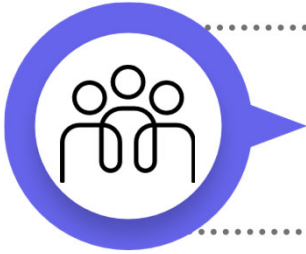


Post-Secondary Goals

TRANSITION IEP



Who

Youth with an IEP, family, school staff, outside agencies such as vocational rehabilitation



What

MEASURABLE, long-term goals to be completed AFTER the youth exits the school system.

Goals are written in four areas:

- Postsecondary Education
 - Examples: adult education, college, certification program, trade school, or adult day program through community mental health, etc.
- Training
 - Examples: vocational program, job training, certification, apprenticeship, social skills, life skills, etc.
- Employment
 - Examples: job or career planning, part-time or full-time jobs after school completion, etc.
- Independent Living
 - Examples: Daily living, activities, social, recreation, housekeeping, scheduling, self-care, etc.

Annual IEP goals are the stepping-stones leading to postsecondary goals.



How

Youth participates in setting their own postsecondary goals. IEP team discusses living, working, and learning as an adult. Goals are based on the youth's strengths, preferences, interests, and needs.



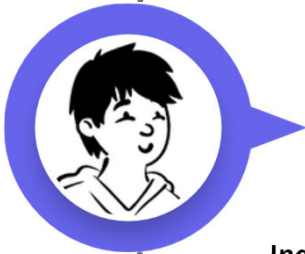
When

In the year that the youth with an IEP turns 16, or earlier, if appropriate.

Postsecondary goals are reviewed and updated every year until the youth exits the school system.

Examples of Post-Secondary Goals

TRANSITION IEP



Noah

Training

Noah will receive training to use retail tools (point-of-service, scanner, etc.) through a community mental health program.

Education

After exiting school, Noah will participate in job development through a community mental health program.

Employment

Noah will work part-time at a game shop or related business.

Independent Living (when appropriate)

Noah will share an apartment with a roommate and manage his daily schedule.



Yasmin

Training

After exiting school, Yasmin will start self-advocacy training through a local day program for adults with disabilities.

Education

Yasmin will attend a vocational skill-building day program through Community Mental Health.

Employment

Yasmin will work part-time at a local dog grooming business.

Independent Living (when appropriate)

Yasmin will start her day independently by setting an alarm, getting dressed, preparing a simple breakfast (fruit and yogurt), and taking care of her hygiene.



Bella

Training

After exiting school, Bella will earn additional software credentials through online training.

Education

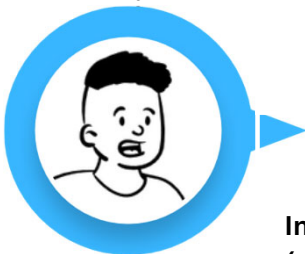
After earning her associate degree through Early Middle College, Bella will enroll in a university to complete her bachelor's degree.

Employment

Bella will work as an IT professional in a corporation or school setting.

Independent Living (when appropriate)

Bella will rent an accessible apartment near a city bus stop.



Jack

Training

Jack will complete CPR/AED and First Aid training at the city fire department.

Education

Jack will enroll in a medical assistant certificate program at community college.

Employment

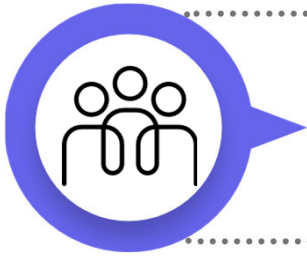
Jack will work at a hospital or medical clinic.

Independent Living (when appropriate)

As an adult, Jack would like to share an apartment with their best friend, and to volunteer with the Make-A-Wish Foundation.

Transition Assessments

TRANSITION IEP



Who

Youth with an IEP, family, school staff, outside agencies such as vocational rehabilitation



What

Gather information about youth's strengths, preferences, interests, and needs (SPIN).

Share ideas about future plans.

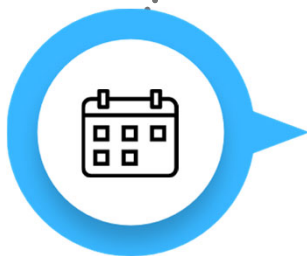


How

Start with the Educational Development Plan (EDP) in middle school (ask your team for a copy if you haven't seen the EDP yet) Continue by collecting work samples from favorite projects, classroom observations, conversations with youth and family, interest inventories, and standardized transition assessments.

Some examples of standardized transition assessments are:

- Adolescent Autonomy Checklist
- Student Transition Assessment Tool (STAT-R)
- Career Cruising
- Talk to your IEP Team about the tools they often use

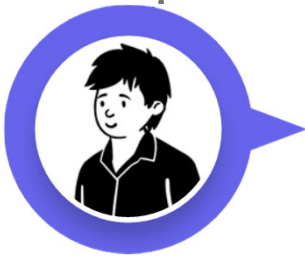


When

In the year that the youth with an IEP turns 16, or earlier, if appropriate.

Examples of Transition Assessments

TRANSITION IEP



Noah

Baseline Data:

Adolescent Autonomy Checklist

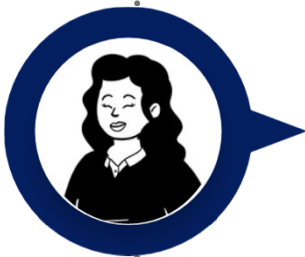
- Completed by student on September 3
- Completed by parent on September 8

Impact:

There is a discrepancy between Noah's self-perceived autonomy level and what his family perceives. Noah needs assistance to set realistic goals for himself and to connect with community supports.

Resulting Needs:

Noah needs personalized, direct instruction in life skills and future planning.



Yasmin

Baseline Data:

Adaptive Behavior Assessment System (ABAS-3)

- General Adaptive Composite (GAC) Standard Score (SS)
 - 67 parent survey
 - 69 teacher survey

Impact:

Yasmin needs significant supports for daily activities. Yasmin needs direct instruction in activities of daily living, self-care, and health/safety. Yasmin enjoys activities related to art and animals.

Resulting Needs:

Yasmin thrives in the structure of the ISD's 18-26 transition program. She and her family will apply for the county's community mental health services, so she will have services in place when she is ready to exit the school system.



Bella

Baseline Data:

Career Profile Assessment

- Career Cluster #1: Information Technology
 - IT support, Network administrator, Database administrator
- Career Cluster #2: Arts, A/V Technology, and Communication
 - Social media manager, A/V systems programmer, Audio producer

Impact: Bella has a clear vision for a career in technology that will accommodate her mobility needs.

Resulting Needs: Bella will continue taking courses that lead to a fully endorsed Michigan Merit Curriculum (MMC) high school diploma. Bella will apply for Early Middle College at the end of 9th grade. Bella will join the school Chess Club, and will help organize local chess tournaments online.



Jack

Baseline Data:

- Final project from 9th grade ELA on the topic of health care careers
- Student Transition Assessment Tool – Revised (STAT-R):
Career/Employment 67%, Postsecondary Ed/Training 52%, Adult Life 59%,
Community Participation 54%, Overall 58%

Impact: Jack needs to develop more community participation and life skills. Jack will explore career-related programs at the local community college.

Resulting Needs: Jack will continue taking courses that lead to a fully endorsed Michigan Merit Curriculum (MMC) high school diploma. Jack will continue volunteering as a member of the Make-A-Wish Foundation Club, and will join Healthcare Careers Club. to explore careers in health care.

Course of Study

TRANSITION IEP



Who

Youth with an IEP, family, school staff, outside agencies such as vocational rehabilitation



What

Exit school **WITH** a diploma

- Complete all standards of the Michigan Merit Curriculum and any standards set by the local school district
- Personal Curriculum is a tool, authorized by the Michigan Department of Education, to modify the Michigan Merit Curriculum under certain circumstances
- Youth with IEPs may be eligible to continue working toward a high school diploma up to age 26
- Youth with IEPs may also enroll in Career and Technical Education programs

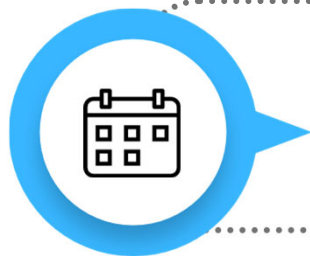
Exit school **WITHOUT** a diploma

- Often called a “Certificate of Completion” or “Certificate of Attendance”
- No statewide curriculum – youth chooses classes based on interests and needs
- Youth with IEPs may be eligible for special education supports and services up to age 26
- Youth with IEPs may also enroll in Career and Technical Education programs



How

Youth, family and school staff together make a plan to choose classes and complete prerequisites that will help the youth achieve their postsecondary goals.



When

In the year that the youth with an IEP turns 16, or earlier, if appropriate.

Examples of Course of Study

TRANSITION IEP



Bella

Course(s) of Study: Exit school with a diploma
Michigan Merit Curriculum (MMC) leading to a High School Diploma
Current age: 14

Grade 9: Bella is taking 9th grade level courses leading to a fully endorsed MMC diploma.



Jack

Course(s) of Study: Exit school with a diploma
Michigan Merit Curriculum (MMC) leading to a High School Diploma using
Personal Curriculum (PC) for English and World Languages in addition to
their IEP accommodations.
Current age: 15

Grade 10: Jack will take 10th grade level courses leading to a fully endorsed MMC diploma.

Electives will include pre-requisites for Health Sciences program at local community college.

Grade 9: Jack took 9th grade level courses leading to a fully endorsed MMC diploma.



Noah

Course(s) of Study: Exit school without a diploma
Certificate of Completion
Current age: 17

Grade 12: Noah will receive special instruction in financial literacy, future planning, and life skills, while taking general education electives in creative writing, retail operations, and broadcasting.

Grade 11: Noah received special instruction in reading and math, while taking general education electives in cooking, website design, and metals.

Grade 10: Noah received special instruction in reading and math, while taking general education electives in personal fitness, computer graphics, and health.



Yasmin

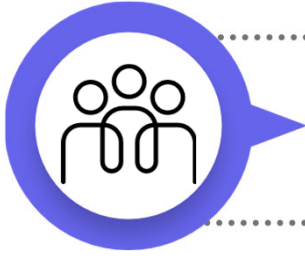
Course(s) of Study: Exit school without a diploma
Certificate of Completion, in Adult Transition Program
Current age: 19

Intermediate School District (ISD) 18-26: Yasmin will explore community resources (library, grocery store, recreation center, etc.), and receive direct instruction in reading comprehension, self-care/self-advocacy, and safety.

Grade 9-12: Yasmin had a modified curriculum that did not meet the requirements of the Michigan Merit Curriculum (MMC) for a high school diploma.

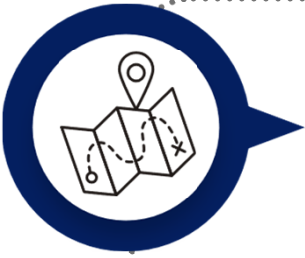
Transition Services

TRANSITION IEP



Who

Youth with an IEP, family, school staff, outside agencies such as vocational rehabilitation



What

- New skills, experiences, opportunities, and community connections
- Activities that the youth will complete with help from the school, outside agencies, service providers, family members, and other trusted adults while the youth is still in school, with a clear completion date for each activity
- “A results-oriented process” to help the youth achieve postsecondary goals, such as college or employment
- Based on the youth’s strengths, preferences, interests, and needs (SPIN)

Activities must be in each of the following areas:

- Postsecondary Education (trade school, college, or adult day program through community mental health)
- Training (vocational skills, social skills, and life skills)
- Employment (job or career planning)
- Independent Living (housekeeping, scheduling, and self-care)

Required transition activity: “the transfer of rights” at “the age of majority”

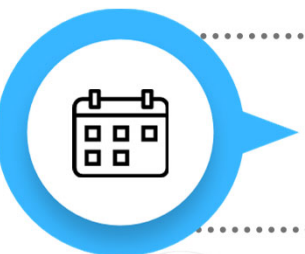
- Youth with IEPs must understand that they will be an adult at age 18 and in charge of making their own decisions



How

Youth, family, school and community partners make a plan together to complete activities by a certain date.

Each activity is meant to help the youth understand what to expect in adulthood.



When

In the year that the youth with an IEP turns 16, or earlier, if appropriate.

Examples of Transition Services

TRANSITION IEP



Noah

Instruction: Noah will receive personalized, direct instruction in financial literacy.

Noah & school staff

Related Services: Using worksheets from Charting the LifeCourse, Noah and the school social worker will create a long-term plan for adulthood, with special focus on skill-building for autonomy.

Noah & School Social Worker

Community Experiences: With support from his family, Noah will open a savings account using his birthday money.

Noah & family

Development of Employment: Noah will apply for Pre-Employment Transition Services (Pre-ETS) with Michigan Rehabilitation Services (MRS).

Noah, family, school staff & MRS

Jack



Instruction: Driver Rehabilitation Training

Jack, family, local driving school, & MRS

Related Services: With help from their guidance counselor, Jack will update their EDP using career exploration software.

Jack & school staff

Community Experiences: Jack will explore health care careers with the Healthcare Career Club's field trips & competitions.

Jack, school staff, & family

Development of Employment: Seasonal employment – paid work experience

Jack & MRS

Bella



Instruction: Bella will complete prerequisites for computer science courses.

Bella & school staff

Related Services: Bella will create an account on an online platform for chess and practice setting up tournaments.

Bella & family

Community Experiences: Bella will visit Early Middle College program.

Bella, family, Early Middle College staff

Development of Employment: Bella will apply for vocational rehabilitation services at MRS and the WIOA (Workforce Innovation and Opportunity Act) Youth Program.

Bella, MRS, & WIOA

Yasmin



Instruction: Reading Comprehension

Yasmin & school staff

Related Services: Yasmin will receive speech therapy to express wants, needs, and self-advocacy skills.

Yasmin & school Staff

Development of Employment: Yasmin will volunteer for two hours per week at an animal shelter.

Yasmin & family

Other Post-School Adult Living Objectives: Yasmin will apply for community mental health services.

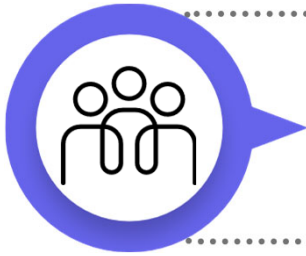
Yasmin & family

Acquisition of Daily Living Skills: Yasmin will prepare simple meals for herself (cereal with milk, yogurt, fruit, sandwich, salad, etc.).

Yasmin, family, & school

Coordination of Adult Services

TRANSITION IEP



Who

Youth with an IEP, family, school staff, outside agencies such as vocational rehabilitation



What

With support from the IEP team, youth with an IEP connects with public agencies. The parent or the student who has met the age of majority signs a consent form to invite agencies to school meetings.

These agencies can help with different areas of adult life, including:

- Health care
- Employment
- Food benefits
- Independent living
- Postsecondary education and training
- Skill building programs
- Developmental disability services
- Financial assistance

Adult service agencies can be invited to the student's IEP meeting. If the agency cannot attend, they can submit a written report about the student's goals and progress with the agency.



How

Youth and family agree to share information.

Youth, family, school and community partners make a plan together to support the youth in adult decision-making.

Youth, family, school and community partners match specific benefits and services with the youth's needs and help with supporting documentation.



When

In the year that the youth with an IEP turns 16, or earlier, if appropriate.

Youth may become eligible for some adult services at the age of 18. Youth may become eligible for vocational rehabilitation services at age 14.

Examples of Coordination of Adult Services

TRANSITION IEP

Team discussion BEFORE the IEP Meeting: Noah will apply for Supplemental Security Income (SSI) in less than a year, at age 18. He will also apply for Pre-Employment Transition Services (Pre-ETS) with Michigan Rehabilitation Services (MRS) in the next 3 months.

- ☒ There was a need to invite a community agency representative likely to provide or pay for transition services.
- ☒ Consent was obtained. Date: September 29 (MRS counselor)
- ☐ Consent was not obtained. Reason: _____

Did the community agency representative attend the IEP? Yes No



Noah

Team discussion BEFORE the IEP Meeting: Yasmin already has Supplemental Security Income (SSI) and Medicaid. She will apply for community mental health (CMH) services later this year, with assistance from her family.

- ☒ There was a need to invite a community agency representative likely to provide or pay for transition services.
- ☒ Consent was obtained. Date: October 14 (CMH Intake Counselor)
- ☐ Consent was not obtained. Reason: N/A

Did the community agency representative attend the IEP? Yes No



Yasmin

Team discussion BEFORE the IEP Meeting: Bella has contacted the academic advisor in the Early Middle College program. The college advisor attends the IEP meeting via video conference and makes recommendations for Bella's transition services and postsecondary goals.

- ☒ There was a need to invite a community agency representative likely to provide or pay for transition services.
- ☒ Consent was obtained. Date: February 12
- ☐ Consent was not obtained. Reason: _____

Did the community agency representative attend the IEP? Yes No



Bella

Team discussion BEFORE the IEP Meeting: Jack was referred at age 14 to Michigan Rehabilitation Services (MRS) for Pre-Employment Transition Services, and he is attending a summer job fair for youth, with support from his vocational counselor. Jack's MRS counselor was invited to the IEP, but could not attend. Jack forwards email summaries of his MRS meetings to the rest of his IEP team.

- ☒ There was a need to invite a community agency representative likely to provide or pay for transition services.
- ☒ Consent was obtained. Date: September 4
- ☐ Consent was not obtained. Reason: _____

Did the community agency representative attend the IEP? Yes No



Jack