clock

- Making choices – clothing, food, activities

- Using a key to come in the house

- Using a phone

- Communicating needs and wants

- Preparing a simple meal or snack

- Age-appropriate behaviors

Achieve Independence.

Start Promoting Independence

- Filling out forms

- Creating a schedule

- Money Management: using a debit card, withdrawing money from an ATM, shopping wisely, simple budgeting

- Using a calculator

- Using a bus/train-- looking at a schedule

- Asking for assistance

- Making/canceling appointments

Achieve Independence.

Upcoming Events

YOU ARE INVITED

- **Transition 101 Lunch and Learn Series**
  "Understanding the Role of Coordinator of Community Service (CCS)"

  - February 21, 2023 @ 12 noon
  - Register today: https://bit.ly/3wp60rK

- **The Parents' Place Guiding the Journey Training**

- **Transitioning Youth Fair**

- **Special Education College and Career Fair**

Special Education College and Career Fair 2023

Wednesday, April 12, 2023

5:30 – 8:00 pm

Fairmont Heights High School

Landover, MD

Register Today: bit.ly/SpedCollegeFair

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Presenter:

Doralie Palamos
Assistant Supervisor, Secondary Transition

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