



COLORADO
Department of Education

Designing and Implementing Effective 18-21 Services (Quality Indicators)

Virtual Guidelines

- Please **turn off** your camera
- Please **mute** your audio
- Please **use the chat box** for questions or comments

Who is here?

Who is here?

“Waterfall”

Type in the Chat Box –

- School You Work At
- Current Position
- # of Years in Current Position

Wait for the count down to “Submit”

Who are we?

Participants will:

- **Understand outcomes and need of 18-21 services**
- **Learn steps to implementing 18-21 services**
- **Gain knowledge about components of 18-21 services**
- **Gain in-depth understanding of content within the Transition Quality Indicators**
- **Determine usage of the Transition Quality Indicators within individual districts**

Purpose of 18-21 Services

- **Create and simulate what Monday through Friday will look like after student takes diploma**
- **Opportunity to focus on student post-secondary goals, partnering with adult service agencies**
- **Communication with families to promote successful outcomes for students**
- **IDEA mandates transition services from age 15-21**



Additional Purposes of 18-21 Services

- **Obtain full or part time employment**
- **Increase mobility in community**
- **Engage adult service agencies**
- **Improve social/communication skills in community**
- **Improve self-determination skills in community**
- **Develop friendships with others in same age group**
- **Age-appropriate leisure and recreational activities**

Why Provide 18-21 Services?

- **Graduation requirements are met**
- **Special college program or vocational training is not yet planned**
- **Focus on integrated employment and independent living is needed**
- **Parents have educational rights until age 21 and want son/daughter prepared for adulthood**

Things to Consider When Setting Up

- **Need different location, hours of day, focus of instruction**
- **No longer taking courses at high school – closure with 9-12 grades**
- **Hours of day determined by transportation and current staffing resources (9:00-2:00 or 8:30-2:30 or 9:30-3:00)**
- **Days of week determined by student need**
- **Location looks different from high school (i.e., old elementary, space in district office building, district owned house, community college campus)**

Things to Consider When Setting Up

- Students with **moderate needs** may prefer to graduate at 18 or when graduation requirements are met but some need transition services
- Students with **medical needs** may need to stay at high school to receive medical procedures throughout day
- Students with **significant support needs** may graduate at 18 and attend college program or stay for transition services for 1 year before going to college

Things to Consider When Setting Up

- **Select name for 18-21 services**
- **For students who are new to these services, set up orientation to assess students' skills/interests and focus on community based instruction**
- **Staffing pattern: 1 teacher and 2 paras for 7-10 students; additional staff if possible – e.g. Job Coaches**
- **Develop brochure to give families and community**
- **Vehicle(s) necessary to access community on daily basis**

Guiding Questions to Answer

- **What are we specifically doing to support this student currently? Academically, socially, behaviorally?**
- **Are these supports meaningful at this time?**
- **Will these supports assist the student to meet his/her post-secondary goals and enjoy a higher quality of life?**

As Students Enters 18-21 Services

- Conduct a **person centered planning** session with student, family, and friends
- **Results** may lead to new post-secondary goals
- **Results** lead to fading supports and implement jobs/responsibilities at home and in community
- **Results** provide staff/family with different perspectives about expectations for student

Implementing 18-21 Services

- **How many will have met graduation requirements?**
- **How many in this age group over next few years?**
- **How many exiting/graduating this year and next year?**
- **Once you have accurate numbers, staffing plan can be determined**
- **Enough students for a teacher caseload? (8-12)**
- **Enough students for a part-time caseload? (4-6)**

Year to Year Management

- **What if only 1-2 students in are 18-21 age group?**
- **How to plan resources for flexible enrollment?**
- **How can high school staff be involved in managing this age group when numbers are low?**
- **How to keep program values when numbers vary from year to year? – some programs evolve into a credit recovery program and/or keep students back in high school**

Structure of Services

Considerations of structure of 18-21 services:

- **Community based** for majority of day
- Base in **separate building**, or if in a school building, separate from younger students
- **Examples of locations** of 18-21 services in CO: college campus, school owned separate building, mobiles, separate entrance to high school to separate classroom, house owned by district

18-21 Service Content Needs

- **Academic instruction** and adaptations in community
- **Transportation** considerations – dedicated vehicle, staff training, travel training on local public transportation
- **Home Living** instruction to live semi-independently
- Support to **recreate and socialize** in community of choice
- Instruction in **self-determination and communication skills** – self-advocacy, decision making, problem solving, goal planning
- Connection to **appropriate adult service agencies**

18-21 Service Content Needs

- **Competitive integrated employment** is primary focus of 18-21 services
 - All other support and instruction centers around students working part or full time after exiting
 - All students should have a portfolio of work experience, interests, and skills related to a career
 - Work experience supported throughout high school – transition services shapes work history into opportunities for paid employment

Putting it all Together

Timing of implementation of 18-21 services:

- **Fall** – numbers of students and staffing determined
- **By January**, notification to parents with location, busing, staffing details
- **In spring**, person-centered planning meetings
- **Next fall semester**, program begins
- **After 1 year**, use QIs to evaluate services

Activity

- Discuss 18-21 transition services in your district
- What is currently in place?
- What still needs to be implemented?
- What are the next steps?

Evaluation of 18-21 Transition Services

Purpose of Transition QIs

- **Students are diverse learners with extensive needs**
- **QIs offer guidance when developing, implementing & evaluating transition services for students**
- **Each indicator has list of research-based practices for providing transition services with goal of improving post-school outcomes for students**
- **Transition QIs are a continuation of K-12 QIs**



Structure of Quality Indicators:

<http://www.cde.state.co.us/cdesped/SSN.asp>

- **Domains**

- **Indicators**

- **Components**

- **Ratings**

- **Fully Implemented**

- **Partially Implemented**

- **Emerging Implementation**

- **Not Implemented**

- **Observed**

- **Reported**

Transition Quality Indicators

A. Student Focused Planning:

- 1. Transition Assessment**
- 2. Self-Determination/Self-Advocacy**

B. Student Development:

- 1. Academics**
- 2. Communication**
- 3. Home Living & Consumer Skills**
- 4. Community Inclusion**
- 5. Workplace Skills**
- 6. Interagency Collaboration**

Use of Transition Quality Indicators

- **State SSN Network**
 - Evaluation of transition services
 - Instructional coaching in schools
 - Determine professional development needs at state level
- **At the District Level**
 - Evaluation of transition services
 - Determine PD needs
- **At the College/University level**
 - Instruction and discussion topics
 - Informal evaluation and reflection



State SSN Network Process

- **Contact CDE Consultant**
 - Team collects data
- **Collects and compiles data**
 - Presents data to team and decide on priorities
- **Collaborative team**
 - Sets goals, develop action plan, identify professional development needs
- **Coaching – as needed**
- **Goal = 80% of QI fully implemented**



At the District/School Level

- 1. Build your team & discuss need for this evaluation.**
- 2. Team separately assess services using QIs.**
- 3. Compile data.**
- 4. Review data as team & prioritize areas that need improvement.**
- 5. Develop action plan based on prioritized areas (e.g., what you intend to achieve; steps for implementation; determine personnel, resources needed; set timelines)**

At the District/School Level cont.

- 6. Implement action plan, document actions.**
- 7. Review progress. Determine progress being made toward goals & additional resources/training needs. If goals are met, select new goals to continue improvement.**
- 8. Reassess using QIs to set priorities for coming year.**
- 9. Use as ongoing evaluation. Ensures new members understand team's commitment to improvement.**
- 10. Celebrate your success!**



At The Transition Institute

Transition QIs can be used to:

- **Evaluate transition services provided to students**
- **Determine PD needs of staff providing transition services**
- **Consider Transition QIs when developing your action plan with your team**



Questions about Designing, Implementing, and Evaluating Your 18-21 Transition Services

Contact Us

- Gina Herrera - herrera_g@cde.state.co.us
- Gail Lott – lott_g@cde.state.co.us
- Dixie Periman - dixieperiman@gmail.com
- Kara Halley – khalley@msudenver.edu