Building and Maintaining the Body of Evidence

Transition Leadership Institute
June 2011

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Expected Outcomes of this Session

Increased understanding of:

• ICAP requirements and options for alignment with the IEP
• documentation requirements for referral to DVR and/or college
• requirements and options for creating a meaningful SOP
• awareness of strategies for documenting and accessing student information for a variety of purposes
Transition

• “Begin with the end in mind.” Stephen Covey

• A formal process of cooperative planning that will assist students with disabilities to move from school to the adult world of work and community.

• Focus on what will happen after school – postsecondary goals

• Coordination with agencies and/or supports that may be needed to ensure success after a student leaves secondary school
Key Components of IDEA

- Documented disability
- Based on current assessment
- Barrier to the student accessing or benefitting from general education
- Free appropriate public education (FAPE) that includes specially designed instruction and services

Transition Requirements of IDEA

- **Measurable post secondary goals** that are based on age appropriate transition assessments

- Coordinated, measurable, **annual IEP goals, transition services, and related services** that will reasonably enable the child to meet the **postsecondary goals**.
  

- Documentation of **interagency linkages**
Summary of Performance (SOP)

• Eligibility terminates due to graduation with a regular diploma or aging out

• Must include:
  – Academic achievement
  – Functional performance
  – Recommendations on assisting student to meet postsecondary goals

• SOP template on CDE website - 1 for portfolios
  http://www.cde.state.co.us/cdesped/Transition.asp

ICAP

• Individual Career and Academic Plan
• By September 2011
• ALL students 9th grade and up
• Includes:
  – Postsecondary and workforce goals
  – Assessments including interest inventories
  – Courses of study
  – Record of applications made
Eligibility for accommodation at a postsecondary level:

- Documentation of a disability (e.g., SLD)
- Impact of the disability on education
- Need for requested accommodations
  (e.g., why student needs extended time)
  – The need must be based on comparative performance level data:

  Grade or Age -- Compared to Average -- Timed or Untimed
Eligibility for services through VR:

- Documented physical or mental impairment
- Impediment to employment consistent with abilities and capabilities
- Individual can benefit in terms of an employment outcome
- Individual needs substantial services to prepare for, secure, or retain employment
Guiding Questions…

**Strategies for Building**

- Who has information about students?
- What information is important to collect?
- Who will do transition assessments?
- Are we duplicating efforts?
- What needs to be reported? To whom?
- Any needs for confidentiality?
- Is permission required to access or share?

Guiding Questions…

**Strategies for Maintaining**

- Where will information be kept?
- What electronic options do we have?
- Who will be able to add information?
- Who will have access to information?
- Is permission required to access or share?
- What happens to information at the end of the year? When a student moves? When the student exits?