

Secondary Transition Technical Assistance Webinar



**Division of Elementary, Secondary, and Specialized
Education**

January 7, 2016

Agenda

- I. Welcome, Introductions, and Purpose
- II. Overview of Secondary Transition (STR)
- III. Review of Supports/Programs/Processes Being Implemented to Improve STR Compliance
- IV. Connecting the Dots- Reviewing Agency Requirements: Transition Services Timeline
- V. Secondary Transition Planning Tool
- VI. Next Steps and Closing Remarks

Indicator 13 Data Over Time

OSEP* requires states to be 100% compliant with secondary transition requirements. The below table outlines DC's compliance rates since FFY 2009 (SY 09-10). We have shown a lot of improvement, but there is still significant work to do.

	2009	2010	2011	2012	2013	2014
Secondary Transition Compliance Rate	3%	6.75%	28%	40%	50%	70%

**United States Department of Education Office of Special Education Programs*

FFY 2014 Secondary Transition Compliance Data

Below is DC's FFY 2014 secondary transition compliance rate by monitoring item

Secondary Transition Compliance by Monitoring Item for FFY 2014	State
Postsecondary Goal Addresses Education or Training	88%
Postsecondary Goal Addresses Employment	87%
Postsecondary Goal Addresses Independent Living	87%
Postsecondary Goals Updated Annually	90%
Postsecondary Goals Based on Age Appropriate Assessments	96%
Transition Services Assist Students to Meet Postsecondary Goals	92%
Transition Services Include Courses of Study	91%
Annual Goals Related to Transition Services Needs	92%
Student Invited to the IEP Meeting	87%
Representative from Participating Agency Invited to IEP Meeting	50%

Federal Transition Requirements

Transition services are a coordinated set of activities for a child with a disability that—

- 1) Is designed to be within 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 postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

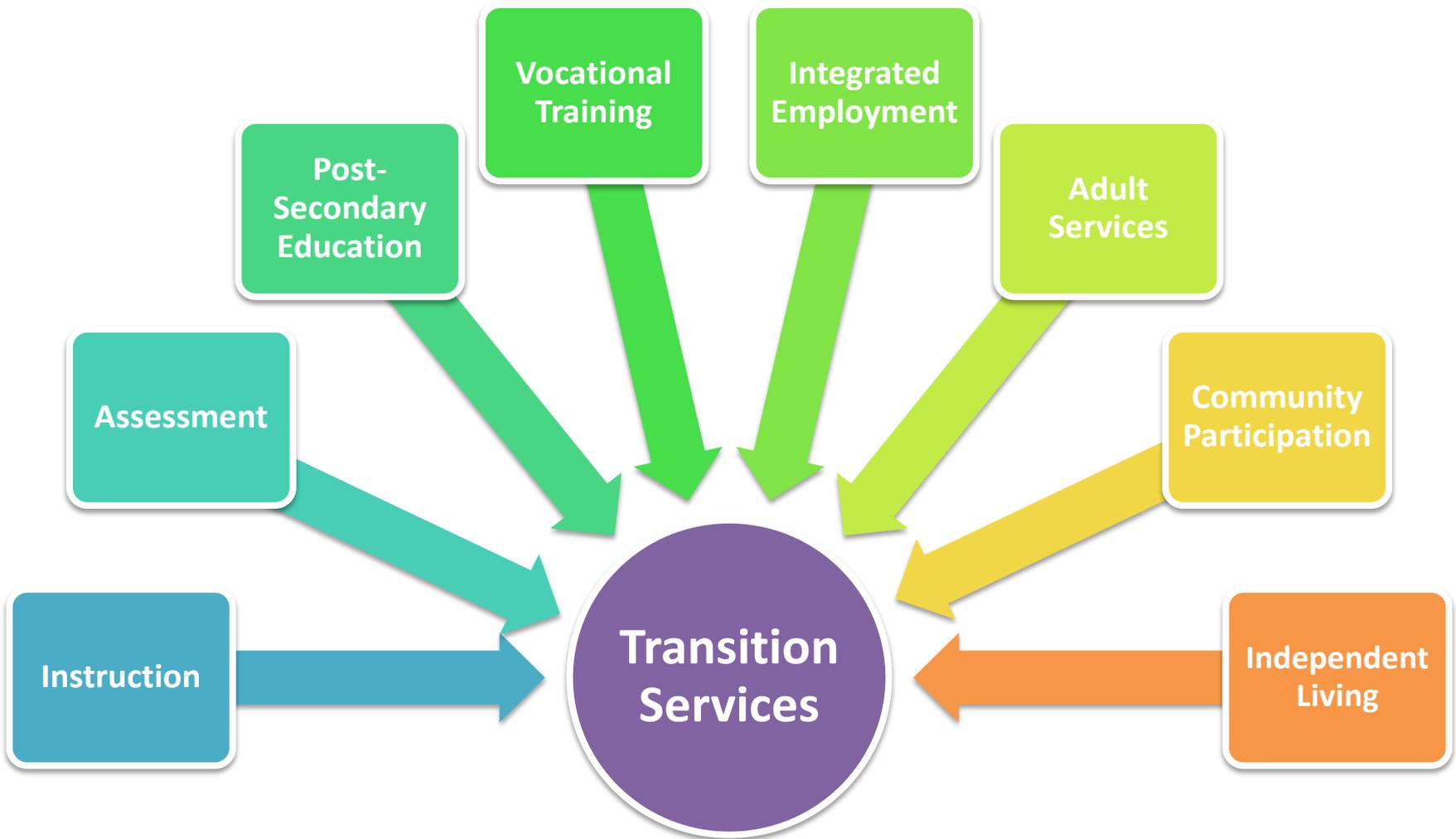
—34 C.F.R. §300.43 (a)

Federal Transition Requirements

Transition services, continued...

- 2) Are based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes—
 - i. Instruction;
 - ii. Related services;
 - iii. Community experiences;
 - iv. The development of employment and other post-school adult living objectives; and
 - v. If appropriate, acquisition of daily living skills and provision of functional vocational evaluation.

Transition Services



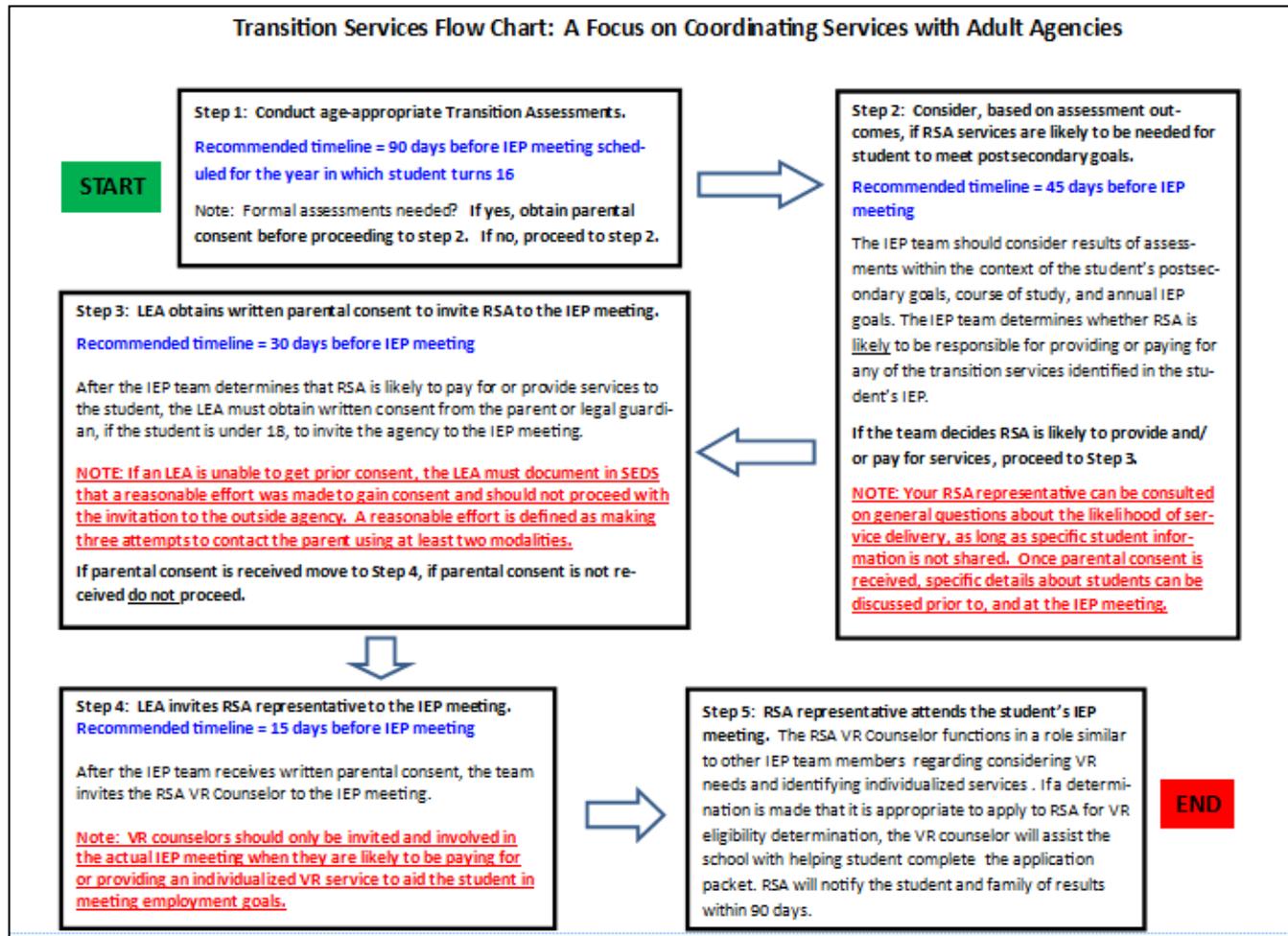
Implementations to Improve Secondary Transition Compliance Rates

- Webinars and LEA Onsite Technical Assistance
- Nuts and Bolts of Secondary Transitions
- Secondary Transition Process Toolkit
- Secondary Transition Focused Monitoring
- Partnership with Rehabilitative Services Agency
- Secondary Transition Community of Practice
- Secondary Transition Community Fairs
- **Secondary Transition Planning Tool**

Purpose of the Planning Tool

- The planning tool was created to assist LEAs with monitoring key secondary transition events
- The tool provides data on if students have a secondary transition plan in place and with a countdown to the student's upcoming 16th birthday
- The tool includes student-level data and recommended timelines for each key event in the secondary transition process
- The planning tool is aligned to the *Transition Services Flow Chart*

Transition Services Flow Chart



Recommended Timeline for Transition Services

Step Number	Task to be Completed	Recommended Timeline
1	Conduct age-appropriate Transition Assessments	90 days before IEP meeting
2	Consider, based on assessment outcomes, if RSA services are likely to be needed for student to meet postsecondary goals	45 days before IEP meeting
3	If RSA services likely, obtain written parental consent to invite RSA to the IEP meeting	30 days before IEP meeting
4	If consent obtained, invite RSA representative to the IEP meeting	15 days before IEP meeting

Key Report Fields

Transition Plan

- Yes or No—Whether or not there is a finalized Transition Plan in the student's IEP

IEP End Date

- Expiration date for current IEP in the student's SEDS records

Transition Assessments Due

- **90 days before student's next IEP meeting**—the recommended due date for the LEA to conduct age-appropriate Transition Assessments

RSA Consideration Due

- **45 days before the student's next IEP meeting**—the recommended due date for the LEA to consider if RSA services are needed to meet postsecondary goals

Parental Consent for RSA Invitation Due

- **30 days before student's next IEP meeting**—the recommended due date for the LEA to obtain parental consent to invite RSA to the IEP meeting

RSA Invitation Due

- **15 days before student's next IEP meeting**—the recommended due date for the LEA to invite RSA to the IEP meeting



DEMONSTRATION OF PLANNING TOOL

Next Steps

- The report will be produced quarterly, beginning in this month.
- Your LEA will receive your first report by January 11.
- LEA monitors will be reaching out individually during the month of January to review your report, answer any questions you may have, and problem-solve with you.
- ESSE will be available to provide additional on-site training by request.

Monitoring Team Contacts

Debra (Babb) Melville deborah.babb@dc.gov 810 First St., NE 8th Floor Desk: 202-741-0265 Cell: 202-957-0810	Damion Frost damion.frost@dc.gov 810 First St., NE 8th Floor Desk: 202-741-7634 Cell: 202-431-2544	Megan Williams megan.williams@dc.gov 810 First St., NE 8th Floor Desk: 202-741-0477 Cell: 202-256-5902	Denise Nedab deniseb.nedab@dc.gov 810 First St., NE 8th Floor Desk: 202-741-5521 Cell: 202-288-1396
*DCPS (Lead monitor) (STR & Other Findings)	*DCPS (IEV & REV)	*DCPS (On-Sites)	Achievement Prep
Apple Tree Early Learning	Academy of Hope	Briya (formerly Educ Strengthens Families)	Bridges
Center City	Basis	DC Bilingual	Creative Minds
Cesar Chavez	Capital City	DC International	Democracy Prep (formerly Imagine SE)
Children's Guild	Cedar Tree	DC Preparatory	Eagle Academy
Department of Youth & Rehabilitation Svcs (DYRS)	Center for Inspired Teaching	Maya Angelou	Elsie Whitlow Stokes Community Freedom
DC Scholars	Community College Prep	Mundo Verde Bilingual	Friendship
Kingsman Academy (formerly Options)	E L Haynes	Sela	Harmony School of Excellence
Lee Montessori	Excel Academy	Somerset	Howard University Middle
Monument	Ingenuity Prep	Washington Global	IDEA
Potomac Preparatory	KIPP		Imagine Hope Community
SEEDS	LAMB		Mary McCleod Bethune
Two Rivers	Meridian		National Collegiate
	Perry Street Prep		Washington Math Science Technology (WMST)
	Washington Latin		Washington Yu Ying PCS
			Shining Stars

Teaching & Learning

Contact Information for STR Training

Ms. Celina Ketelsen

Secondary Transition Specialist

Training & Technical Assistance Unit

Division of Elementary, Secondary, and Specialized
Education

Email: Celina.Ketelsen@dc.gov

Phone: 202-727-1675

Data Team Contacts

Dr. Karmen Rouland

Director, Technical Assistance, Support, and Training

Division of Data, Accountability, and Research

Email: Karmen.Rouland@dc.gov

Phone: 202-724-7789

Ms. Danyelle Ireland

Program Analyst, Data

Division of Data, Accountability, and Research

Email: Danyelle.Ireland@dc.gov

Phone: 202-727-3434

**Thank you for your
participation!**