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What is Transition Planning?

A **transition plan** is the Individualized Education Program (IEP) that outlines **transition** goals and services for the **student**. The **transition plan** is based on a high **school student's** individual needs, strengths, skills, and interests beginning at age 14.

The transition IEP is regulated by **Individuals with Disabilities Act (IDEA) 2004** and **Indiana Article 7, 2010**. Both regulations outlined transition services to be a coordinated set of activities for a student with a disability focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-high school activities.

Transition planning is a critical element for students with disabilities at the secondary level as they prepare for college, careers, and community life. Beginning at **age 14**, what was once referred to as an Individual Education Program (IEP) becomes a Transition Individual Education Program (Transition IEP), and all elements of planning begin to focus on a student's long-term, postsecondary goals.

Simply stated transition planning is a thoughtful process which includes:

- the student
- developing measurable goals in the areas of Education/Training, Employment, and Independent Living based upon an age-appropriate transition assessments
- goals updated annually
- documentation regarding whether the student will pursue a high school diploma or certificate of completion
- measureable annual Transition IEP goal(s) related to the student's transition service needs
- transition services in the Transition IEP that will enable the student to meet his or her postsecondary goals
- evidence that representatives of the agency(ies) were invited to the Transition IEP meeting as per appropriate prior consent
- transition services include a course of study that focuses on improving the academic and functional achievement of the student to facilitate their movement from school to post-school activities.

Preparing for Transition from School to Adult Life

An overview of Article 7

Transition IEP - An IEP that is in effect when the student enters into 9th grade or becomes 14 years of age, whichever occurs first, or earlier if determined appropriate by the CCC.

TRANSITION INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

The case conference committee (CCC) must develop a transition IEP that will be in effect as soon as one of the following occurs:

- The student enters grade 9;
- the student turns 14; or
- the CCC determines the need.

The student must be invited to the transition CCC meeting. If the student does not attend the meeting, the school must ensure the student's interests and preferences are considered. In developing an appropriate Transition IEP for the student, the school must collect and analyze data from age appropriate transition assessments. Age appropriate transition assessments are used to identify the student's strengths, preferences, and interests. The assessments also help identify transition services needed to assist the student in reaching the student's postsecondary goals. The CCC must use all of the information from the age appropriate assessments when developing the student's Transition IEP.

Additional Components of a Transition IEP

A transition IEP is similar to the IEP, but the main focus is to develop a plan to help the student move from high school to adult life. A transition IEP must include:

- Present levels of academic achievement and functional performance
- Measurable postsecondary goals related to training, education, employment, and (if appropriate) independent living skills
- Annual goals which are reasonably designed to enable the student to meet postsecondary goals
- Courses that the student needs to take while in high school to reach postsecondary goals

- Documentation of whether the student will work toward a high school diploma or a certificate of completion
- The transition services needed to help the student reach the postsecondary goals
- The names of the individuals or agencies who will provide the transition services and
- Documentation that the *CCC* reviewed and provided information to the parent on the kinds of adult services available through the state or local community, if appropriate.

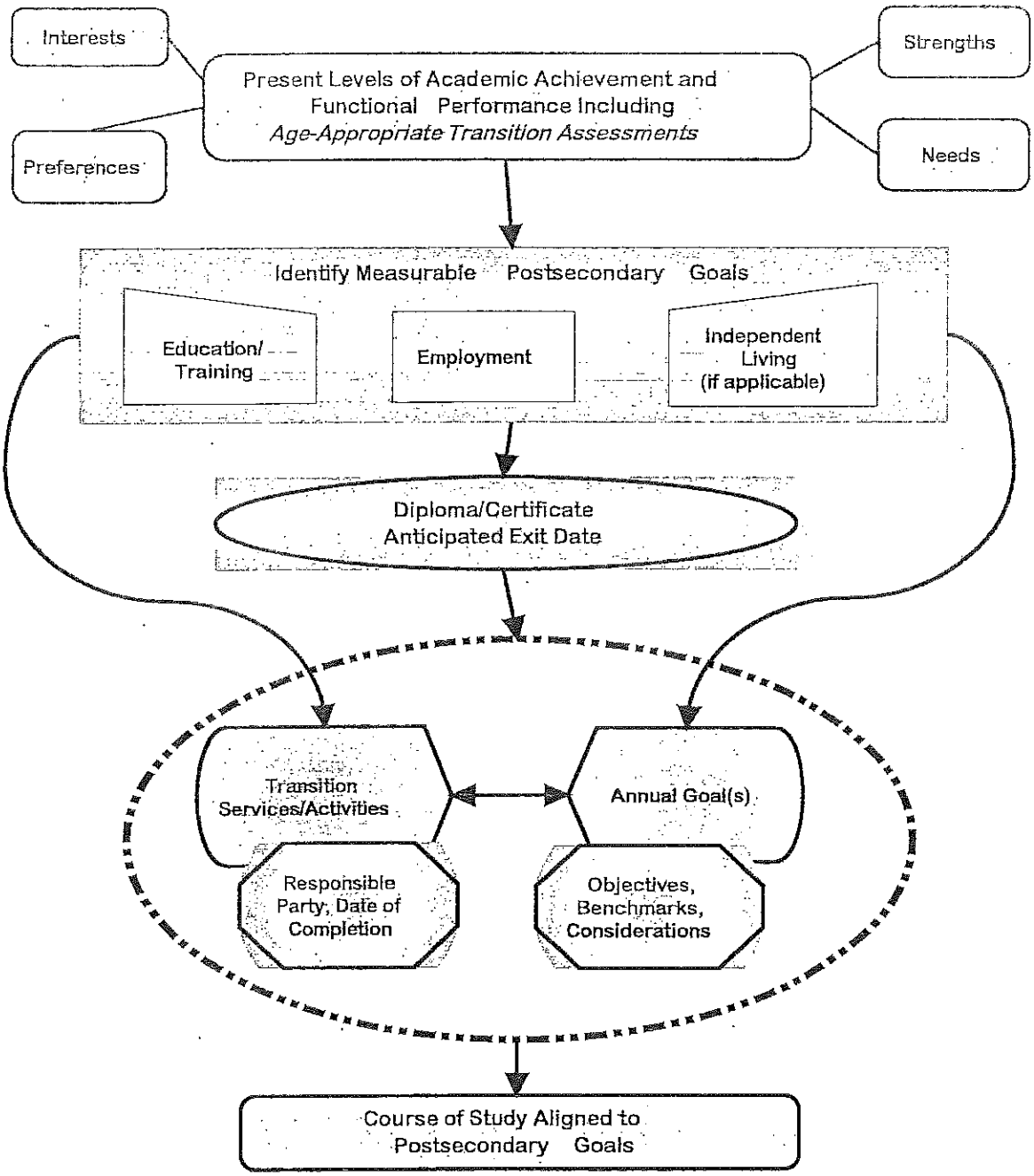
Participation of Vocational Rehabilitation or Other Transition Service Providers in the Transition IEP

The school must obtain written consent from the parent or adult student before sharing confidential student information with a person from any outside agency that provides transition services, such as Vocational Rehabilitation, or before inviting an outside agency to attend the *CCC* meeting.

Vocational Rehabilitation or Other Transition Service Providers in the Transition IEP *CCC*

The school must obtain written consent from the parent or adult student before sharing confidential student information with a person from any outside agency that provides transition services, such as Vocational Rehabilitation, or inviting an outside agency to attend the *CCC* meeting.

TRANSITION IEP



NOTE: Discuss all other applicable IEP components

Transfer of Rights

When a student turns 18 years of age, the special education rights given to the parent under federal and state special education laws transfer to the student unless a guardian or educational representative has been appointed for the student. The rights transferred to the student at age 18 include:

- consenting to evaluations;
- requesting and attending CCC meetings
- inviting others to attend a CCC meeting
- taking action if the student disagrees with the school's proposed IEP; and requesting mediation or a due process hearing.

At a CCC meeting before the student turns 17 years of age, the school must provide the parent and the student with written notice that the rights will transfer to the student at the age of 18. The school must also provide the student and the parent with written notice that the rights have transferred at the time the student turns 18 years of age, unless a guardian or educational representative has been appointed for the student. The school will continue to send all written notices to both the student and the parent, but the student of legal age has the right to make educational decisions and take the same actions the parent could take before the student turned 18 years of age.

Guardians

A guardian is a person appointed by a judge to make decisions for an incapacitated individual. To be considered incapacitated, a judge must first determine that a student who is 18 years of age or older lacks sufficient understanding or capacity to make responsible decisions.

Appointing an Educational Representative

If a guardian has not been appointed, the school may appoint an educational representative in either of the following situations:

1. The student makes a written request for a representative to be appointed.
    - The school must appoint the student's parent to serve as the educational representative. If the student's parent is not available, the school must appoint trained educational surrogate parent.

- The student may ask that the educational representative be removed or replaced at any time. The student's request to no longer have an educational representative must be made in writing to the school.

2. Two qualified individuals (see list below) examine or interview the student and certify in writing that the student is not able to give informed consent. This means the student is unable to:

- Consistently understand the nature, benefit, and consequences of the services or other program options offered by the school
- Make rational educational decisions based on the benefits and consequences of one service or program over another, and
- Communicate his understanding of the decision in a meaningful way.

A qualified individual must be:

- A physician with an unlimited license,
- A licensed nurse practitioner,
- A licensed clinical psychologist,
- A licensed psychologist,
- A licensed school psychologist, or
- A licensed clinical social worker.

The 2 individuals cannot be related to the student, and only 1 of the 2 can be employed by the school.

The school is not responsible for the costs of the examination by someone not employed by the school. When the school receives the written information from both individuals, the school will appoint an educational representative. An educational representative may be appointed up to 60 calendar days before the student's 18th birthday or any time after that if appropriate.

Summary of Performance (SOP)

When a student graduates with a high school diploma, leaves high school with a certificate of completion, or exceeds the age of eligibility to receive special education services (turns 22 during the school year), the school must provide the student with a written summary of the student's academic achievement and functional performance. The summary of performance (SOP) is a written plan that describes what the student has achieved and provides recommendations for helping the student achieve the student's goals for life after high school.

The SOP should include the following basic items, but may include more:

- Basic demographic information about the student (name, address, date of birth, etc.).
- The student's goals for after high school that take into account the student's educational program and the student's interests, preferences, and strengths.
- A summary of the student's academic achievement and functional skill levels.
- Recommendations on what services and supports the student may need to reach the goals for after high school, such as accommodations, modifications, or assistive technology.

Moving on after High School
How Vocational Rehabilitation Services can Help

What is Vocational Rehabilitation Services and how can they help me?
Vocational Rehabilitation Services (VRS) is a State and Federally funded program that works with people who have disabilities (including mental health and learning disabilities) to assist them in reaching their employment goals.

What types of services are provided through VRS?
All services provided by VRS depend on your eligibility for services, severity of impact disability has on employment, and are based on your employment goal. Some of the services that VRS can assist with include:

- ✓ Evaluations to determine eligibility and services necessary to achieve the vocational goal
- ✓ Vocational guidance and counseling
- ✓ Discovery services such as job shadows, situational assessments, and work experiences
- ✓ Training to improve job skills including assistance with college (depending on financial aid application)
- ✓ Job placement and follow up on the job to assure success
- ✓ Other services deemed necessary to assist you with reaching your employment goals

How to I apply for VRS services?
To apply for services or if you have questions about the program, please call the Vocational Rehabilitation office that covers the county where your home is located.

Counties: Jasper, La Porte, Porter, Pulaski, & Starke
Call (219) 462-0521 or (877) 847-9888

Counties: Marshall & Saint Joseph
Call (574) 232-4861 or (877) 282-0964

Counties: Carroll, Cass, Fulton, Howard, Miami, Tipton, & White
Call (765) 455-5020 or (877) 715-5294

Eric Holcomb, Governor
State of Indiana

Division of Disability and Rehabilitative Services
402 W. WASHINGTON STREET, P.O. BOX 7083
INDIANAPOLIS, IN 46207-7083
1-800-545-7763

Pre-Employment Transition Services

The Workforce Innovation and Opportunity Act (WIOA) amended the Rehabilitation Act of 1973 and requires Vocational Rehabilitation (VR) agencies to set aside federal funds for the provision of Pre-Employment Transition Services (Pre-ETS) to "students with disabilities who are eligible or potentially eligible for VR services." This is a great opportunity to ensure students have access to meaningful career planning in order to help with the seamless movement from high school to employment or post-secondary training.

What are Pre-Employment Transition Services?

The five core services of Pre-ETS are listed, along with examples of those services (Pre-ETS is not limited to the examples listed):

1 Job exploration counseling
   - Discussion of students' vocational interests
   - Review of local labor market and in-demand industries and occupations
   - Non-traditional employment options
   - Identification of career pathways of interest to the students
2 Work-based learning experiences
   - Apprenticeships and job shadowing
   - Paid and non-paid internships and/or work experiences
   - Informational interviews
   - Volunteering
3 Counseling on postsecondary opportunities
   - Gaining awareness of career pathways
   - Promoting participation in postsecondary education
   - Attending college fairs and tours
   - Accessing services and supports from agencies that assist peoples with disabilities
4 Workplace readiness training
   - Receive training on communication, problem solving, and other specific social and interpersonal skills as well as independent living skills.
5 Instruction in self—advocacy
   - Training on self-awareness, disclosure of disability, and knowing individual rights and responsibilities.

Who is a "Student with a Disability"?

A student with a disability is an individual with a disability in a secondary, postsecondary, or other recognized education program who:

- is between the ages of 14 and 22 years old
- is eligible for, and receiving, special education or related services under Part B of the Individuals with Disabilities Education Act (IEP, 504 plan)

Currently, there are nine pre-ETS contractors, who are collaborating with other providers, to deliver pre-employment transition services in approximately 57 counties statewide (though not yet to every school in these counties). Please contact the following individuals to determine if pre-ETS is available in your school:

GAP-LOC Coalition: Lake, Porter, LaPorte, Elkhart, Allen, St. Joseph, & Huntington counties.
Contact: Kathleen Savich, Kathie.Savich@oppent.org

Sycamore Services: Dubois, Gibson, Perry, Pike, Posey, Spencer, Vanderburgh, Warrick, & Vigo counties. Contact: Pattie Sebanc, PSSEBANC@sycamoreservices.com

New Horizons: Dearborn & Ripley counties.
Contact: Marie Dausch, mdausch@nhrinc.org

PEAK: Pulaski, Fulton, Cass, Starke, Grant, Carroll, Marshall, Kosciusko, White, Jasper, St. Joseph & Miami counties. Contact: Greg Packard, gpackard@peakcommunity.com

Aspire: Madison & Delaware counties.
Contact: Tina Skeel, tina.skeel@aspireindiana.org

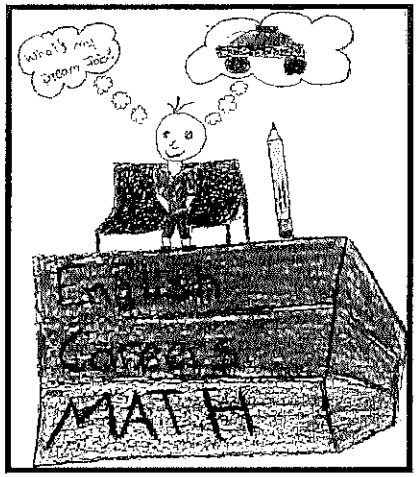
Bona Vista: Howard, Grant, Tipton, Miami, & Wabash counties.
Contact: Meredith Freeman, mrfreeman@bonavista.org

Stone Belt: Monroe, Owen, Browne, Lawrence, Bartholomew, Knox, Decatur, Martin, Davies, Green, Sullivan, Jennings, & Jackson (only Seymour) counties.
Contact: Bitta DeWees, bdewees@stonebelt.org

Easter Seals Crossroads: Boone, Hamilton, Hancock, Hendricks, Johnson, Marion, Morgan, Shelby, & Rush counties.
Contact: Bruce Schnaith, bschnaith@eastersealscrossroads.org

ARC of Northeastern Indiana: Allen & Lagrange counties.
Contact: Thomas Summerville, tsummerville@esarc.org

For further information, please contact either Will Colteryahn at (317) 232-1966 or william.colteryan@fssa.in.gov or Jonathan Kraeszig at (317) 232-1964 or jonathan.kraeszig@fssa.in.gov.



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Aubrey Koons

What is Pre-Employment Transition Services?

Providing employment guidance to students with disabilities who need help or instruction and might require Vocational Rehabilitation Services after high school.

Teaching 5 Core areas of employment and transition:

-Job exploration

-Work-based learning

-Post secondary education

-Work readiness training

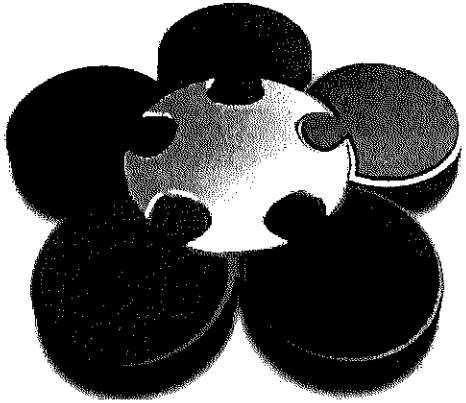
-Self advocacy

Training provided by:
Peak Community Services & Cardinal Career Links

Funded By Indiana Vocational Rehabilitation

Pre-Employment Transition Services

EMPOWERING GUIDANCE



CONTACT & SCHEDULING INFORMATION:

Employment Transition Coordinator
Sandie Gibson

574.753.4104 x 212
574.946.6188 x 212

sgibson@peakcommunity.com

53 West Lake St., Knox
1416 Woodlawn Ave., Logansport
1104 S US Hwy 35, Winamac

CLASSES AND INSTRUCTION:

The employment service providers will be scheduled to present six to nine week classes each semester at your local high school. Students will be asked to sign up for these classes in advance.

Each class will cover one of the five core areas of Pre-Employment Transition: Job exploration, work-based learning, post-secondary, work readiness training, and self advocacy. We will also work on a portfolio for each student enrolled in the class where he or she will receive: a resume, cover letter, list of skills, & community resources/employers.

We will also offer "pop-up" classes for those students unable to attend the weekly classes will be asked to participate in a onetime class that will cover all five areas and give the students the option of individual instruction if needed.

These classes are **SUPER** important for every student with an IEP or 504 plans. Vocational Rehabilitation of Indiana has now implemented "Order of Selection" for all new clients. Please visit their website for more information:

FSSA Website:
https://www.in.gov/fssa/ddrs/2636.htm

Order of Selection Info:
https://www.in.gov/fssa/ddrs/5285.htm

5 CORE AREAS

Job Exploration Counseling includes surveys, assessments, and information about different career websites.

Work-Based Learning Experience includes paid and non-paid work experience, job shadows, situational assessments, and internships

Post Secondary Education includes looking at different career paths, training opportunities, and colleges.

Work Readiness Training includes information on soft skills, social skills, and problem solving.

Self-Advocacy includes information on self-awareness, disability disclosure, and client rights and responsibilities.

For information on setting up classes or individual instruction please contact

Employment Transition Coordinator
Sandie Gibson at:
sgibson@peakcommunity.com

or at the phone numbers listed on the front of this brochure.

PROVIDER OVERVIEW

Peak Community Services and Cardinal Services are passionate about helping students find appropriate & meaningful employment. These companies bring the benefit of historic relationships to this effort. We have established relationships with area businesses, our local vocational rehabilitation office, and its counselors. These positive relationships not only reflect upon our agencies, but they also show businesses that we respect their needs and interests.

CareerLinks
Division of Cardinal Services

PEAK
Community Services

Serving the following counties:
Carroll, Cass, Fulton, Jasper, Kosciusko, Marshall, Miami, Pulaski, Starke, St. Joe, White & Whitley

Adult Service Providers

Service Resources

Joint Educational Services in Special Education (JESSE)

(574)936-2627
www.jesse.k12.in.us
Facilities services to schools and families to meet transitional needs.
Lisa Rizek, Transition Facilitator

ADEC

(574) 536-1435
http://adecinc.com/
Provides family members or persons with disabilities needing assistance in understanding how to get connected with the right state agency and to get the help they need.

Arc of Indiana

(800) 382-9100
www.arcind.org
Provides information, referrals, and advocacy regarding services for people with disabilities.

Area Agencies on Aging

(800) 986-3503
www.in.gov/fssa/da/3478.htm
Provide case management, information, and referrals to various services for persons who are aging or disabled.

About Special Kids (ASK)

(800) 964-4746
www.aboutspecialkids.org
Provides information, peer support to families of youth and young adults with special needs.

Bureau of Developmental Disabilities

(800) 457-8283
www.in.gov/fssa/ddrs/2639.htm
Services for individuals with developmental disabilities that enable them to live as independently as possible in their community.

Cardinal Services

(574) 935-4022
http://cardinalservices.org/contact/#
Provides day services, group home living, community living, and career links.

Center for Youth & Adults With Conditions of Childhood (CYACC)

(866) 551-0093
https://www.rileychildrens.org/departments/center-for-youth-adults-with-conditions-of-childhood
Provides consultation for youth and adults preparing to transition from pediatric to adult health care as well as all related issues for a successful transition to adulthood.

Indiana Council on Independent Living

(317) 232-2029
www.icoil.org/#!resources/cr2d
Provides information and peer support to individuals with disabilities regarding independent living services.

Indiana Legal Services

(800) 288-8121
www.indianalegalservices.org/
Provides civil legal assistance to low income people throughout Indiana.

Indiana Protection and Advocacy Services

(800) 622-4845
http://www.in.gov/ipas
Provides information and support about the rights of children and adults with disabilities.

Indiana Secondary Transition Resource Center (IIDC)

(812) 855-6508
http://www.instrc.indiana.edu
Center on Transition provides resources and technical assistance to families and professionals.

Marshall-Starke Development Center, Inc
(800) 852-9354
marshall-starke.org
Provides comprehensive rehabilitative, vocational, and educational services to disabled individuals.

Medicaid/Hoosier Healthwise
(800) 889-9949
www.indianamedicaid.com
Public health insurance for children, young adults, and those with Disabilities.

Mental Health America of Indiana
(800) 555-6424
www.mhai.net
Resource for services to address mental health needs.

Pathfinders Services, Inc.
(800) 833-1571
pathfinderservices.org
Provides supported independent living, group home living, community integration/day services, and structured family caregiving for children through adulthood.

Self Advocates of Indiana
(317)977-2375
www.arcind.org/self-advocates-of-indiana
Statewide advocacy organization that empowers people with intellectual disabilities.

Social Security Administration
(800) 772-1213
www.ssa.gov
Provides cash assistance to low income children and adults with disabilities.

Vocational Rehabilitation Services

(800) 457-8283
www.in.gov/fssa/ddrs/2636.htm
Provides individualized services to enhance and support people with disabilities to prepare for, obtain or retain employment.

Education Resources

Department of Education

(877) 851-4106
www.doe.in.gov/specialed
Special Education programs for eligible children who qualify from the ages of 3 through 21.

Indiana Postsecondary Education Coalition

(812) 855-6508
www.thinkcollegeindiana.org
Provides information on postsecondary education for people with intellectual disabilities.

IN*SOURCE

(800) 332-4433
www.insource.org
Provides information about special education process and provides IEP support to families.

Recreation Resources

Special Olympics

(800) 742-0612
www.soindiana.org
Provides year-round sports for children and adults with intellectual disabilities.

Rehabilitation Hospital of Indiana Sports

(317) 329-2000
http://rhin.com/rhi-sports-program
Provides year-round sports for individuals with physical disabilities.