

## Cluster Area V – Secondary Transition

<b>Question</b>																						
Is the percentage of youth with disabilities participation in post-school activities (e.g., employment, education, etc.) comparable to that of nondisabled youth?																						
<b>Goals</b>																						
1. The percentage of youth with disabilities participation in post-school activities (e.g., employment, education, etc.) is comparable to that of nondisabled youth.																						
<b>Probes (2003-04)</b>	<b>Performance Indicators (2003-04)</b>																					
No probes identified.	A. According to monitoring results, LEAs have appropriate policies and procedures to promote successful secondary transition.																					
<b>Performance Indicator A</b>																						
<b>Baseline/Trend Data (2003-04)</b>	<b>Targets (2003-04)</b>	<b>Explanation of Progress or Slippage (2003-04)</b>																				
<p>A. <b><u>CIP 3.1</u></b></p> <p><b>CPR RESULTS FOR SE 6#3 and SE6#2: FY01 – FY04</b></p> <p><b>CIP 3.1 - Outcome statements of transition must include required components: SE6#3</b></p> <p><i>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.</i></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: left;">SE 6#3</th> <th style="text-align: center;">FY01</th> <th style="text-align: center;">FY02</th> <th style="text-align: center;">FY03</th> <th style="text-align: center;">FY04</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;"><b>Commendable/ Implemented</b></td> <td style="text-align: center;">86%</td> <td style="text-align: center;">63%</td> <td style="text-align: center;">69%</td> <td style="text-align: center;">63%</td> </tr> <tr> <td style="text-align: left;"><b>Partially Implemented/ Not Implemented</b></td> <td style="text-align: center;">14%</td> <td style="text-align: center;">37%</td> <td style="text-align: center;">31%</td> <td style="text-align: center;">37%</td> </tr> <tr> <td style="text-align: left;"><b>Total Sites</b></td> <td style="text-align: center;">56</td> <td style="text-align: center;">43</td> <td style="text-align: center;">48</td> <td style="text-align: center;">49</td> </tr> </tbody> </table> <p><b>MID-CYCLE REVIEW FY 04</b> <i>Of the eight LEAs that were found partially or not implemented for SE6#3 in FY01, six (75%) were found 'Commendable/Implemented' by the following mid-cycle review.</i></p>	SE 6#3	FY01	FY02	FY03	FY04	<b>Commendable/ Implemented</b>	86%	63%	69%	63%	<b>Partially Implemented/ Not Implemented</b>	14%	37%	31%	37%	<b>Total Sites</b>	56	43	48	49	<p>A. <b><u>CIP 3.1</u></b></p> <p><b>CPR RESULTS FOR SE 6#3 and SE6#2: FY01 – FY04</b></p> <p>Improve compliance rates for SE 6#3: <i>Outcome statements of transition must include required components and SE6#2: Students with disabilities have increased opportunity for involvement in regular vocational education programs with appropriate supports as determined by the IEP form.</i></p>	<p>A. <b><i>INTERIM PROGRESS REPORT</i></b></p> <p>In response to the OSEP FFY2002 APR Letter (11/2004), MASSDE is providing an interim progress report demonstrating efforts and outcomes that will ensure full compliance in the area of Secondary Transition. A full progress report will be provided by June 1, 2005.</p> <p><b><u>Data and Analysis</u></b> Data from the Coordinated Program Reviews (CPR) conducted by MASSDE through the Program Quality Assurance unit (PQA) over the past four years indicate that LEA compliance levels are consistently in the 60%-70% range. However, it is important to note that MASSDE is now able to compare cohort groups by reviewing the mid-cycle data as compared to the CPR data. With the first year of Mid-cycle Reviews completed, MASSDE is able to effectively ensure that noncompliance identified during the FY01 CPRs has been corrected. For LEAs in which noncompliance was identified in FY01, 75% are now in compliance with SE6#3, 89% are in compliance with SE6#2, and 100% are in compliance with SE6#1 (see <i>Baseline/Trend Data</i>). These data indicate that where noncompliance has been identified, LEAs are able to effectively address the problems in a timely manner. For the LEAs that remained noncompliant with SE6#3 and SE6#1, MASSDE prescribed additional corrective action. The LEAs must implement this corrective action without delay or face possible loss of funds to the district and/or other enforcement action by MASSDE. CPR data cohorts will begin comparability as of FY07.</p>
SE 6#3	FY01	FY02	FY03	FY04																		
<b>Commendable/ Implemented</b>	86%	63%	69%	63%																		
<b>Partially Implemented/ Not Implemented</b>	14%	37%	31%	37%																		
<b>Total Sites</b>	56	43	48	49																		

### **CPR RESULTS FOR SE6#2: FY01 – FY04.**

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.

SE 6#2	FY01	FY02	FY03	FY04
<b>Commendable/ Implemented</b>	84%	58%	71%	63%
<b>Partially Implemented/ Not Implemented</b>	16%	42%	29%	37%
<b>Total Sites</b>	56	43	48	49

#### **MID-CYCLE REVIEW FY 04**

Of the nine LEAs that were found partially or not implemented for SE6#2 in FY01, eight (89%) were found 'Commendable/Implemented' by the following mid-cycle review.

### **CIP 3.2**

#### **CPR RESULTS FOR SE 6#1: FY01 – FY04**

**CIP 3.2** – Statement of transition service course of student must begin at age 14.

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.

SE 6#1	FY01	FY02	FY03	FY04
<b>Commendable/ Implemented</b>	89%	63%	62%	69%
<b>Partially Implemented/ Not Implemented</b>	11%	37%	38%	31%
<b>Total Sites</b>	56	43	50	49

#### **MID-CYCLE REVIEW FY 04**

Of the six LEAs that were found partially or not implemented for SE6#1 in FY01, all six (100%) were found 'Commendable/Implemented' by the following mid-cycle review.

### **Current and Projected Activities**

Secondary Transition has continued to remain a priority area on our Continuous Improvement Plan (see [Appendix B.1 Continuous Improvement Plan \(CIP\) – FY04](#) and [Appendix B.2 Continuous Improvement Plan \(CIP\) – FY05](#)). While the Mid-cycle data indicates that noncompliance is being corrected, MASSDE feels it is a priority to keep this as a focus area. MASSDE is working on this area in the following ways:

1) **Procedural Compliance Monitoring and Activities**: MASSDE will continue to monitor LEAs through the CPR and Mid-cycle review process. A meeting was held with the Program Quality Assurance liaison supervisory staff in March 2005 to explore the basis for findings on SE6#1, SE6#2 and SE6#3. During this discussion, it was felt that LEAs could be engaged in meaningful transition discussions and activities but that these LEAs were not providing documentation of the transition considerations. In order to address this possibility and to gain a stronger sense of the basis for findings of noncompliance, MASSDE staff will review CPR reports and Corrective Action Plans (CAP) from LEAs who have been found noncompliant. Additionally, MASSDE will consider modifying our monitoring instrument to allow PQA liaison staff to gather more directed and helpful transition data from LEAs. MASSDE will detail results of the CPR report analysis and proposed changes to our monitoring instrument in the progress report to be provided by June 1, 2005.

2) **Training and Technical Assistance**: Through our Special Education Summer Content Institutes, MASSDE has provided intensive workshops focusing on Secondary Transition during each of the past two years. These workshops were designed to provide educators with an in-depth understanding of the transition process for students with disabilities ages 14 and older. Currently, MASSDE is in the process of determining how the IDEA reauthorization will impact Secondary Transition policies and activities. As part of this process, we will meet with Administrators of Special Education from LEAs statewide to discuss the reauthorization during our annual Spring Conferences (May 2005). As part of these discussions, MASSDE will hold focused conversations providing a *transition guidance document* to be completed during Team meetings. The proposed document would provide guided questions to assist Teams in holding effective transition planning conversations.

In addition, if there are trends identified from data gathered from district CAPs, MASSDE will address them in a technical assistance document. The results of these meetings and the potential "next steps" for a transition guidance document will be included in the progress report to be provided by June 1, 2005.

3) **State Improvement Grant**: MASSDE, with its partners - the Federation for Children with Special Needs and U/MASS-

### **CIP 3.2**

#### **CPR RESULTS FOR SE 6#1: FY01 – FY04**

Improve compliance rates for SE 6#1: *Statement of transition service course of study must begin at age 14.*

		<p>Boston/Institute for Community Inclusion - was awarded a three-year; USDOE funded State Improvement Grant (SIG) – <i>Project FOCUS Academy (PFA)</i>. The Project FOCUS Academy is designed to develop professional development programs to help students with disabilities build sound career goals and learn skills to ensure successful post-secondary outcomes. As part of the SIG, the Department of Education will work with educators, parents, students and adult service agency personnel in the area of <i>Transition - Research-Based Practices for Successful Post-school Outcomes, School-wide Positive Behavioral Interventions and Supports (PBIS), and Universal Design for Learning (UDL)</i>. This first year MAASDE is recruiting participating high schools, providers for PBIS and UDL, and an outside evaluator through grants and contracts, as well as developing a self-assessment tool for high schools and supporting their development of a district leadership team and use of the self-assessment tool.</p> <p>Federal Requirements 34 CFR 300.29; 300.347(b)(1)(2)</p> <p>State Requirements SE6#1,2,3: <i>Determination of transition services</i></p> <ul style="list-style-type: none"> <li>▪ For a student who is 14 years of age, the Team considers the student's course of study in relation to the student's future goals and document this in the IEP.</li> <li>▪ 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.</li> <li>▪ 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.</li> </ul>
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**Projected Targets, Activities, Timelines, and Resources (2004-05)**

**Projected Target**  
Maintain existing targets adjusted for IDEA-2004 change in requirements.

**Projected Activities, Timelines, and Resources**  
See the *INTERIM PROGRESS REPORT* provided above.