**Secondary Transition and Transition Services**

The IEP team must address transition services through the Transition Plan at each IEP meeting beginning with the IEP that will be in effect when the student is 14 ½ years of age. Transition services should include appropriate, measurable post-secondary goals that are based on age-appropriate transition assessments. The IEP team may address a particular section(s) before the age listed, if the team has determined that transition assessments, goals, supports, or services should be addressed. Any area addressed should be based on the student’s needs, taking into account the student’s strengths, preferences and interests (as indicated in the transition assessments and interviews).

The Transition Plan should drive the direction of the student’s IEP—meaning that annual IEP goals must address not only academic and functional needs, but also transition needs. Transition Plans must be updated annually, and the student must be invited to all IEP meetings in which transition will be discussed. Furthermore, a representative adult service agency shall be invited to the IEP meeting. Prior consent of the parent or student who has reached the age of majority is required before inviting the adult agencies. A list of Vermilion County Adult Services Agencies is included at the end of this section.

In addition to completing the Transition Plan in the student’s IEP, the IEP Team must ensure that actions are occurring during the regular school day in order to ensure that transition needs are being met. To track transition planning actions, the case manager shall complete the appropriate page of the *Transition Planning Actions Checklist* and keep documentation in the student folder. The *Transition Planning Actions Checklist* is available on the VASE Website in the “Special Education Forms” section.

**Transition Plan Page 1**

1. *Transition Assessments*

Identify the type of assessment(s) with the responsible person, date conducted, and attach the assessment to the IEP.

1. *Employment, Education/Training, Independent Living Options Selected*

Identify at least one option for each area. The option selected should mirror the goal written in that area.

Example: IEP Goal- After graduation from high school, David will receive job development services from vocational rehabilitation staff at Crosspoint Human Services or WorkSource Enterprise.

Option Selected: Supported Employment

1. *Measurable Goal*

Identify the student’s post-secondary goals in the areas of:

* Employment (e.g. competitive, supported, after finishing post-secondary training, military)
* Education/Training (e.g. four-year university, community college, technical/trade school, apprenticeship, on-the-job training, adult education, developmental training)
* Independent Living (e.g. living arrangements including own residence, with family, CILA or group home; health/safety; self-advocacy/future planning; financial/income needs; transportation/mobility; social relationships; recreation/leisure)

Measurable post-secondary goals are written for all students 14 ½ years of age. Post-secondary goals must occur after high school graduation/aging out and be updated annually. Be sure to check the “yes” box once the post-secondary goal has been reviewed and updated as needed. In some rare cases the student’s goal may not change from one year to the next; and therefore, check the “yes” box even if the goal has been reviewed with the student and/or family and it remains the same.

Post-secondary goals must be written based on transition assessments indicating the student’s needs, taking into account strengths, preferences, and interests. To ensure measurability, post-secondary goals should be written stating the activity/action a student “will” complete—not an activity/action that a student “may” or “wants to” complete.

Example: After graduation from high school, Jonathan will attend Danville Area Community College and major in general studies.

Non-Example: After graduation from high school, Jonathan may/wants to attend Danville Area Community College and major in general studies.

1. *Related Annual IEP Goal*

Identify at least one goal for each area: employment, education/training, and independent living. Document the linkage on the Transition Plan Page 1 and on the actual goal page.

Annual IEP goals that are related to the student’s transition services are required in the student’s IEP. The IEP Team must ensure that annual IEP goals are directly related to the transition plan and that the linkage is indicated on the goal page. In many instances, it is not acceptable to only write academic goals and link those to the areas of transition, especially the areas of independent livings and employment.

Non-Examples:

John will increase reading skills from 2 sight words to acquiring 20 site words that are most often found in story books—THIS GOAL can be linked to the Common Core ELA Standards, but it cannot be linked to any transition areas beyond Education.

Without use of manipulatives, John will demonstrate computation skills by adding single digit numbers to sums of 20 with 80% accuracy—THIS GOAL can be linked to the Common Core Math Standards, but it cannot be linked to any transition areas beyond Education.

Examples:

John will increase reading skills from selecting among choices on his AAC device to using his AAC device to greet peers in English—THIS GOAL can be linked to the Common Core ELA Standards and also linked to Independent Living (social relationships).

John will increase reading skills from 2 sight words to acquiring 20 site words that relate to activities in the community and workplace—THIS GOAL can be linked to the Common Core ELA Standards and also linked to Employment, Education/Training, and Independent Living.

John will increase his knowledge of careers related to animals from having little knowledge to being able to identify at least three careers in the field of animals and their requirements—THIS GOAL can be linked to the Common Core ELA Standards and also linked to Employment.

John will increase his knowledge in financial planning from having no knowledge about how to create a budget to being able to write checks and balance a checkbook—THIS GOAL can be linked to the Common Core Math Standards and also linked to Independent Living.

1. *Supports/Services*

Identify at least one option for each area: employment, education/training, and independent living. The option(s) selected should assist the student in meeting the post-secondary goal identified.

 *Course of Study*

Identify a course of study that is a long-range educational plan or multi-year description of the educational program that directly relates to the student’s anticipated post-secondary goals, preferences and interests.

Course of study includes required, elective, advanced placement or specially designed instruction and could include educational experiences in the community. Therefore, this planning includes courses leading to graduation or completion of a secondary school program with the addition of courses and other educational experiences that move the student toward his/her post-secondary goals.

The IEP Team must identify specific courses to be taken by the student. The term “elective” is not a specific course. The case manager should collaborate with the school guidance counselor or consult the district course handbook to identify the specific electives that will be taken by the student. Furthermore, the chosen course must align with the student’s post-secondary goals.

**Transition Plan Page 2**

*Transition Services*

The first six sections address services that are to be provided during the student’s school program to help meet the student’s post-secondary goals. This page was designed to provide opportunities to indicate the agency, position responsible for the supports/services and, if appropriate, the corresponding annual IEP goal number. With multiple entries allowed, this form serves as a log of all transition activities. After activities are completed, then the case manager can log in the completion date. These activities, services, and supports are then kept on the IEP year-to-year and updated at each Annual Review.

* Instructional services (e.g. tutoring, skills training, prep for college entrance exam, adult basic ed)
* Development of employment and/or functional vocational evaluation (e.g. Employment: job skills, career exploration, job shadowing, apprenticeship training, STEP program, actual employment. Evaluation: career interest inventories, aptitude tests)
* Acquisition of daily living skills & other occasional post-secondary adult living objectives (e.g. Daily Living: meal prep, cleaning, toiletry and grooming, budgeting, maintaining home, childcare. Occasional: filing taxes, driver's license with accommodations, renting/buying home, accessing med. services & social security, financial planning)
* Community experiences (e.g. participation in social, recreational, or leisure activities, shopping, banking, transportation)
* Related services (e.g. transportation, medical services, social services, technology, etc.)
* Additional supports/services linkages for after graduation. At a minimum, each transition plan should indicate that the student will be referred to the Department of Human Services/Division of Rehabilitation Services prior to graduation. Other agencies should be identified as appropriate.

*Home-Based Support Services*

Complete this section only for students who fall under the category of developmentally disabled and who may become eligible for Home-Based Support Services Program after they reach age 18 and no longer receive special education services.

The Home-Based Support Services Program allows adults (age 18 and older) to purchase goods and services related to their disability. The cost of these goods and services may total up to 300 percent of the individual’s federal Supplemental Security Incomes (SSI) payment level. Participants are linked to a local community agency that helps them select the goods and services they need. To participate, the individual must be eligible for SSI or Social Security Disability Income (SSDI).

Because the money for these programs is limited, only some of the eligible persons who apply will be selected to participate when funds become available. To become eligible, families and individuals must work with their local “Pre-Admission Screening (PAS)” Agency to first complete the “PUNS” Survey and then submit an admissions “packet” to the Division of Developmental Disabilities for review. Families in Vermilion County should contact Frank Engle at Prairieland Service Coordination at 1-800-866-8779.

*What is the case manager / school responsible for in this process?*

The case manager/school is not responsible for determining eligibility. The home-based support agency will do the assessments necessary to determine eligibility. However, the school/ case manager should be responsible for:

* Assisting the student and family in making contact with the home-based support agency if there are barriers to this.
* Encouraging the family to follow up on the application for home-based supports, and assisting in this process in any way possible while the student remains in secondary education.

Whenever possible and when the case manager/school has the resources, helping the student/family to complete, review, and submit the application for home-based supports and collect the data needed for the agency application is highly encouraged.

If a student qualifies after submission of the application and the student is still in contact with the case manager, the school/case manager might consider:
- providing the information necessary to maintain eligibility
- Assisting the family in conducting periodic review of home-based supports and data needed for the agency

Example:

Plans for Determining the Student’s Eligibility for Home-Based Services:

Parents will contact the “Pre-Admission Screening (PAS)” Agency to first complete the “PUNS” Survey and then submit an admissions “packet” to the Division of Developmental Disabilities for review. The family will contact Frank Engle at Prairieland Service Coordination at 1-800-866-8779. School personnel will assist with completion of the application when appropriate.

Plans for Enrolling the Student in the Program of Home-Based Services:

After submitting the application for home-based services, the parents will continue to work with the PAS Agency to complete all necessary components of the application and register for services once determined eligible. School personnel will provide necessary information in order to continue eligibility.

Plans for Developing a Plan for the Student’s most Effective Use of Home-Based Services after Reaching Age 18 and when No Longer Receiving Special Education Services:

The family will conduct a periodic review of the home-based supports. School personnel will assist with the periodic review by assisting in collection of data when appropriate.

**Annual Reviews taking Place during a Student’s Junior Year**

While the adult agencies are invited to all IEP transition meetings, they may be unable to participate in meetings before a student’s junior year. In order to ensure participation in as many meetings as possible during a student’s junior year, Case Managers will be required to compile a list of annual review dates during the first two weeks of the school year. This will enable the STEP department to attend.

The case manager shall schedule all annual reviews on a date that allows them to be held within one year of the previous annual review. In the event that a date prior to the one year timeline cannot be arranged with the STEP department and the adult service agencies, the case manager shall hold the annual review without participation of the agencies, and the agencies shall be invited to the annual review conducted during the senior year.

The case manager shall conduct the junior annual review in the same manner as all other annual reviews. Adult services agencies will participate in the entire IEP and provide feedback when appropriate.

**Annual Reviews taking Place during a Student’s Senior Year**

The case manager shall conduct the senior IEP meeting by inviting the STEP department and an adult service agency. It is suggested that this meeting be held as early as possible in the school year to ensure that proper planning for graduation and post-secondary education has been completed.

The case manager shall schedule this meeting and share the dates and time with the STEP department as well as the adult agency anticipated to be involved with the students within the first two weeks of school.

**Vermilion County Adult Services Agency Resources**

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| --- | --- | --- | --- |
| Agency | Contact | Target Students | Services |
| Department of Human Services/Division of Rehabilitation (DHS/DRS) | **DHS-** Becky Robinson**DRS-** Melissa Ronto407 N Franklin StDanville, IL 61832Phone: (217) 446-0230 Fax: (217) 446-1489 | Disabled: SLD, physical, hearing, vision, emotional, cognitive impairment, mental illness, ADHD, Autism | Wide range of services for students entering the workforce or post-secondary education. Invite this agency to all transition IEPs.  |
| Prairieland Service Coordination | Frank Engle100 S. Water St.Suite 220MDecatur, IL 625231-800-866-8779Ph. 217-362-6128Fax 217-363-6129Email psci.psci.info | Cognitive Impairment, Developmental Delay, and/or Medically Fragile | First step for seeking funds for residential and/or day training program. Both the PUNS and PAS forms must be completed before services can be requested. May be placed on a waiting list for approval. |
| WorkSource Enterprises | Lisa Martin/Randy Hurt/Todd Seabaum3715 N. VermilionDanville, IL 61832O:217/446-1146F:217/446-1191 | Disabled: SLD, hearing, vision, mental impairments | Offer post-secondary job development, job placements, supported employment, job-site training, vocational evaluation, employment transition, planning & coordination, employment development, life skills training & work activities. |
| Danville Area Community College | Disability Services Center2000 E. Main StreetDanville, IL 61832Phone: 217-443-8702 | Students with disabilities who are enrolled in associate, certificate, or transfer programs | Provides tutoring, study skills workshops, and academic accommodations (note takers, interpreters, lab aides, etc.). |
| Illinois Department of Employment Security | Dianna Maged407 N. Franklin, Suite BDanville, IL 61832Ph: 442-3044, ext. 388 | Youth seeking employment or with anticipated periods of unemployment | Provides resume assistance, interviewing tips, and how and when to seek employment. Access to training in the computerized Illinois Skills Math Services |
| Crosspoint Human Services | Jim Dentino210 Avenue C, Danville, IL 61832Phone: (217) 442-3200 | Emotional/mental illness, vocational for all disabilities, cognitive and development delays | Vocational services for all youth with disabilities; day programs and/or adult residential services; crisis intervention; counseling; social/daily living skills; adult day treatment, OT, PT, speech therapy |
| PACE- Persons Assuming Control of their Environment, INC. | Eric Trusner1317 E. Florida AveUrbana, IL 61801Phone: 217-344-5433 | Persons with disabilities | Center for independent living serving Champaign, Douglas, Edgar, Piatt, and Vermilion County |
| Job Training Partnership (JTP) | Jonathan Jett407 N. FranklinDanville, IL 61832Ph: 442-3044 ext 239 | Students with minimal disabilities at/below poverty level and experiencing barriers to employment | Job training, classroom and vocational training, job counseling, job placement basic education and/or other supplemental services |
| Vermilion County Residential ProgramsContact Frank Engle if a student is a candidate for residential and/or day training programs. Make arrangements between the family and Prairieland Service Coordination. Contact Terri Tate or Lori Burnett for details. |
| Community Alternatives Illinois (C.A.I.L.)Cassidy Spesard, Director1630 Georgetown Rd.Tilton, IL 61833Phone: 217-443-4123 | **Charleston Transitional Facility**Tee Grant, Support Services521 Seventh StreetCharleston, IL 61920Phone: 217-662-2769 | **Crosspoint Human Services**Jim Dentino210 Avenue CDanville, IL 61832Phone: 217-442-3200 | **Community Living Options**Tara Wright340 Bryan AvenueDanville, IL 61832Phone: 217-443-0222 |