



2017 Special Education Directors' Conference

**Current Topics In
Post- Secondary Transition**



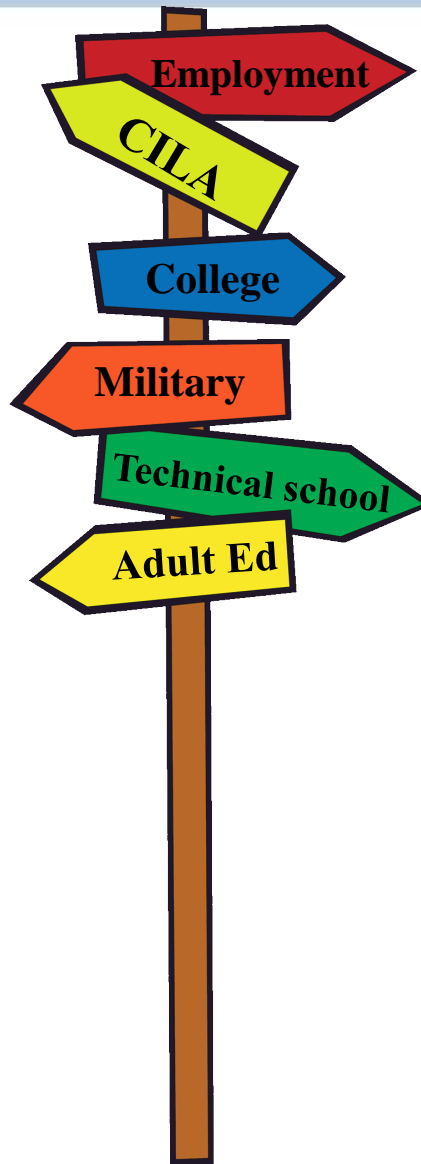


Agenda

- Predictors of Positive Post-secondary Outcomes
 - Inclusion in General Education
 - Paid Employment During High School
 - Self-determination Skills
- Indicator 13 Process and Resources
- Workforce Innovation and Opportunity Act (WIOA)
- PUNS (PA 93-0503)



What Do I Do Now?





Predictors of Positive Post-secondary Outcomes

| Predictors/Outcomes | Education | Employment | Independent Living |
|---|-----------|------------|--------------------|
| Career Awareness | X | X | |
| Community Experiences | | X | |
| Exit Exam Requirements/High School Diploma Status | | X | |
| Goal-setting | X | X | |
| Inclusion in General Education * | X | X | X |
| Interagency Collaboration | X | X | |
| Occupational Courses | X | X | |



Predictors of Positive Post-secondary Outcomes

| Predictors/Outcomes | Education | Employment | Independent Living |
|---|-----------|------------|--------------------|
| Paid Employment/Work Experience* | X | X | X |
| Parent Expectations | X | X | X |
| Parental Involvement | | X | |
| Program of Study | | X | |
| Self-Advocacy/Self- Determination * | X | X | |
| Self-Care/Independent Living | X | X | X |
| Social Skills | X | X | |



Predictors of Positive Post-secondary Outcomes

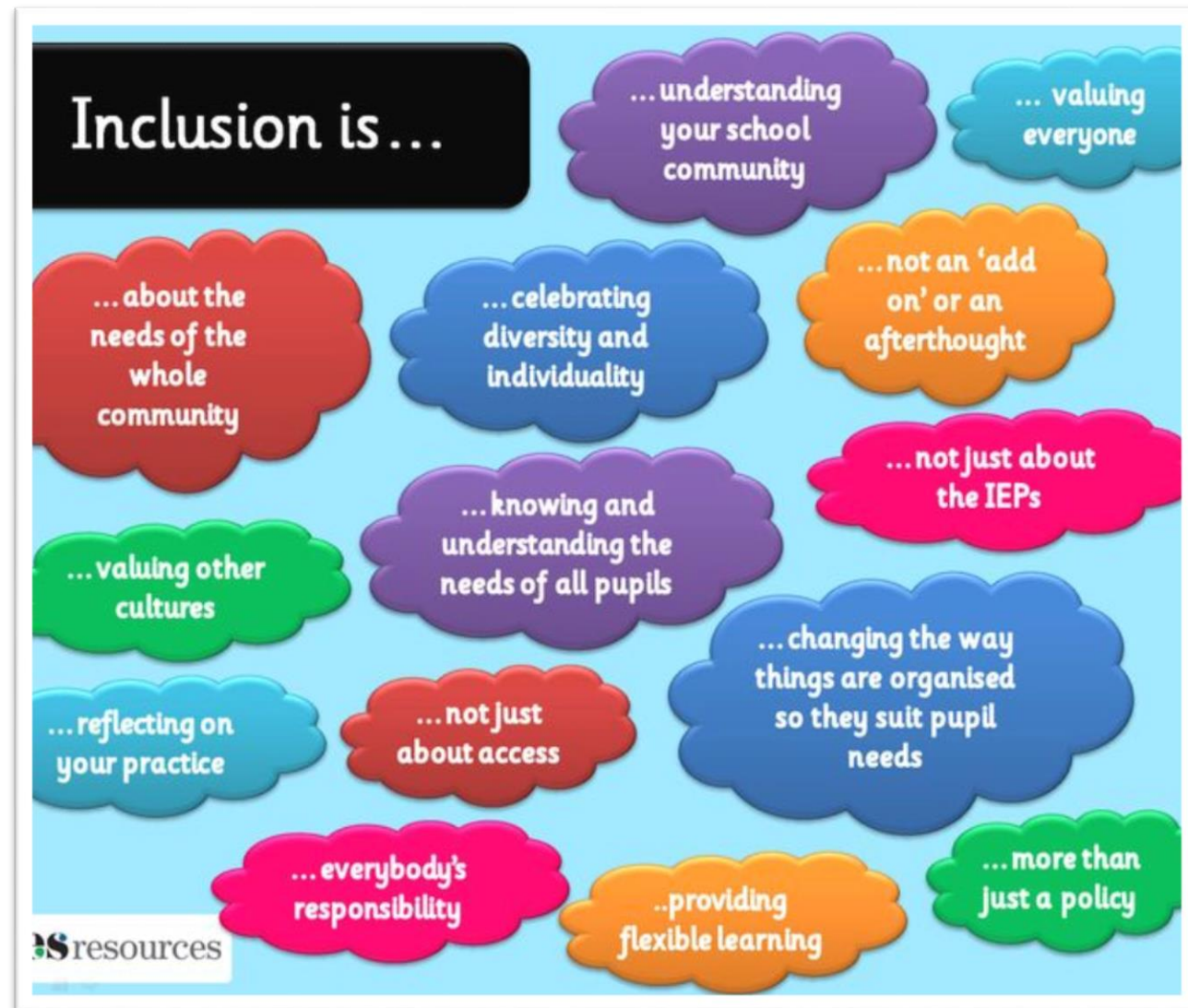
| Predictors/Outcomes | Education | Employment | Independent Living |
|--|-----------|------------|--------------------|
| Student Support | X | X | X |
| Transition Program | X | X | |
| Travel Skills | | X | |
| Vocational Education | X | X | |
| Work Study | | X | |
| Youth Autonomy/Decision- Making * | X | X | |

Test, D.W., Mazzotti, V.L., Mustian, A.L., Fowler, C.H., Kortering, L., Kohler, P. Evidence-Based Secondary Transition Predictors for Improving Postschool Outcomes for Students With Disabilities. *Career Development for Exceptional Individuals*, 32(3), 160-181.



Post-secondary
Positive Outcome Predictor:

Inclusion in General Education





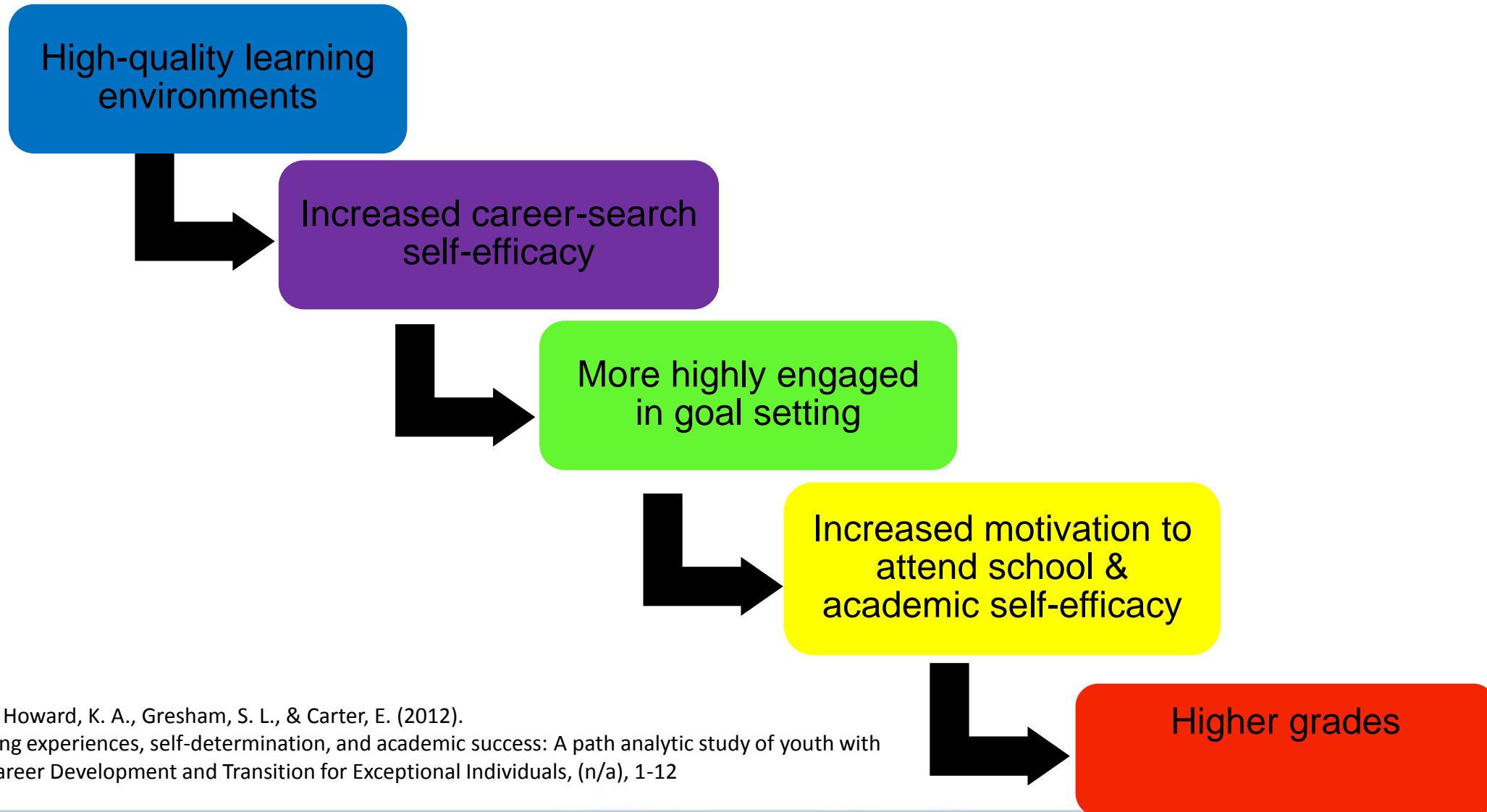
Inclusion in General Education

What Does the Research Say?

| Outcome Area(s) | Research Description | Effect Size |
|-----------------|--|--------------|
| Education | Students who participated in regular academics were 5 times more likely to participate in post-secondary education | Large (.55) |
| Employment | Students who had the highest degree of integration with age-appropriate peers were more likely to engage in post school employment | Medium (.36) |
| Independence | Students who participated in more highly integrated and less specialized school programs were more likely to be living independently | Medium (.37) |



Further Inclusion Research



Solberg, V. S., Howard, K. A., Gresham, S. L., & Carter, E. (2012). Quality learning experiences, self-determination, and academic success: A path analytic study of youth with disabilities. *Career Development and Transition for Exceptional Individuals*, (n/a), 1-12



Inclusion in General Education

How Can We Put This Research to Practice?

- Peer tutoring
- Cooperative flexible learning groups
- Differentiated instruction which addresses rigorous standards while responding to the individual needs of students
- Use of graphic organizers, study guides, concept mapping, and assistive technology
- Related service personnel will be expected to deliver their services in the general education environment rather than in separate locations
- Teachers - both general and special education - must collaborate to create learning strategies and environments that work for all students
- Principals, special education directors, superintendents, teachers, parents, and community members must all be involved and invested in the successful outcome of inclusive education



Post-secondary
Positive Outcome Predictor:

**Paid Employment
Work Experience**





Paid Employment/Work Experience

What Does the Research Say?

| Outcome Area(s) | Research Description | Effect Size |
|--------------------|--|-------------|
| Education | Students who had year-round paid job for 1 full year during high school were 5 times more likely to be engaged in post school employment and education | Large (.54) |
| Employment | Students who had a job at the time of high school exit were 5.1 times more likely to be engaged in post school employment | Large (.54) |
| Independent Living | Students who had worked for pay during high school were more likely to be living independently | Small (.29) |



Paid Employment/Work Experience Resources

How Can We Put This Research to Practice?

- Secondary Transitional Experience Program: STEP Program through DHS (www.dhs.state.il.us/page.aspx?item=35174)
- Goodwill Industries (<http://www.goodwill.org>)
- Bridges to Work Program (<https://www.accessliving.org/249>)
- Employment First (<https://www.dhs.state.il.us>)



Post-secondary

Positive Outcome Predictor:

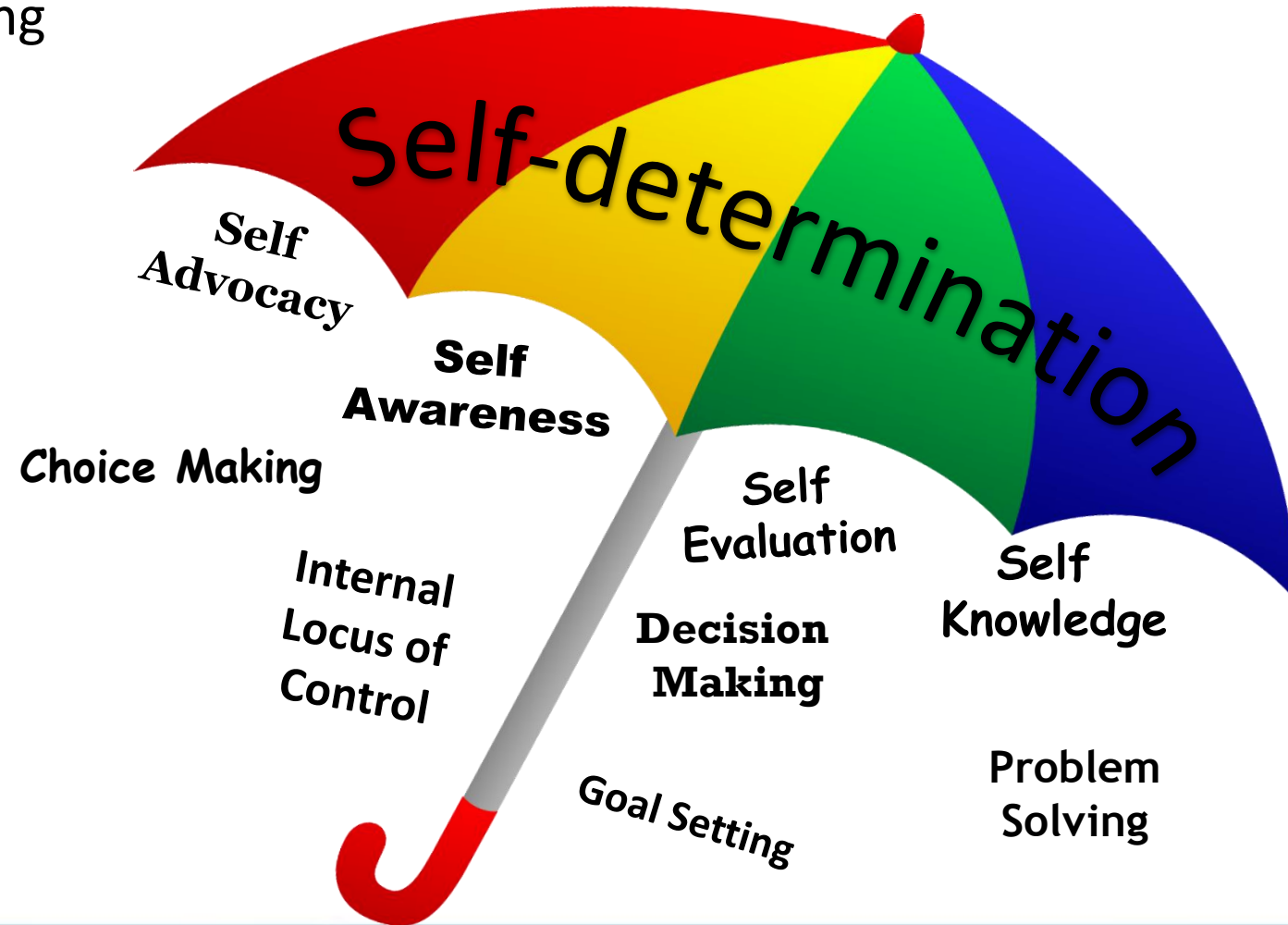
Self-determination

“Some people *succeed*
because they are
destined to, but
most people *succeed*
because they are
determined to.”



Self-determination

Self-determination is the process of taking control and making decisions that affect the following areas:





Self-determination

All students, whether or not they have a disability, must learn through opportunities and experiences to explore, take risks, learn from consequences, become self-motivated, develop positive self-esteem and gradually gain control over their lives.

All students would benefit from being directly taught these skills at any age level.



Self-determination

What Does the Research Say?

| Outcome Area(s) | Research Description | Effect Size |
|---|---|-------------|
| Employment | Students with higher self-determination skills were more likely to be engaged in post school employment. | Large (.72) |
| Education | Students who passed more than half or all courses in eight curriculum areas were more likely to be engaged in post-secondary education. | Small (.21) |
| <p>Test, D.W., Mazzotti, V.L., Mustian, A.L., Fowler, C.H., Kortering, L., Kohler, P. Evidence-Based Secondary Transition Predictors for Improving Postschool Outcomes for Students With Disabilities. <i>Career Development for Exceptional Individuals</i>, 32(3), 160-181.</p> | | |



Self-determination

How Can We Put This Research to Practice?

- Utilize a student driven IEP process to allow students to demonstrate self-awareness, goal setting, problem solving.
- Provide opportunities for students to develop self-awareness by engaging in honest and respectful discussions with students about their self-determination assessment responses.
- Foster the development of students' leadership skills.



Self-determination Resources

How Can We Put This Research to Practice?

- www.indetermined.org - provides self-determination Toolbox and other resources
- www.dc-transition_guide.frameweld.com - provides self-directed IEP toolkit and other resources
- www.secondarytransition.org - provides toolkits and webinars from Pennsylvania for youth to develop self-determination, empowerment and leadership skills.
- www.ou.edu/education/centers-and-partnerships/zarrow/html - provides assessments, goal generator, checklists, and other resources from the Oklahoma University Zarrow Center



Self-determination Through the Years

10 – 12 year old students



- Describe and know your disability
- Identify what your needs/fears are in school and the community
- Explain who helps you in school and the community
- Know what an IEP meeting is and participate in the meeting



Self-determination Through the Years

12 – 14 year old students



- Explain how your disability impacts your daily life
- Describe what accommodations you use
- Explain how your accommodations help you
- Provide information at your IEP meeting regarding how you learn, your likes, dislikes and dreams



Self-determination Through the Years

14 -15 year old students



- Participate in assessments and understand how the results relate to your transition plan
- Become an active member of your IEP – student led IEP
- Identify and begin coordination of supports/create a circle of support
- Appropriately express needs and wants



Self-determination Through the Years

15 – 16 year old students



- Continue involvement in assessment process – state how these results relate to your post-secondary goals
- Describe issues related to self-disclosure (when, what, how)
- Continue leading IEP – include in IEP issues related to AT, Health Care, and Transportation
- Define self-success



Self-determination Through the Years

16 – 17 year old students



- Realize and understand barriers and solutions
- Independently discuss with high school staff needed accommodations and supports
- Understand adult rights and responsibilities
- Continue leading IEP Meeting, provide input into the development of your IEP goals



Self-determination Through the Years

18 – 21 year old students



- Direct personal assistance services
- Understand cultural diversity
- Understand and use cause and effect strategies
- Consider others' points of view
- Further develop self-advocacy skills as they relate to your post-secondary goals
- Assume adult rights and responsibilities



Indicator 13 Process and Resources





Data Verification Audit

- Districts are randomly chosen and sent a letter outlining the process, timeline, requirements, and a sample of up to 15 students.
- Districts submit IEP documentation
- ISBE evaluates documentation using the Data Verification Audit Rubric
- Districts will be notified of the results



Indicator 13 Data

34 CFR §300.640 outlines the SEA's responsibility to submit data required by section 618 of the IDEA. Illinois is continuing to move forward.....

| Year | LEAs Reported Rate of Compliance |
|------|----------------------------------|
| 2009 | 79.20% |
| 2010 | 86.40% |
| 2011 | 91.20% |
| 2012 | 91.90% |
| 2013 | 93.73% |
| 2014 | 93.07% |
| 2015 | 97.50% |



Indicator 13 Resources

1. Scoring rubric:

<https://www.isbe.net/Documents/37-40-spp-ind13-scoring-rubric.pdf>

2. Consent forms to invite outside agencies:

https://www.isbe.net/Documents/indicator13_parent_consent.pdf

https://www.isbe.net/Documents/indicator13_consent.pdf

<https://www.isbe.net/Documents/nc-agency-mtg-34-57l.pdf>

3. SPP 13 Summary Sheet

<https://www.isbe.net/Documents/indicator13-summary.pdf>

4. National Technical Assistance Center (NTACT):

<http://www.transitionta.org>

5. IEP Quality Project (IEP Q):

<https://iepq.education.illinois.edu>



Workforce Innovation and Opportunity Act (WIOA)





The Workforce Innovation and Opportunity Act (WIOA)

- Enacted in July of 2014 to help job seekers and workers access employment, education, training and support services to succeed in competitive employment.
- Increases access to high quality workforce services for individuals with disabilities and prepares them for competitive, integrated employment.
- Requires Department of Rehabilitation Services (DRS) agencies to reserve 15% of funds for pre-employment transition services (pre-ETS) for youth with disabilities.



WIOA

DRS must use 15% or more of their Title I funds on pre-employment services which include:

- job exploration counseling
- work-based learning experiences
- counseling on post-secondary educational programs
- workplace readiness training
- instruction in self-advocacy



What can LEAs do to ensure compliance with WIOA?

- Review if any students are receiving school-funded transition services that are no longer allowable under WIOA.
- Contact the local DRS representative to refer students with disabilities for services at least 2 years prior to graduation/exit or earlier, if necessary.
- Work in collaboration with the DRS counselor to identify community resources and provide integrated and competitive work-related activities.
- Keep in contact with the DRS counselor for coordination, technical assistance, funding opportunities and new services that become available for students with disabilities.



Sub-minimum Wage

DRS has been given the responsibility, in conjunction with the Illinois State Board of Education, to place limitations/stipulations on sub-minimum wage employment.

Employers must hold special wage certifications to pay sub-minimum wages.

There must be career counseling and information and referral for those already working for sub-minimum wages.





Sub-minimum Wage (cont.)

Section 511 of WIOA includes two major changes that school districts, IEP teams, students and family members need to know:

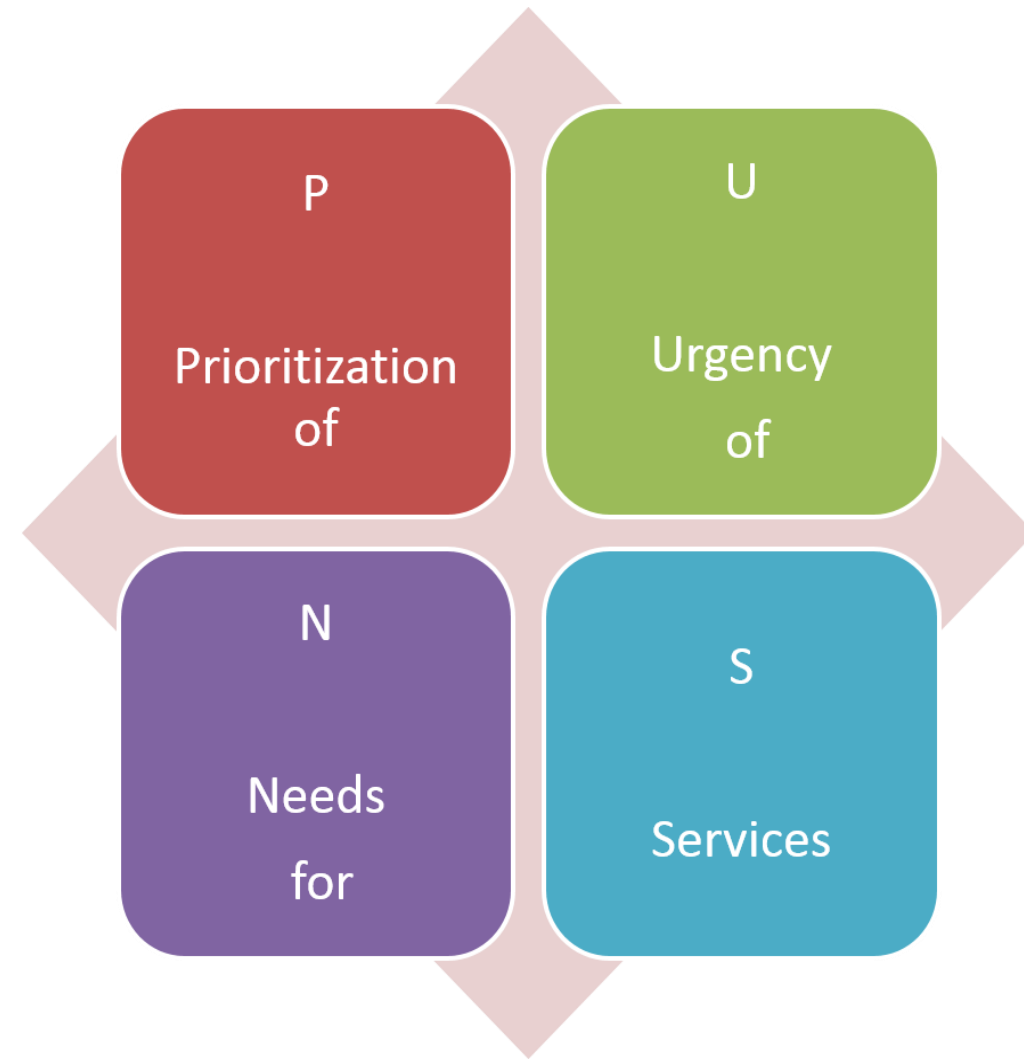
1. All youth under age 25 must work with DRS prior to being employed in a sub-minimum wage employment.
2. School districts are prohibited in operating a program or entering into a contract with a vendor for the purpose of providing employment or employment training to a student in sub-minimum wage employment.



PUNS TRAINING FOR LOCAL SCHOOL DISTRICTS

DETERMINING NEED AND AUTHORIZING SERVICES FOR STUDENTS WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES

Department of Human Services -
Division of Developmental Disabilities
(DHS-DDD)





State of Illinois PUNS Statutes

- Public Act 93-0503 required the Department of Human Services-Division of Developmental Disabilities (DHS-DDD) to create a cross-disabilities database (Aug., 2003).
- Public Act 099-0144, effective 01/01/2016 is the basis for the training video for school districts.
- Public Act 099-0716, effective 1/1/2017 stated that the length of time enrolled in PUNS shall be a factor when selecting individuals off the list for services.



PUNS

- DHS maintains a database called the PUNS that records information about individuals with a developmental disability who are potentially in need of services.
- DHS uses this data to select individuals for services as funding becomes available.
- This program may be underutilized by individuals who could benefit from this service due to lack of awareness or information.
- DHS and ISBE shall develop and implement an on-line computer-based program for at least one designated employee in every public school to educate him/her about the PUNS database and the steps that individuals need to take for enrollment.
- ISBE and DHS shall ensure the opportunity to enroll in the PUNS database is discussed during IEP meetings for all individuals with an intellectual or developmental disability.



Who Gets Referred for PUNS?

Individuals of any age who:

- Have a diagnosis of intellectual or developmental disability (ID/DD)
 - ISBE determination of ID/DD occurs after age 10.
- Seek new, additional or different services provided through the DHS-DD system.
- Are projecting a need for services in the next 5 years.
- Have a valid social security card and/or path to citizenship within 2 years.



How To Schedule A PUNS Outreach Event With Your ISC Agency

When scheduling a PUNS Event at your school, please follow these steps:

1. School Transition Coordinator or designated person initiates contact with local ISC agency to coordinate a PUNS event.
2. Transition Coordinator or designated person sends a flyer to all families in order to sign up for PUNS.
3. Transition Coordinator or designated person develops a list of students and families interested in PUNS enrollment.
4. Transition Coordinator or designated person shares list with ISC agency prior to PUNS event at school.
5. ISC agency meets with families, completes PUNS and hands a copy to each family.
6. ISC shares resources with family during PUNS interview and reminds them to update PUNS annually.



Documents Needed For PUNS Enrollment

During a face to face interview, the individual and guardian should bring the following documents:

- **Copy of individual's Social Security card.**
- **Copy of individual's Medicaid card (if applicable).**
- **Copy of individual's Individualized Education Plan (IEP).**
- **Copy of individual's most recent Psychological Evaluation or school's most recent re-evaluation.**
- **Copy of other clinical and diagnostic records.**

Although the above documentation is not a requirement for PUNS enrollment, it is essential information to assist the ISC in determining intellectual and/or developmental disability during the PUNS enrollment process.



Segway to PUNS Video

JOANELL VOIGT

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Community Alternatives Unlimited

8765 W. Higgins Road, Suite 300

Chicago, IL 60631

773/867-4000



How to find a Local Case Coordination Agency/More PUNS Information

- Visit www.dd.illinois.gov and click on Find a Local Coordination Agency.
- Visit <http://www.dd.illinois.gov>.
- Visit the DHS website that explains the PUNS process <http://www.dhs.state.il.us/page.aspx?item=47620>.
- Call 1-888-DDPLANS(337-5267) or 1-866-376-8446 (TTY



Secondary Transition Summary





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