

Life After High School

Using Your IEP to Plan for Your Future After High School

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Person-centered Independence Planning Project (PIPP) - funded through the Colorado Office of Workforce Development and the Colorado Department of Labor and Employment



Pretest/Post test

- Helps us know how to improve session
- Helps us know what people are learning
- Allows us to learn what you want

Session Objectives

- Talk about ways to team up with your school to plan for your future
- Provide tools you can use to plan for your future
- Reveal resources in the community that can help you plan for your future



Building Bright Futures

Jim Panzer

Transition Coordinator
Jeffco Public Schools

Transition Services

*...a coordinated set of activities designed to be within a **results-oriented** process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities- IDEA, 2004*

Why Are Transition Services Required?

Compared to their peers without disabilities, people with disabilities experience:

- Half the graduation rate
- Higher dropout rates (21% v. 10%)
- Lower college entrance/completion
- Lower employment (35% v. 78%)
- Higher dependency on public assistance
- Higher poverty rate (26% v. 9%)
- Lower the satisfaction rate (34% v. 61%)

Transition to Adult life

Outcome Data

- ❑ National Longitudinal Transition Study I/II
- ❑ National Council on Disability
- ❑ National Organization on Disability
- ❑ National Center for Education Statistics

IDEA 2004 requires

- ❑ Transition language in the IEP at age 15;
- ❑ Measurable postsecondary goals;
- ❑ Activities based on age-appropriate assessments related to: training, education, employment, and, where appropriate, independent living skills; and
- ❑ Providing a Summary of Performance upon school exit.

Examples of Planning Tools

- ❑ TPI – Transition Planning Inventory
- ❑ Student-Centered Planning
- ❑ PATH plans
- ❑ Parent and Student Questionnaires
- ❑ College in Colorado
- ❑ Brigance Tools

Four Steps- Secondary Transition

- ❑ Determine Present Level of Academic and Functional Performance;
- ❑ Identify Student's Post School Goals;
- ❑ Develop annual goals to support post school goals; and
- ❑ Identify needed transition services

JeffCo School - Tips for Transition

1. Attend your yearly IEP meeting, and participate. Invite friends to help you.
2. Prepare for the meeting by thinking about your goals for the future, and activities and strategies that work for you now.
3. Complete any pre-planning tools that might be useful at the meeting.
4. Talk with your parents about your goals for the future.

JeffCo School - Tips for Transition

5. If comfortable, chair the meeting
6. Share your hopes/ dreams with the group.
7. Ask questions if you don't understand what others are saying.
8. When you get home, review what happened at the meeting, and are you happy with the outcomes.



Jo Lynn Osborne

Assistant Executive Director
The Arc serving Jefferson,
Clear Creek and Gilpin Counties

Family and Youth Tips

- Create your own support system, including family and friends while continually building a strong community network. Invite people into your life – People want to help
- Your child is a teenager whose wants and needs are the same as all teens not matter how significant their disability. Expect your child to challenge your paternal authority.
- Help your child understand their disability and how to explain what kind of accommodations they need.
- Provide opportunities for your child to become a self-advocate.
- Find people who have the same interests as you. Find ways to make new friends. Find ways to stay in touch with your friends
- You are growing up. It's OK to have your own feelings and opinions.
- Know your disability. How does it impact you, what are your strengths, your needs?
- Be a Self-Advocate. Speak up. Ask questions. Speak about yourself. Get involved.

Family and Youth Tips

- ❑ Let go of what you want... focus is now on what your child wants in life.
- ❑ You know your child better than anyone else and will be the one constant factor throughout your child's transition from school to adulthood.
- ❑ Start now! Know what your community services are; what is the eligibility criteria; and is there a waiting list.
- ❑ Become familiar with transition requirements on your IEP. For example: Transition goals and academic standards can be met both in and outside the school.
- ❑ Figure out what YOU want to do. Where do you want to work? Where do you want to live? Where do you want to hang out?
- ❑ Listen to your family and friends about their ideas for you.
- ❑ Know what you want to do with your life and learn what supports are in your community to help you.
- ❑ Attend your transition IEP meeting. Use it as a tool to plan for your future.

Family and Youth Tips

- Involve your child and invite friends to meetings. This will help them feel supported, and another student can share inside information about the school and its courses that even teachers may not know.
- Bring a friend to your meetings. Someone who know what you like and don't like.
- Keep trying new ideas. Just because it didn't work the first time doesn't mean it won't work at all.
- It's okay to tell people what did and what did not work. Be willing to try again

Valorie,
Current JTS student

Questions By Youth For Youth

1. Tell us about you
 - Age
 - How long in Jeffco Transition Services (JTS)
 - What do you like to do
2. Tell us about your first year in the JTS program
3. Tell us what you are doing now in the JTS program
4. When you finish JTS, will you still work, ride a bus, have friends?
5. Valorie, what advice would you give another student about the JTS program?

Jefferson County Workforce Center

- Who can use the Workforce Center
- Youth services
- Resources
- DPN

Handouts

- Local resources
- National resources
- Tips
- Tools

Questions/Comments



Contact Information

Person-Centered Independence Planning
Project (PIPP)

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Session feedback

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