

Cluster Area V – Secondary Transition

Question														
Is the percentage of youth with disabilities participation in post-school activities (e.g., employment, education, etc.) comparable to that of nondisabled youth?														
Goals														
1. The percentage of youth with disabilities participation in post-school activities (e.g., employment, education, etc.) is comparable to that of nondisabled youth.														
Probes (2002-03)	Performance Indicators (2002-03)													
No probes identified.	<p>A. According to monitoring results, LEAs have appropriate policies and procedures to promote successful secondary transition.</p> <p>B. According to monitoring results, students with disabilities are invited to participate in all Team meetings if the purpose of the meeting is transition planning.</p>													
Performance Indicator A														
Baseline/Trend Data (2002-03)	Targets (2002-03)	Explanation of Progress or Slippage (2002-03)												
<p>A.</p> <p><u>CIP AREA 2.6</u></p> <p>CIP 2.6 – There is increased opportunity for involvement of children with disabilities in regular vocational education programs with appropriate supports as determined by the IEP form.</p> <p>CPR RESULTS FOR SE6#2, SE48#2 and Perkins 15/16: FY01 to FY02</p> <p>SE6#2: For a student who is 16 years of age, or younger if appropriate, the Team includes in the IEP services that promote movement of the student from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th></th> <th style="text-align: center;">FY01</th> <th style="text-align: center;">FY02</th> </tr> </thead> <tbody> <tr> <td>Commendable/Implemented</td> <td style="text-align: center;">84%</td> <td style="text-align: center;">72%</td> </tr> <tr> <td>Partially Implemented/ Not Implemented</td> <td style="text-align: center;">16%</td> <td style="text-align: center;">28%</td> </tr> <tr> <td>Total sites</td> <td style="text-align: center;">56</td> <td style="text-align: center;">83</td> </tr> </tbody> </table>		FY01	FY02	Commendable/Implemented	84%	72%	Partially Implemented/ Not Implemented	16%	28%	Total sites	56	83	<p>A.</p> <p><u>CIP AREA 2.6</u></p> <p>Students with disabilities have increased opportunity for involvement in regular vocational education programs with appropriate supports as determined by the IEP form.</p> <p>SE6#2, SE48#2 and Perkins 15/16 compliance level should be at 93%.</p>	<p>A.</p> <p><u>CIP AREA 2.6</u></p> <p>Reported services to students with disabilities appear to be available at high levels. However, it appears as though it is in the development of the IEP that the possibility of vocational services is not fully discussed, particularly for students who are not attending vocational schools.</p> <p>When asked to consider what activities might be helpful in addressing this need area, working groups recommended that training focused on describing how to modify both expectations and activities in vocational programs and services in ways that preserve opportunities while still being responsive to the diverse ways in which a disability may affect a student’s participation. The working groups additionally identified the need to develop vocational opportunities for professional development in school year 2003-04.</p>
	FY01	FY02												
Commendable/Implemented	84%	72%												
Partially Implemented/ Not Implemented	16%	28%												
Total sites	56	83												

SE48#2: All students receiving special education, regardless of placement, shall have an equal opportunity to participate in and, if appropriate, receive credit for vocational, supportive, or remedial services that may be available as part of the general education program as well as the non-academic and extracurricular programs of the school. Programs, services and activities include, but are not limited to, vocational education, industrial arts, and consumer and homemaking education.

	FY01	FY02
Commendable/Implemented	91%	95%
Partially Implimented/ Not Implemented	9%	5%
<i>Total sites</i>	56	83

Perkins 15 (2000-01), Perkins 16 (2001-02): Equal access for special populations, including individuals with disabilities.

	FY01	FY02
Commendable/Implemented	75%	81%
Partially Implimented/ Not Implemented	25%	19%
<i>Total sites</i>	56	83

CIP AREA 3.1

CIP 3.1 - Outcome statements of transition must include required components: SE6#2 and SE6#3

CPR RESULTS FOR SE6#2 and SE6#3: FY01 and FY02

For SE6#2 data, refer to CIP 2.6 above.

SE6#3: The transition services are based upon the student's needs, taking into account the student's preferences and interests and includes specially designed instruction, community experiences, the development of employment or other post-school adult living objectives, and, if appropriate, the acquisition of daily living skills and functional vocational evaluation.

	FY01	FY02
Commendable/Implemented	86%	71%
Partially Implimented/ Not Implemented	14%	29%
<i>Total sites</i>	56	83

CIP AREA 3.2

CIP 3.2 - Method for Ensuring that Outside Agencies Likely to be Providing or Paying for Post-School Activities Are Invited To The IEP Meeting and That There is a Method For Obtaining Their Input If They Do Not Attend

CIP AREA 3.1

Outcome statements of transition must include required components.

SE6#2 & #3 compliance level should improve to 93 percent compliance.

CIP AREA 3.2

There is a method for ensuring that outside agencies likely to be providing or

CIP AREA 3.1

With two years of data showing a decline in compliance, this area has been identified as a priority area for FY04. Discussion with focus groups and the Steering Committee reflects a frustration with the form and process of IEP discussions on this topic. The Steering Committee determined to combine this CIP area with CIP area 2.6 on opportunities for vocational services and has designated this as a priority area for activity in FY04.

CIP AREA 3.2

High levels of compliance indicate that this area is substantially compliant and will no longer be an area on Massachusetts' CIP.

CPR RESULTS FOR SE6#4, SE6#5, SE8#11: FY01 and FY02

SE6#4: For any student approaching graduation or the age of twenty-two, the Team determines whether the student is likely to require continuing services from adult human service agencies. In such circumstances, the Administrator of Special Education makes a referral to the Bureau of Transitional Planning in the Executive Office of Health and Human Services in accordance with the requirements of M.G.L. c.71B, 12A-12C (known as Chapter 688).

	FY01	FY02
Commendable/Implemented	93%	84%
Partially Implimented/ Not Implemented	7%	16%
<i>Total sites</i>	56	83

SE6#5: In cases where the IEP included needed transition services and a participating agency other than the school district fails to provide these services, the Team reconvenes to identify alternative strategies to meet the transition objectives.

	FY01	FY02
Commendable/Implemented	98%	84%
Partially Implimented/ Not Implemented	2%	16%
<i>Total sites</i>	56	83

SE8#11: When one purpose of the Team meeting is to discuss transition services, a representative of a public agency who may be responsible for providing or paying for transition services is invited to the Team meeting. If the representative(s) does not attend the meeting, the school district takes other steps to obtain the participation of these agencies.

	FY01	FY02
Commendable/Implemented	95%	83%
Partially Implimented/ Not Implemented	5%	17%
<i>Total sites</i>	56	83

CIP AREA 3.4

CIP 3.4 – *Statement of transition service course of student must begin at age 14.*

CPR RESULTS FOR SE6#1: FY01 and FY02

SE6#1: For a student who is fourteen years of age, the Team considers the student’s course of study in relation to the student’s future goals and documents this in the IEP.

	FY01	FY02
Commendable/Implemented	89%	71%
Partially Implimented/ Not Implemented	11%	29%
<i>Total sites</i>	56	83

paying for post-school activities must be invited to the IEP meeting and there must be a method for obtaining their input if they do not attend.

SE6#4 & #5, and SE8#11 compliance level should be at 93%.

CIP AREA 3.4

Statement of transition service course of study must begin at age 14.

SE6#1 compliance level should be at 93%.

CIP AREA 3.4

With two years of data showing a decline in compliance, this area has been identified as a priority area for FY04. The working groups were requested to consider if there was a set of data that would assist in determining if the conversation on the course of student was effective since the current data primarily indicates that a conversation occurred. Although the working groups identified possible indicators, none answered the question of effectiveness to the satisfaction of the group and therefore no additional data was recommended for this area.

Projected Targets, Activities, Timelines, and Resources (2003-04)

Projected Target

Maintain existing targets (except the final target related to **CIP 3.2**)

Projected Activities, Timelines, and Resources

Procedural compliance activity will continue through ongoing CPR schedule for school year 2003-04.

MASSDE has designated "Outcome statements of transition must include required components" (**CIP 3.1**) in combination with (**CIP 2.6**) "opportunity for vocational services" as a priority area for FY04. The working groups recommended an annual collection and survey of IEPs with specific reviews of IEP elements to determine if this requirement is met. MASSDE will seek a selection of IEPs from districts being monitored each year and will review those for students over 16 years of age to see if outcome oriented statements of transition are included.

MASSDE's FY04 CIP will focus on transition in a number of ways at the level of the IEP meeting, through planning discussions, and through data gathering. MASSDE anticipates that the reauthorization of IDEA may provide more detail about this particular compliance area since it is clear that confusion about this requirement continues to hamper compliance. In school year 2003-04, MASSDE will apply for the State Improvement Grant with a focus area of secondary transition.

Performance Indicator B

Baseline/Trend Data (2002-03)	Targets (2002-03)	Explanation of Progress or Slippage (2002-03)
<p>B. CIP AREA 3.3</p> <p>CIP 3.3 - Students Invited to Meeting if Transition Planning is a Purpose of the Meeting Secondary Transition, 2002-03</p> <p># of Team meetings held regarding students 14 years of age or older (language in 2002-03 changed to read "Number of team meetings held where discussion regarding needed transition services were conducted for students 14 years of age or old.") 2001-02 = 4,697 2002-03 = 2,321</p> <p># of those meetings that had students 14 years of age or older present 2001-02 = 2,687 (57%) 2002-03 = 1,716 (74%)</p> <p># of those meetings in which students were not present but were actively involved with the</p>	<p>B. CIP AREA 3.3</p> <p>Students with Disabilities are invited to participate in all team meetings if transition planning is the purpose of the meeting. CIP 3.3 in Appendix B.5 CPR – Appendix III data (CIP information) will be 93 percent compliant.</p>	<p>B. CIP AREA 3.3</p> <p>Data represents the onsite monitoring of districts through a CPR or a Mid-Cycle Review. The data obtained on CIP 3.3 (see Appendix B.5 CPR – Appendix III data (CIP information)) details that MASSDE has met the 93% compliance target for school year 2002-03 since the data reveals that there was systemic compliance of students being invited to participate in all Team meetings where transition planning was the purpose of the meeting.</p> <p>With two years of data at high levels of compliance, this area is well on its way to systemic compliance and no longer needs to be a separate focus area of our CIP although transition itself will continue to be a focus area.</p> <p>State Improvement Grant/Project FOCUS Activities:</p> <ul style="list-style-type: none"> The MASSDE funded teams from Springfield, Cambridge, Barnstable, Boston, and Malden to participate in the National Capacity Building Institute, sponsored by the National Center on Secondary Education, the National Center for the Study of Post-Secondary Educational Supports, and the Institute for Community Inclusion. The conference's theme was coordination and management of supports and services for individuals with disabilities from secondary to post-secondary education and employment. This activity is part of an ongoing state priority in the area of transition for secondary level students to post school and adult life. Linking to Project FOCUS, the Federation for Children with Special Needs employs a part-time "transition specialist". Additionally each of our area staff has received intensive training on transition related issues in order to better serve parents of students 14 and over in receiving appropriate educational services and included within those services should be planning for adult living. The Federation has created an IEP development workshop, separate from the Transition to Adult Living workshop, which focuses on writing comprehensive and appropriate IEPs for students over the age of 14. Linking to Project FOCUS, the Institute for Community Inclusion - UMASS/ Boston. Linked to College Career Connection model demonstration project (1-year project). Orientation & training on new aspects of project such as resource mapping, alignment, cost-sharing strategies, working with one-stop career centers, e-college career portfolios

<p>Team in alternative ways 2001-02 = 1,391 (30%) 2002-03 = 468 (20%)</p> <p># of those meetings with no student participation 2001-02 = 619 2002-03 = 175</p> <p>Percent Compliant 2001-02 = 87% 2002-03 = 94%</p>		<ul style="list-style-type: none"> • MASSDE continues to link with Outside Agencies: Participatory Action Team (PAT) for the Post-secondary Education Option Project – stakeholders working together to for students with disabilities. <ul style="list-style-type: none"> • State Mental Health Planning Council • Mental Health Services Program for Youth (MHSPY) • Governor’s Commission for Employment of People with Disabilities • Massachusetts Partnership for Transition • Bureau of Transitional Planning • Educational Services in Institutional Settings (ESIS) Statewide School Council • Acquired Brain Injury Steering Committee • University of Massachusetts Special Education Leadership Training Project • Special Education Advisory Council • Leadership Education in Neurodevelopment and Related Disabilities • Project Aware/ Shriver Center – Asperger’s Syndrome • Northeastern University Interpreter Education Project for New England • Massachusetts Commission for the Deaf and Hard of Hearing (ongoing) • The MASSDE Transition workshop (available through the SIG/Project FOCUS training Project) includes Information on how the state and federal laws intersect for transition aged students with disabilities addressees the need for student involvement. (ongoing)
<p>Projected Targets, Timelines, and Resources (2003-04)</p>		
<p>Projected Target, Projected Activities, Timelines, and Resources Performance Indicator B and specific targets in this area will be combined with Performance Indicator A and its targets. See projections above.</p>		