



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION



2ndary Transition



WIOA & Other needs to knows...



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Office of Special Education
OSERS
and Rehabilitative Services



Office of Special Education Programs
U.S. Department of Education



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Idaho's Report Card...

Idaho 2016 Part B Results-Driven Accountability Matrix

Results-Driven Accountability Percentage and Determination¹

Percentage (%)	Determination
67.92	Needs Assistance

Results and Compliance Overall Scoring

	Total Points Available	Points Earned	Score (%)
Results	24	11	45.83
Compliance	20	18	90.00

2016 Part B Results Matrix

Reading Assessment Elements

Reading Assessment Elements	Performance (%)	Score

Results-Driven Accountability Percentage and Determination¹

Percentage (%)	Determination
67.92	Needs Assistance

Results and Compliance Overall Scoring

	Total Points Available	Points Earned	Score (%)
Results	24	11	45.83
Compliance	20	18	90.00

Percentage of 4th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress	85	1
Percentage of 8th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	25	1
Percentage of 8th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress	86	1

Exiting Data Elements

Exiting Data Elements	Performance (%)	Score
Percentage of Children with Disabilities who Dropped Out	21	1
Percentage of Children with Disabilities who Graduated with a Regular High School Diploma ¹	74	1

¹ For a detailed explanation of how the Compliance Score, Results Score, and the Results-Driven Accountability Percentage and Determination were calculated, review "How the Department Made Determinations under Section 616(d) of the Individuals with Disabilities Education Act in 2016: Part B."



Your District's Report Card: Indicator #13

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable post-secondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those post-secondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

20 U.S.C. 1416(a)(3)(B)



What does this mean?



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Indicator #13 = 9 Questions for the Transition Plan...

General Supervision File Review Secondary Checklist 2.10.16 - Microsoft Word

Name of Student (Last, First): _____

Secondary Transition Student (Ages 16-21) IEP File Review Checklist

Please refer to the directions or use hyperlinks for additional guidance on each item.

[Select here for full secondary series.](#)
(Hyperlinks are underlined and in bold)

	Item	Yes	No	NA
1.	IEP includes appropriate measurable Postsecondary Goals covering education, training, and employment/career and as needed independent living. All students must have <u>two</u> and may have up to <u>four</u> postsecondary goals.			
	Reviewer Comments 1.:			
2.	Postsecondary Goals are reviewed and updated annually as needed.			
	Reviewer Comments 2.:			
3.	Postsecondary Goals are developed based on information gathered through age appropriate assessment in transition including a functional vocational evaluation if needed.			
	Reviewer Comments 3.:			
4.	Are there Transition Activities (Services) in the IEP that will reasonably enable the student to meet his or her identified Postsecondary Goals : (Please see criteria checklist below) You must include activities in any and all area(s) that will support the student to achieve their postsecondary goals. You must include a service in education, training, employment/career, and community participation. If the student is receiving related service, the student must have a transition activity provided by the related service provider.			
	Transition Services (activities) provided in the areas of: a. <input type="checkbox"/> Postsecondary Education and Training b. <input type="checkbox"/> Employment/Career c. <input type="checkbox"/> Community Participation d. <input type="checkbox"/> or <input type="checkbox"/> N/A Independent Living (can be marked as N/A still be compliant.) e. <input type="checkbox"/> or <input type="checkbox"/> N/A Adult Services (can be marked as N/A and still be compliant.)			
	Reviewer Comments 4.:			
5.	IEP includes a Course of Study (embedded or attached) to reach their Postsecondary Goals .			
	Reviewer Comments 5.:			
6.	IEP annual goals assist the student to reach their identified Postsecondary Goals .			
	Reviewer Comments 6.:			

Page: 1 of 1 Words: 6/359



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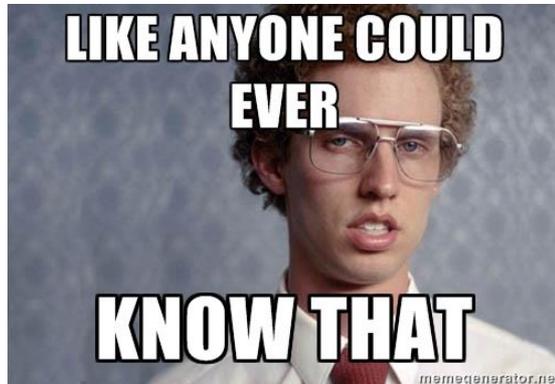
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Your District's Report Card: Indicator #14

Percent of youth who are no longer in secondary school, had Individualized Education Plans (IEPs) in effect at the time they left school, and were:

- (A) - Enrolled in higher education within one year of leaving high school.
- (B) - Enrolled in higher education or competitively employed within one year of leaving high school.
- (C) - Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

20 U.S.C. 1416(a)(3)(B)



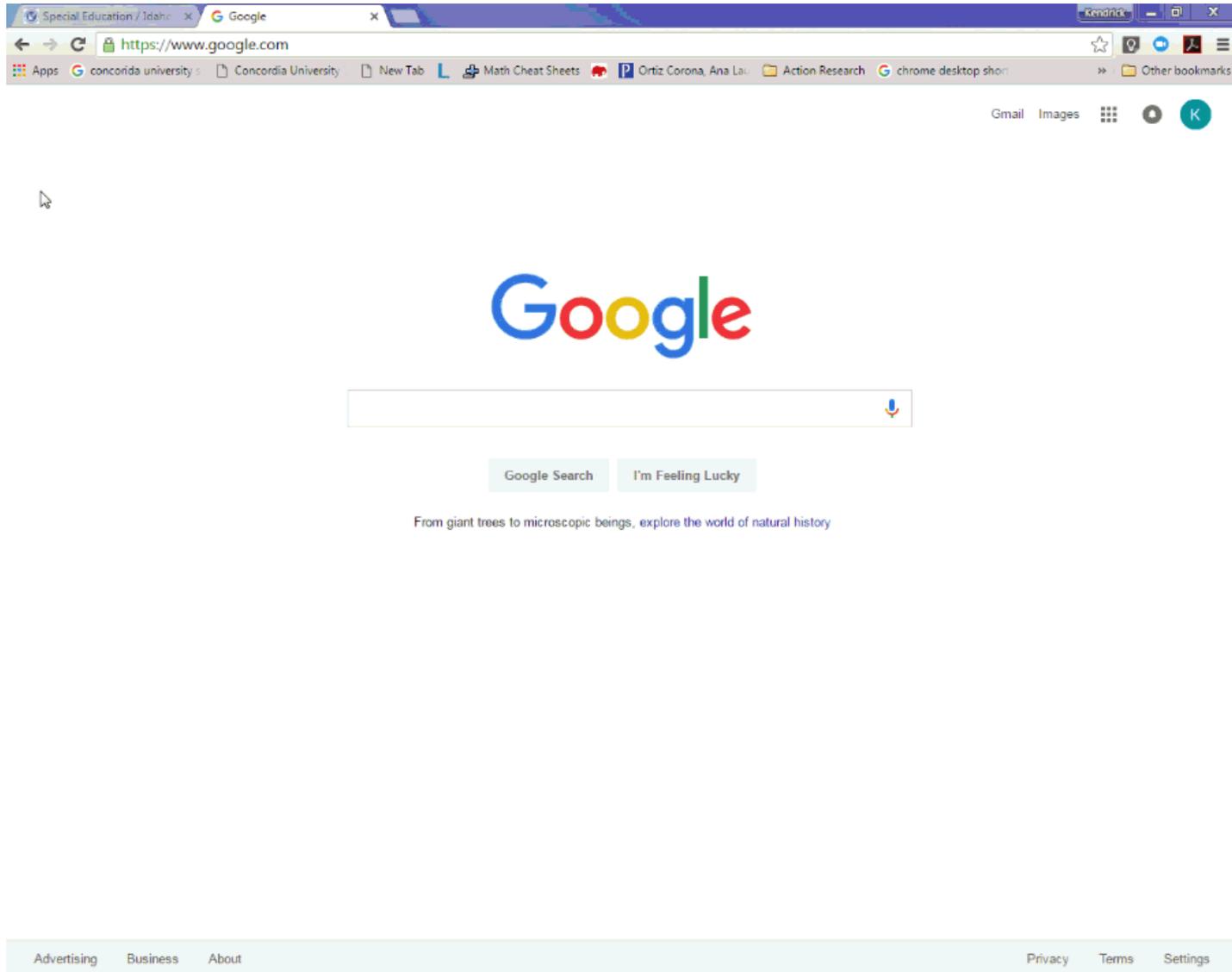
Here is how we do know.....



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Indicator #14 = Survey Participation & Response...



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MEASUREMENT



YOU CAN'T IMPROVE ON WHAT YOU DON'T MEASURE

MEASUREMENT HOW DO WE IMPROVE?



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BEGIN WITH THE END IN MIND



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**“ALL IDAHO STUDENTS PERSEVERE IN LIFE AND ARE
READY FOR COLLEGE AND CAREERS”**

Idaho Strategic Plan Summary, 2015-2021



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Take a moment and ask the person next to you...



What current efforts in your district are impacting successful future outcomes for students with disability?

What more can be done?



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Secondary transition efforts during high school is a simple thing?



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“The desert is a simple place! In the desert you only have to worry about three things: beating the TEMPERATURE, finding FOOD AND WATER, and most important NOT GETTING LOST– too many get lost worrying about the first two and never find their way!”

When you master these few things, a whole region of the world stands before you, unopened, ready to be explored!”

- Desert Bedouin



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Secondary Education is a simple thing!
Not a lot of things to worry about!
Not easy to get lost!

Right?



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Are we getting lost?



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A guide in the Desert...

NTACT



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National Technical Assistance Center on Transition (NTACT)

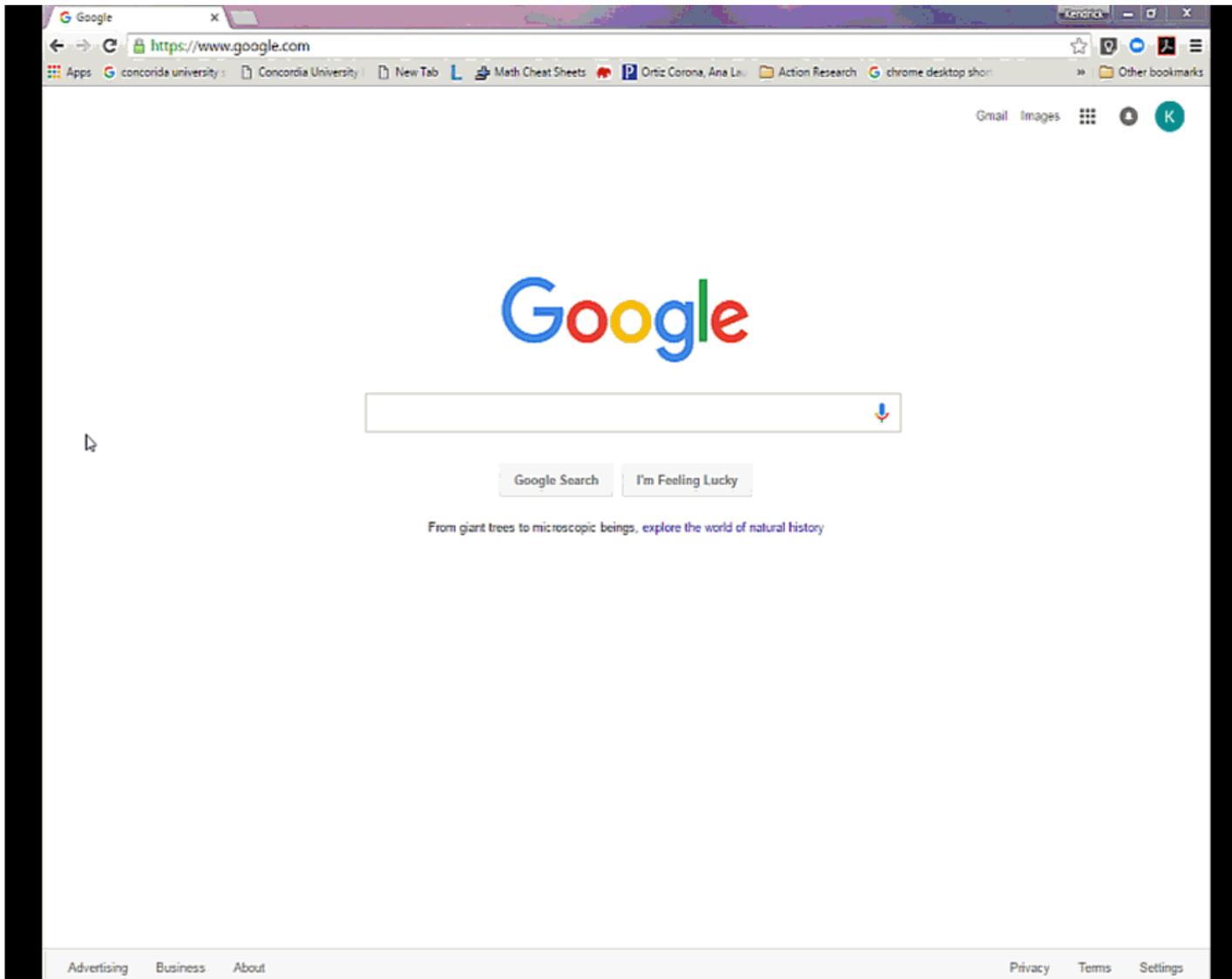
NTACT's purpose is to assist State Education Agencies, Local Education Agencies, State VR agencies, and VR service providers in implementing evidence-based and promising practices ensuring students with disabilities, including those with significant disabilities, graduate prepared for success in postsecondary education and employment.



NTACT

National Technical Assistance Center on Transition

www.TransitionTA.org



NTACT
National Technical Assistance Center on Transition

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A guide in the
Desert...

STATE TEAM



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Idaho currently has a State NTACT planning team of diverse stake holders!



Angela Lindig



Alison Lowenthal



Joy Jansen



Jason Hillman



Shannon Taylor



Kendrick Lester



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NTACT and Idaho

What does this team do?



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Over the past two decades, transition practices research has illustrated that post-school outcomes of students with disabilities improve when educators, families, students, and community members and organizations work together to implement a broad perspective of transition planning, more appropriately referred to as transition-focused education.





PLAN

Increase the connections between families, VR, and LEAs by providing comprehensive services to students with disabilities and including pre-employment transition services.

- job exploration counseling
- work based learning experiences
- counseling on opportunities for enrollment in comprehensive transition
- workplace readiness training to develop social skills and independent living
- Instruction in self-advocacy





ACT

- Research different options on braiding funding
- Communicate plan to other LEAs and special education directors through presentations to key groups (i.e. roles and responsibilities of LEA, VR, and family)
- Contact NIC, EITC, U of I, and ISU about developing college days programs or residential programs based on the BSU model





ACT

- Share work readiness training with districts
- Develop more opportunities for access to pre-employment services in small rural districts through the creation of MOAs
- Develop a module with pilot districts and provide training to parents with IPUL staff





ACT

- Create a program guide of increased options for students to access VR early
- Brainstorm with forest services on developing work experiences in rural communities
- Create a correlation document tying the SSIP to transition planning
- Finish the transition packet with IPUL



EVALUATE

- Conduct a needs assessment on pre-employment transition services
- Get districts and families to respond to the needs assessment
- Monitor indicator rates for graduation and post school outcomes.
- Monitor number of students accessing VR transition services and improving employment outcomes





A guide in the Desert...

WIOA



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- Signed into law by President Barack Obama on July 22, 2014
- One-Stop services; multiple agencies combine resources and efforts to help individuals overcome hurdles to employment.
- Targeted areas – Students with disabilities who are eligible or potentially eligible for VR services.
- Targeted dollars- 15% of federal funds to provide these students with Pre-Employment Transition Services





What does this mean for public schools?

- Get connected and be aware.
- WIOA & IDEA alignment.
- Aim for competitive employment.



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**A guide in the
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**Idaho Division of
Vocational
Rehabilitation
(VR)**



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VR Enables people with functional, psychological, developmental, cognitive and emotional impairments or health conditions to overcome barriers to accessing, maintaining or returning to employment or other useful occupation.



✓ **Connect to your area school to work counselors**

Boise (208) 327-7411

Treasure Valley West (208) 465-8414

Twin Falls (208) 736-2156

Pocatello (208) 236-6333

Idaho Falls (208) 525-7149

Coeur d'Alene (208) 769-1441

Lewiston (208) 799-5070



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Connect to Pre-Employment Transition Services!



**PAID WORK
EXPERIENCE**

Connect to Pre-Employment Transition Services!



**COLLEGE
CAMPUS
EXPERIENCE**

Connect to Pre-Employment Transition Services!

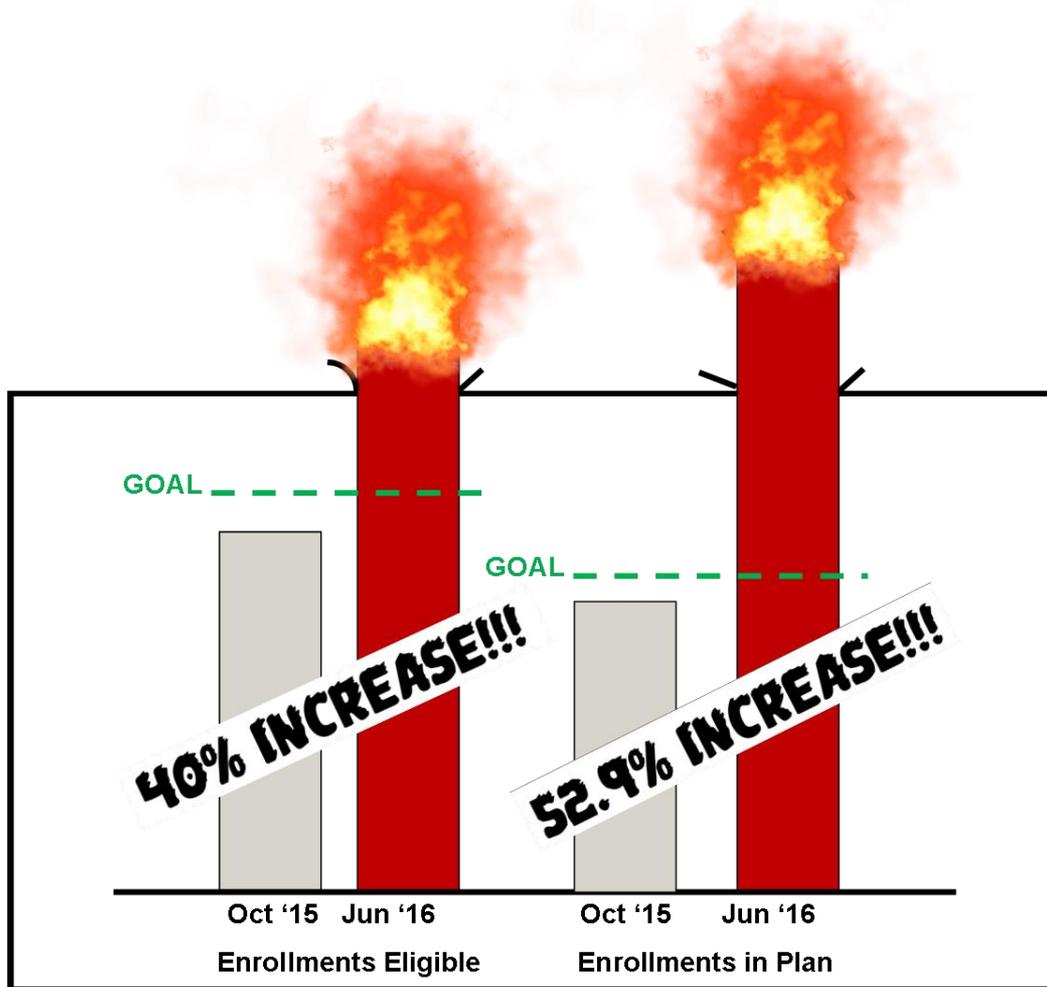


SUMMER CAMPS



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Things to do drives action and results!



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Gather and Communicate



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We need you!

- ✓ Consider current district practice & Taxonomy Document. [\(see handout\)](#)
- ✓ Advocate for early transition assessment & planning so students are better prepared to access services and activities by transition age.
- ✓ Encourage teachers to explore activities at an earlier age that will assist with post secondary transition and employment long term.
- ✓ Encourage teachers to work with students and families to access Vocational Rehabilitation services no later than age 16.
- ✓ Bridge district pre-employment transition service efforts with Vocational Rehabilitation opportunities.
- ✓ Engage, involve, and empower individuals & their families to understand and pursue post secondary success.



Other To Do's...

- Connect to local VR Counselor

- Participate in Needs Assessment

- Enhance or Develop a Local Transition Network
 - ✓ What's working in your district or area?
 - ✓ Share Resources!

- Be aware of and participate in State network and happenings...
 - ✓ Idaho Division of Vocational Rehabilitation
 - ✓ State Department Assistance
 - ✓ Idaho Training Clearinghouse – Secondary Transition Page



Contact



KENDRICK LESTER

SECONDARY SPECIAL EDUCATION
TRANSITION COORDINATOR
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Thank you for your time & effort on behalf of Idaho students!



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