



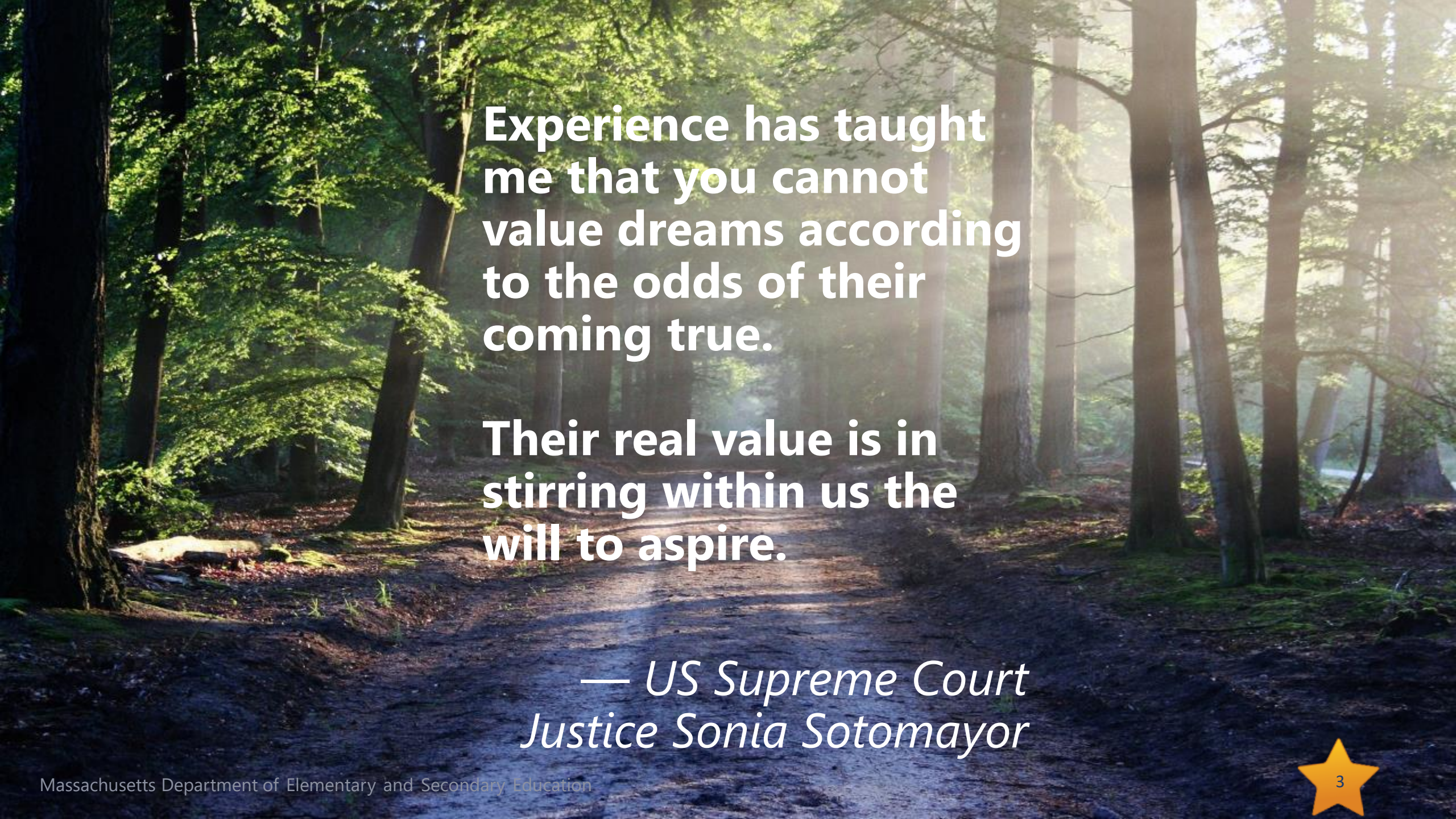
Secondary Transition: Envisioning the Way Forward

MA Administrators of Special Education
October 18, 2019



Our dream is for “all public school children to be well prepared for the future and achieve their aspirations.”

-- *Our Way Forward*, p. 2

A photograph of a forest path. Sunlight filters through the trees, creating a warm, golden glow. The path is covered in fallen leaves and moss. Tall, slender trees line the path, their trunks casting long shadows. The foliage is lush and green.

Experience has taught
me that you cannot
value dreams according
to the odds of their
coming true.

Their real value is in
stirring within us the
will to aspire.

— *US Supreme Court
Justice Sonia Sotomayor*

Purposes of IDEA

...to ensure that all children with disabilities have available to them a free and appropriate public education that emphasizes special education and related services designed to meet their unique needs and **prepare them for further education, employment, and independent living....**

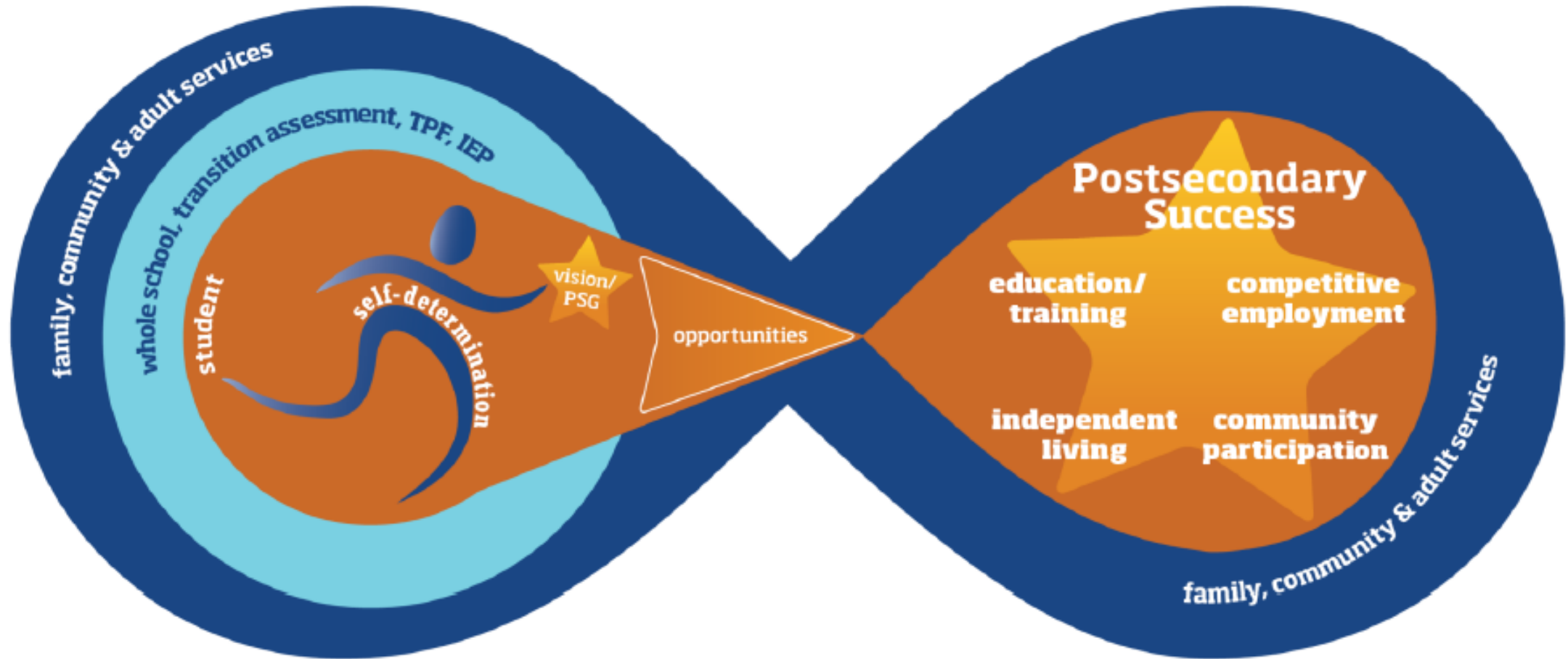
20 USC §1400(d)(1)(A)

Secondary transition services in federal law

- A **coordinated** set of activities for a child with a disability that 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.

-- IDEA 2004: 34 CFR 300.43

Massachusetts Student-Driven Secondary Transition Model



"There is a growing awareness... that we must **more closely match students' daily experience in school with the expectations they will encounter** in college, in their careers, and as citizens navigating a complex world."

-- *Our Way Forward*,
p. 3



MA Definition of College and Career Readiness and Civic Preparation



Secondary Transition and *Our Way Forward*

- Student engagement
- Assessment
- Learning beyond the classroom
- Evidence-based practices
- Families as true partners
- Other collaborations





"...Student engagement is core to achievement – and yet engagement levels drop precipitously the longer students are in school."

-- Our Way Forward, p. 4

Research has spoken: Self-determination is essential.



- Throughout the school year, how does your district support students to:
 - Understand, evaluate, and express their strengths and challenges to a variety of adults and peers, across environments?
 - Track their own progress?
 - Find and benefit from a supportive mentor?
 - Know their rights under the law?

<https://fcsn.org/linkcenter/transition-resources/brochures>

Student-Led IEPs

- Possible questions for students at IEP meetings:
 - What are you proud of?
 - What do you worry about?
 - If you had an IEP before, which goals from your last IEP did you reach?
 - What helped you reach your goals?
 - What kept you from reaching your goals?
 - Thinking about the conversation so far, do you think the plans will help you learn and grow this year? Why/why not?

* Seekonk * Sturgis Charter * Lexington * Wellesley * Beverly * Newburyport * North Attleboro * Central Berkshire * Seven Hills Charter * Rising Tide High School * Boston Collegiate Charter *

Resources on Student-Led IEPs

- *Getting the Most Out of IEPs: An Educator's Guide to the Student-Directed Approach* by Colleen A. Thoma and Paul Wehman
- Student-Directed Transition Planning resources from the Zarrow Center at the University of Oklahoma, <http://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/student-directed-transition-planning>
- *Supporting Student-Led Transition Planning for Students with Emotional Behavioral Disturbance* (UMass Medical)
<http://umassmed.edu/contentassets/7ffeebde6274601b3baa4de4a33b630/updated-test-guides/student-led-support-pre-pub.pdf>

My Career and Academic Plan (MyCAP)

- MyCAP Process

- Student-directed
- Multi-year no later than grade 9
- Implemented in structured setting
- Caring adult advocate
- Connect academic learning with future plans



- MyCAP Instrument

is an electronic platform that captures the learning and documents the achievement of learning objectives at each grade level

- The platform may include an ePortfolio capturing artifacts of growth and learning
- Is an online platform such as Naviance, MEFA Pathway, or MassCIS
- Captures student goals, interests, barriers, and action steps



My Career and Academic Plan (MyCAP)

- Why MyCAP?
 - Student-driven
 - Student voice
 - Student choice
 - Allows students to make connections between what they do now and future plans
 - Facilitates communication between school and home
 - Documents learning
 - Process and platform



College and Career Advising (CCA)

CCA is a framework in which school teams can build a scope and sequence of learning objectives focused on the three domains of college and career readiness: (1) personal/social development, (2) career development and (3) academic learning.

- Best practices:
 - Whole-school program
 - Scope and sequence created by a team including a counselor, administrator and at least one teacher (or two with one being a specialist- SPED, EL, etc.)
 - Counselor-led but not sole responsibility - some activities/lessons can be implemented by other school staff, within core content, in advisory programs, etc.
 - **ALL students are engaged in their own individual postsecondary planning**



College and Career Advising (CCA)/My Career and Academic Plan (MyCAP)

- 3 workshops offered regionally (4 locations)
 - SY 18/19 Cohort: 80 high schools
 - Participants: school counselor, administrator, teacher, “other” (special ed teacher, CTE shop teacher, additional school counselor, etc.)
- **To register a team for the 2019-2020 Cohort:** <http://sgiz.mobi/s3/2019-2020-MA-CCA-PD-Team-Sign-Up>
 - Teams will design a comprehensive scope and sequence of lessons and activities for CCA and MyCAP, and create an implementation plan for their district.
- **More information:** Lisa Harney, lharny@doe.mass.edu



“Innovative Assessment Design. Kaleidoscope participants will work with DESE on new performance-based tests and pilot other ideas for broader and deeper measures of student learning and school outcomes.”

-- *Our Way Forward*, p. 11



A Transition frame of mind

Any assessment that is conducted when a student with an IEP is aged 14-22 can be viewed as a transition assessment, because it affords information which can be utilized to **discern the student's vision; understand the student's needs, strengths, preferences, and interests; and measure progress** towards the acquisition of skills.



An individualized, question-driven process



The number and type of assessments
which are appropriate to conduct for
each student is determined
**by the number and type of questions about the student
for which answers are needed.**

Transition Assessment Requirement - The Four Secondary Transition Domains:

- Postsecondary Education/Training
- (Competitive) Employment
- Independent Living
- Community Participation

What information do we **already have** about this unique student in each transition domain?



What do we **need to find out** about this unique student in each transition domain?



Conduct Transition Assessment, to obtain needed information in any or all of the domains, as appropriate for each unique student.
Not every student needs assessment in every domain, because the IEP Team may already have all of the information it needs.

- What are the student's needs and strengths in each domain?
- What does the student want to be or do in adult life, in each domain?
- What is the fit between the student right now and the adult life they want for themselves, in each domain?
- What skills (if any) does the student need to build in each domain, in order to move closer to the desired future?

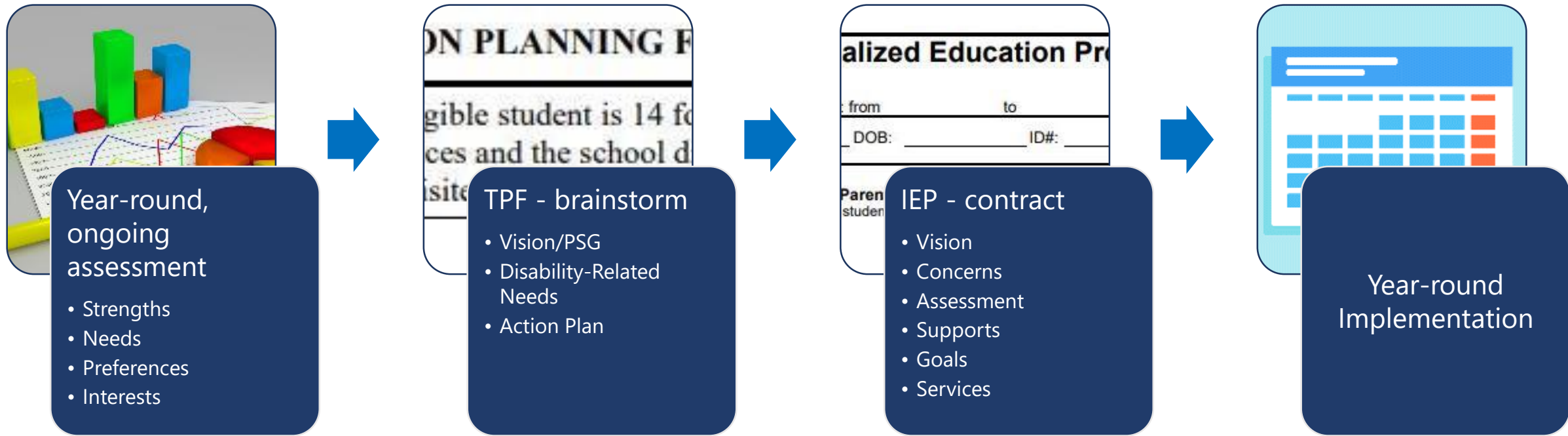
Resources on transition assessment

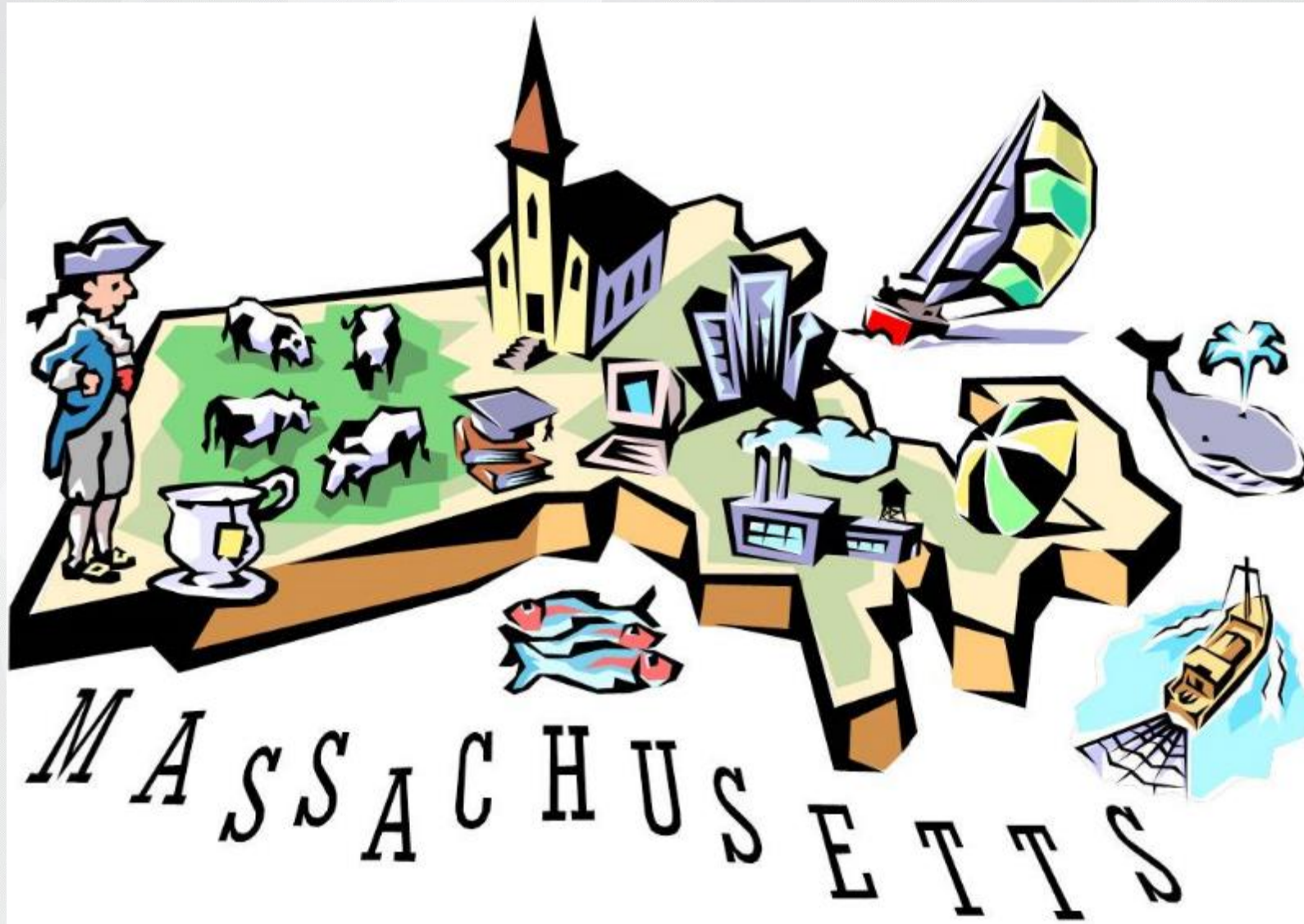


- *Technical Assistance Advisory SPED 2014-4: Transition Assessment in the Secondary Transition Planning Process*, www.doe.mass.edu/sped/advisories/2014-4ta.html
- Transition Coalition assessment reviews: <https://transitioncoalition.org/tc-assessment-reviews/>
- NTACT Age-Appropriate Transition Assessment Toolkit: https://www.transitionta.org/system/files/toolkitassessment/AgeAppropriateTransitionAssessmentToolkit2016COMPLETE_11_21_16.pdf?file=1&type=node&id=1112

<https://fcsn.org/linkcenter/transition-resources/brochures/>

Secondary Transition IEP Process: The Big Picture





"We must also accelerate our efforts to connect students to relevant **learning opportunities beyond the classroom, such as internships, community-based learning, innovation pathways, early college, and vocational education.** These experiences break down the barriers separating education from work, enabling students to further build their skills and apply their growing expertise in real-world settings."

An All-Student Perspective

- Students with IEPs aged 14-17
 - They need secondary transition planning and services, too!
 - This includes assessment in the four domains, beyond the interest inventory.
 - Look through a transition lens at general education...
 - ...but also remember their entitlement.



High Quality Career Pathways – Guiding Principles

1. Equitable Access

- Underrepresented populations, including students with disabilities

2. Guided Academic Pathways

3. Enhanced Student Support

- Integration with special education staffing and supports

4. Connection to Career

5. Effective Partnerships

- Colleges, workforce boards, employers

High Quality Career Pathways

Massachusetts Early College Designation (April 2019):

- Boston Public Schools
- Chelsea Public Schools
- Fitchburg Public Schools
- Framingham Public Schools
- Gardner Public Schools
- Haverhill Public Schools
- Holyoke Public Schools
- Lawrence Public Schools
- Leominster Public Schools
- Lowell Public Schools
- Lynn Public Schools
- Marlborough Public Schools
- Milford Public Schools
- Nashoba Valley Technical High School
- New Heights Charter School of Brockton
- Salem Public Schools
- Sizer School, A North Central Charter Essential School
- Springfield Public Schools
- Westfield Public Schools
- Worcester Public Schools

Massachusetts Innovation Pathways Designation (June 2019)

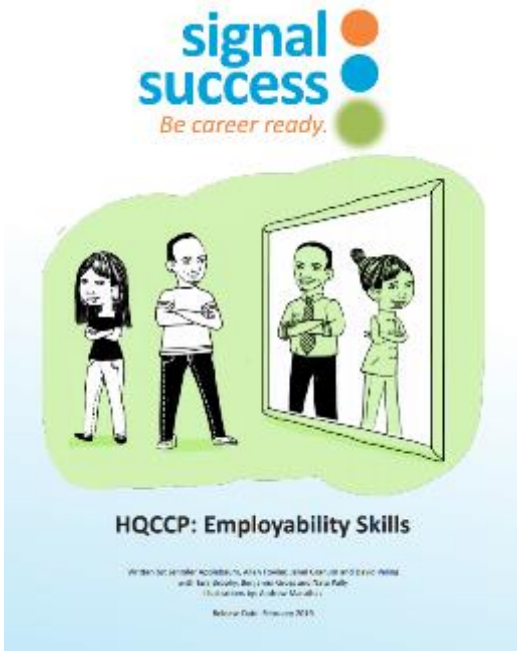
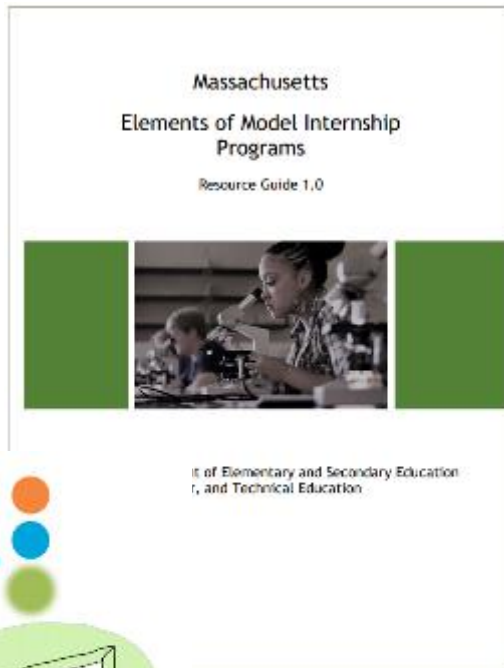
- Agawam Public Schools
- Atlantis Charter School
- Berkshire Hills RSD
- Boston Public Schools
- Brockton Public Schools
- Burlington Public Schools
- Danvers Public Schools
- Dudley Charlton Public Schools
- Everett Public Schools
- Lowell Public Schools
- Mashpee Public Schools
- Nantucket Public Schools
- Northampton Public Schools
- Northbridge Public Schools
- Norwood Public Schools
- Quabbin Regional School District
- Tewksbury Public Schools
- Uxbridge Public Schools
- West Springfield Public Schools
- Worcester Public Schools

Industry-recognized credentials (IRCs)

- State taskforce:
 - How much value does each IRC have to students?
 - What is the granting entity? Cost? Requirements to earn?
 - Which IRCs do students currently earn?
- SIMS fields: DOE047, DOE048, DOE049



Work-and-learning



- *Signal Success Work Readiness Curriculum*, http://massconnecting.org/default.asp?entity_id=491 For students in high schools that offer internships, cooperative education or other youth employment programs, The training materials help students to get ready for an internship or other type of placement in a business or community setting.
- *Elements of Model Internship Programs*, http://massconnecting.org/files/resources/Elements_of_Model_Internship_Programs_Resource_Guide_1.0.pdf.
- Massachusetts Work-Based Learning Plan, <http://www.skillslibrary.com/wbl.htm>
- Upcoming guidance on *Equitable Access for Students with IEPs in Career Technical Education*.
- Pre-Employment Transition Services (Pre-ETS)

MA Inclusive Concurrent Enrollment Initiative (MAICEI)

- 14 college-school partnerships to support students with intellectual/developmental disabilities who are:
 - 18 to 22, have not passed MCAS, and have an IEP;
 - 20 to 21, have passed MCAS, but are still eligible for special education services





In addition to learning from home-grown innovation, we must also broaden awareness of **evidence-based strategies** from research, highlight examples of this work in action, and use the resources of the state to support further adoption.

-- *Our Way Forward*, p. 7

Evidence-based strategies

- National Technical Assistance Center on Transition (NTACT)
Predictors of Post-school Success,
<https://www.transitionta.org/postschool>
 - Predictor Implementation School/District Self-Assessment,
https://www.transitionta.org/system/files/resourcetrees/Predictor_Self-Assessment2.0_April2019.pdf?file=1&type=node&id=1665
- www.MAToolsForSchools.org, resources aligned to turnaround practices and the new MTSS Blueprint
- The How Do We Know? Initiative,
<http://www.doe.mass.edu/research/howdoweknow/>
- CEC's High Leverage Practices, <https://highleveragepractices.org/>

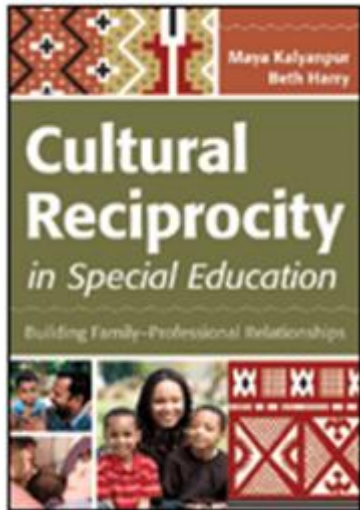
“Families are schools’ first essential partner. Principals and teachers must engage our **families as true partners.**”

-- *Our Way Forward*,
p. 6



Culturally different expectations: Cultural Reciprocity

- Increase mutual understanding via a two-way process in which students and families share their cultural norms and expectations with school professionals, and school professionals share theirs with families and students.



Cultural Reciprocity in Special Education: Building Family-Professional Relationships

Maya Kalyanpur and Beth Harry

Families as true partners in secondary transition

- Encourage families to be part of ongoing assessment throughout the year. **Explicitly value the data that parents share.**
- Transition is a student-driven process, yet most students will rely on their families for a lifetime. **Facilitate a respectful space** where dialogue can happen around student/family and family/school differences in expectations.
- Ensure that families understand and can participate fully in the transition process, from student age 14 onward.

Family Engagement Initiative

- Prenatal through Post-Secondary Family Engagement Framework
 - Input from 11 state agencies and over 500 stakeholders
 - Could be used in education, health, and human services
 - Implementation tools to be developed after framework roll-out in 2020
- 5-year Statewide Family Engagement Center grant from the U.S. Department of Education: Federation for Children with Special Needs is lead agency.
- DESE Family Engagement Specialist: build agency's internal capacity to support districts and schools
- Upcoming gap analysis: What are the family engagement needs in special education?
- Website: www.doe.mass.edu/FamComm/f_involvement.html
- Contact: Donna Traynham, dtraynham@doe.mass.edu or Martha Daigle, mdaigle@doe.mass.edu

DESE's Family Engagement definition

The primary goal of family engagement is to **facilitate shared responsibility** that contributes to the healthy development, learning, and growth of children - from the earliest ages into young adulthood. Family Engagement **builds relationships** between students, families, educators, and the community. These relationships over time develop into meaningful partnerships rooted in the **strengths and assets** of all. Effective family engagement is culturally responsive, collaborative, equitable, and respectful of diverse languages, norms, and values. Effective engagement strives to **eliminate barriers to participation**. These engagement practices take place in schools, in the community, and wherever students live and learn.

To graduate, or not to graduate? That is the question.

- Three **equally important** criteria:

- Meet local requirements
- Earn competency determination
- Receive FAPE



- DESE Graduation Information Page: www.doe.mass.edu/mcas/graduation.html
- Graduation brochure for families/students in 6 languages: <https://fcsn.org/linkcenter/transition-resources/brochures/>
- *Administrative Advisory SPED-2018-2: Secondary Transition Services and Graduation with a High School Diploma*, www.doe.mass.edu/sped/advisories/2018-2.html

Avoiding disputes

“At each annual IEP meeting, starting no later than age 14 and each year thereafter, the Team should **explicitly** discuss transition planning and services in **culturally proficient ways** and **document in the IEP** the following:

- the student's current progress toward meeting goals;
- needed academic and functional goals and objectives aligned with the student's postsecondary goals;
- the secondary transition services to be delivered during the upcoming year; and
- the specific anticipated year of graduation.”

-- *Administrative Advisory SPED-2018-2: Secondary Transition Services and Graduation with a High School Diploma*

"The State as a Partner...promoting collaboration and compromise across the education ecosystem."

-- *Our Way Forward*, p. 10



Interagency Teams

- Massachusetts Partnership for Transition to Employment
 - <https://employmentfirstma.org/mpte/>
 - Interagency Teams: schools, agencies, community providers, colleges, workforce boards, employers, etc.
 - Identify local needs or discontinuity in policies, procedures, services, and programs that hinder youth with disabilities from achieving positive outcomes;
 - Develop and improve local policies, procedures, systems, funding, and other mechanisms for providing seamless transition services to youth with disabilities and their families

Source: NCSET ESSENTIAL TOOLS — Interagency Transition Team Development and Facilitation,
<http://www.ncset.org/publications/essentialtools/teams/tool1.asp>

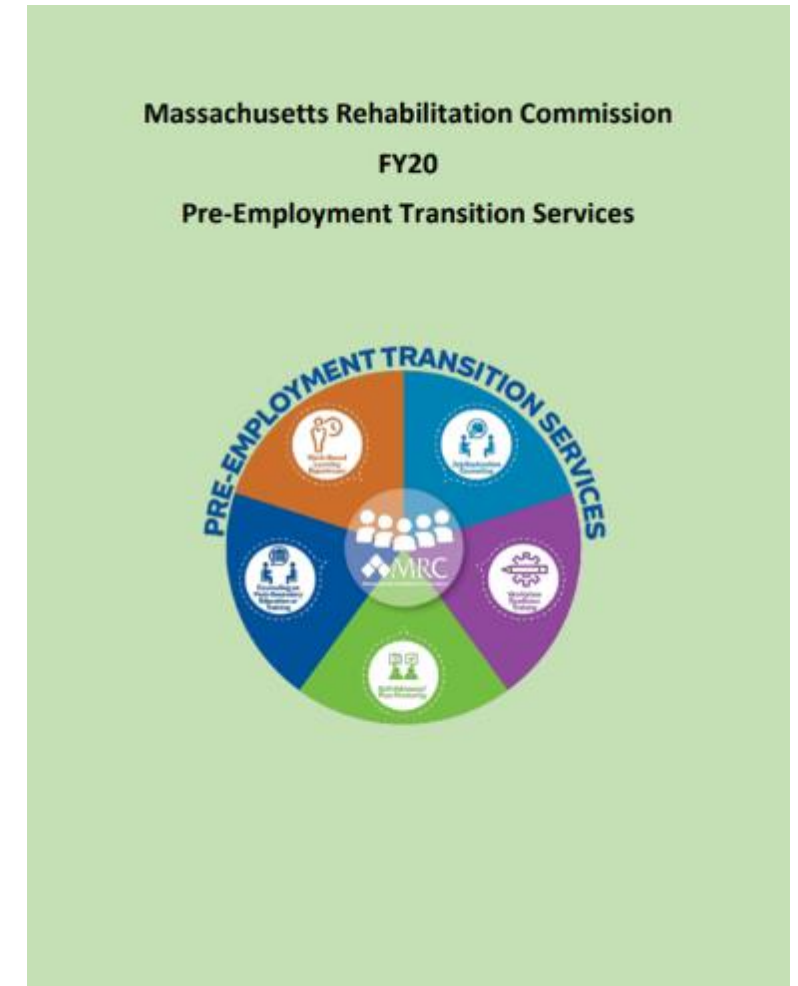
- Example: Shrewsbury Interagency Transition Team,
<http://www.shrewsburytransition.com/interagency-team.html>

Pre-employment transition services (Pre-ETS)

- **Workforce Innovation Act of 2014 (WIOA):**
 - Massachusetts Commission for the Blind (MCB)
 - Massachusetts Rehabilitation Commission (MRC)
- MCB Pre-ETS website: <https://www.mass.gov/service-details/pre-employment-transition-services-pre-ets>
- Technical Assistance Advisory SPED 2018-4: *Guidance on Massachusetts Commission for the Blind Pre-Employment Transitions Services*,
<http://www.doe.mass.edu/sped/advisories/2018-4ta.html>

Pre-ETS: MRC

- **Upcoming DESE/MRC advisory SY19-20.**
- Purpose of Pre-ETS: supporting students with disabilities 14-22 to develop employment skills.
- **Enrichment** to services students receive through IEP or 504 Plan. **Not an entitlement.**
- **Complementary services.**
- Statewide system of contracted Pre-ETS providers.



<https://www.mass.gov/service-details/pre-employment-transition-services-pre-ets-0>

Five Pre-ETS Services

Job Exploration Counseling

- Seminars or workshops on careers and required skills, career ladders and interest inventory

Workplace Readiness Training

- Development of transferable work skills which may include resume writing, interview skills and professionalism

Work-based Learning Experiences

- Opportunities to job shadow, complete informational interviews, volunteer opportunities, and internships

Counseling in Postsecondary or Training Programs

- Counseling and guidance about options upon exiting high school which may include academic or vocational programs

Self-advocacy and Peer Mentoring

- Peer mentoring, development of individual advocacy skills, and rights and responsibilities



Cost, location, groupings, support

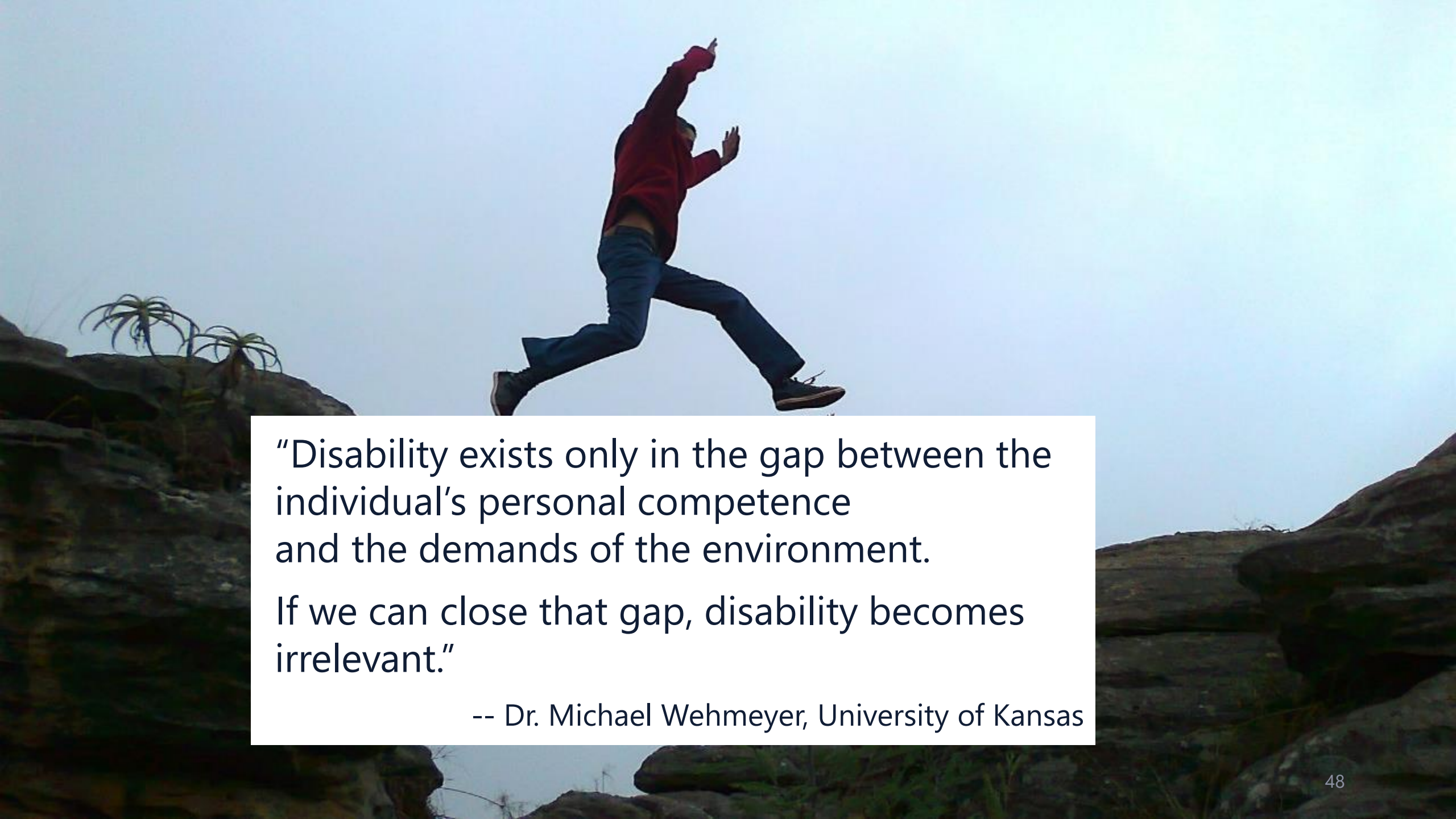
- Pre-ETS are provided at **no cost**.
- Programs are often held **in the community** at places such as libraries, workforce centers, employer sites, or a provider's office. Alternately, Pre-ETS providers may collaborate with LEAs to schedule classes or other experiences **in schools**.
 - During or after school hours.
 - Should complement school-based programming.
- Pre-ETS typically delivered in **group settings**.
- Providers may have **limited capacity to provide significant accommodations or modifications** and will develop partnerships with schools and other entities to expand their repertoire of available supports.

How to connect students to Pre-ETS

- School, parent, or student contacts the Pre-ETS provider, who shares information on the provider's services and procedures.
- School, parent, or student **completes the MRC Pre-ETS referral form**, <https://www.mass.gov/doc/mrc-pre-ets-referral-form>, which includes parent consent if the student is under age 18.
- The school, parent, and/or student, **compile required disability documentation** to share with the Pre-ETS provider. Possible documentation may include the IEP, medical documents, psychosocial report, or 504 Plan.
- The provider conducts an **initial intake** to learn about the student. Intakes and initial orientations or workshops may take place in schools or at provider or MRC offices. Pre-ETS providers will then **develop a service plan** for approval by MRC before students are able to initiate services.
- **MRC approves the Pre-ETS service plan**, and **Pre-ETS services begin** after the provider contacts the student.

Effective collaboration tips

- Designate **at least one school staff person** to be the LEA's liaison with MRC and Pre-ETS staff.
- Help school personnel understand that Pre-ETS is available for students with who have IEPs, 504 Plans, or any form of disability documentation.
- Partner with MRC and Pre-ETS providers to develop joint methods for communication. Consider developing a Memorandum of Understanding with a local Pre-ETS provider.
- Coordinate with MRC to ensure that students who are one year from high school exit understand how to apply for VR services (not Pre-ETS).
- Invite MRC VR counselors and/or Pre-ETS providers to participate in 504 and IEP planning meetings, in full or in part, as appropriate, and with the prior consent of the parent or student who has reached the age of majority.
- Partner with MRC and Pre-ETS providers to **coordinate** Pre-ETS with secondary transition services.

A person wearing a red jacket and blue pants is captured mid-jump, clearing a gap between two dark, rocky cliffs. The person's arms are outstretched forward, and their legs are in a jumping position. The background is a clear, light blue sky. The scene is set in a rugged, natural environment with some small plants on the left cliff.

“Disability exists only in the gap between the individual’s personal competence and the demands of the environment.

If we can close that gap, disability becomes irrelevant.”

-- Dr. Michael Wehmeyer, University of Kansas

Q & A



THANK YOU

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