

Making Sense of the Madness

Transition Support for
2009 and Beyond

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- We're charged with getting students ready for post-school life....
- And working to help assure their post-school life is ready for them!!

Transition Support for 2009 and Beyond

- The primary focus will be on student outcomes
- Almost as important (grin)...

is you!

“White Papers”:

- CEN Focus on Results
- Communications
- Michigan Evidence-based Practice

(Policy/Practice)

Data Dashboard/Reporting:

- SPP indicators
- CIMS-2 integration

(Data-informed Systemic Change)

IEP Student-focused Agenda:

- Scenario-based Planning
- Forms Development
- Agenda(s)

(Planning Process)

Coaching/Facilitation:

- Inter-personal performance
- Data knowledge/application
- On-site Technical Assistance

(Data-based Practice Change)

SPP Checklist/Survey:

- Compliance
- Outcomes

(Data Collection)

On-line/off-line Training:

- Consistent Knowledge Base
- Accessible Learning/Reference

(Performance Improvement)

“To every complex problem, there
is a simple solution...
that doesn't work”



Mark Twain

And the beat goes on...

SPP13 circa 2005

- **Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.
(20 U.S.C. 1416(a)(3)(B))**

And the beat goes on...

SPP13 circa 2009

- **Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.**
 - **(20 U.S.C. 1416(a)(3)(B))**

And on ... and on ...

SPP14 circa 2005

- **Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school. (20 U.S.C. 1416(a)(3)(B))**

And on ... and on ...

SPP14 circa 2009

- Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - A. Enrolled in higher education within one year of leaving high school.
 - B. Enrolled in higher education or competitively employed within one year of leaving high school.
 - C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

Common Ground

- **Post school outcomes** are being looked at more and more closely.
- It's not simply about granting a diploma anymore!
- **Critical Questions:**
 - What do our students *need* to be successful after HS?
 - What would it look like if everyone was doing it?

Perspective!

- **Prior to IDEA 1997...get SWD *in the general curriculum***
- **From 1997 to 2004...get SWD *in and through the general curriculum***
- **Post-2004...get students ready for what comes next- *meeting their post-school goals!***

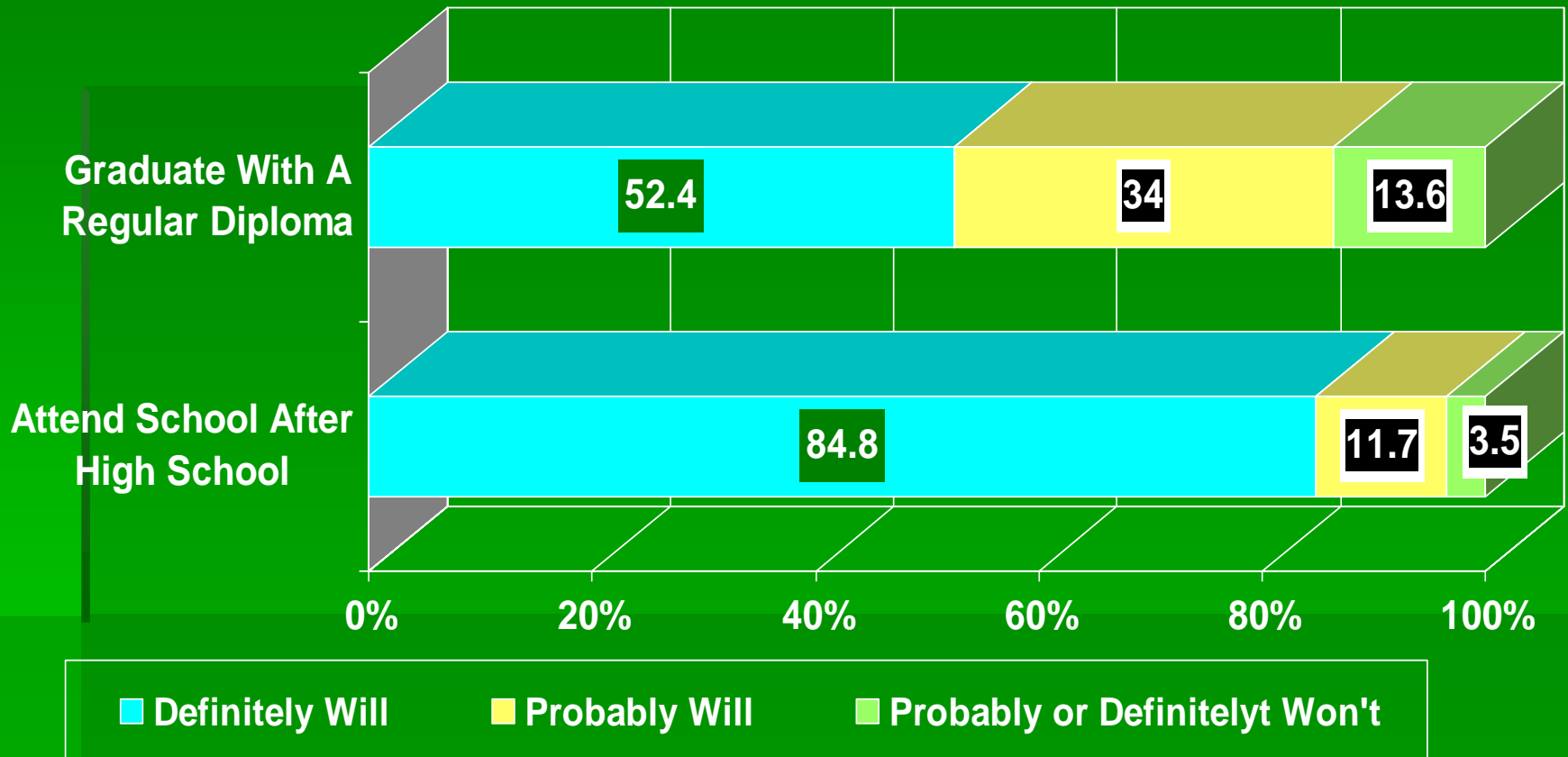
National Longitudinal Transition Study (NLTS2)

- Youth with disabilities' reported perceptions of school being “hard”
 - School is “not hard at all” 14.0% (2.07)
 - School is “not very hard” 44.9% (2.96)
 - School is “pretty hard” 35.7% (2.85)
 - School is “very hard” 5.4% (1.35)

NOTE: Standard errors are in parentheses.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 2 youth telephone interview/mail survey, 2003.

Youth Self Expectations



1 Youth who have attained the outcome are included as "definitely will."

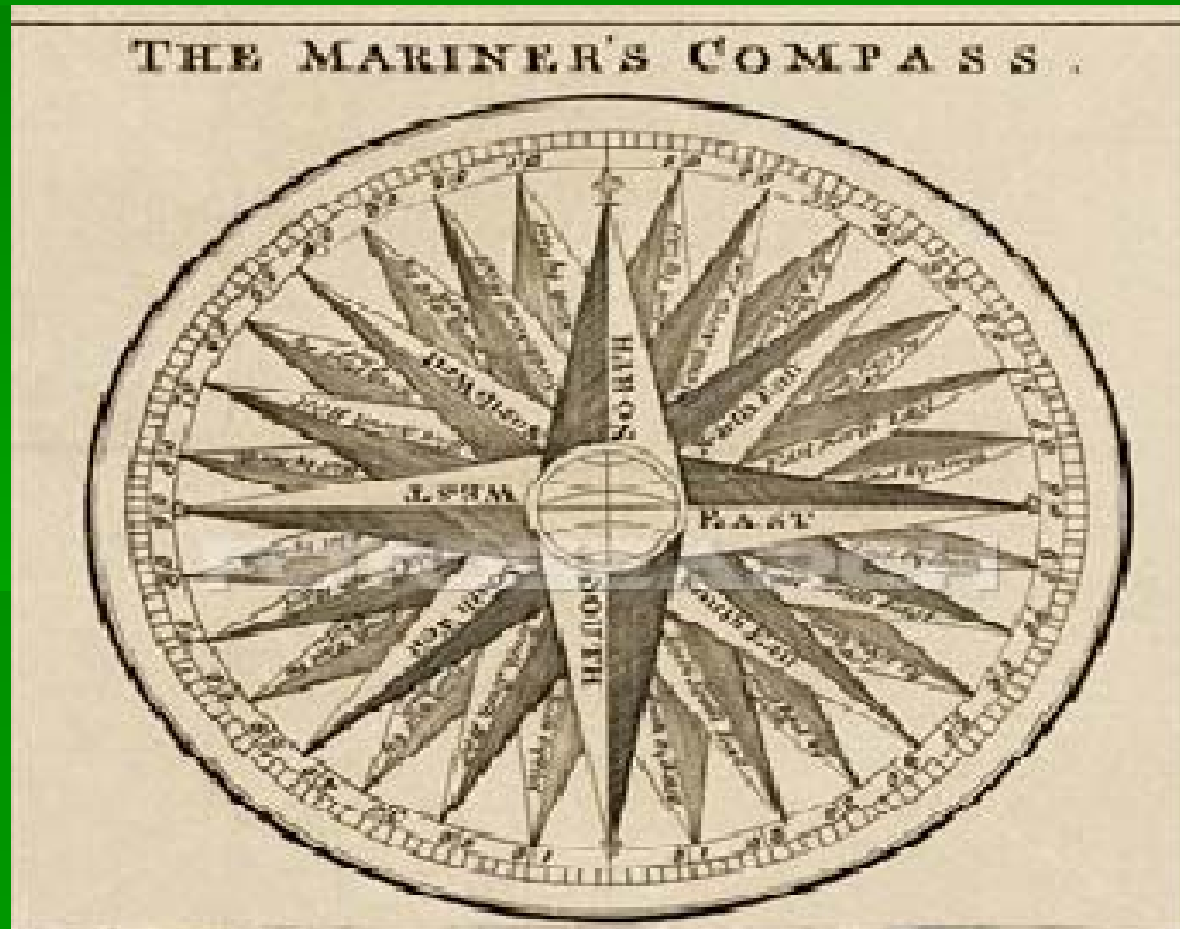
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 2 youth telephone interview/mail survey, 2003.

Office of Disability Employment Policy (ODEP)

February Disability Employment Statistics

- In February 2009, the percent of people with disabilities in the labor force was 23.0%, compared with 70.9% for persons with no disability.
- The unemployment rate for those with disabilities was 14.0 percent, compared with 8.7 percent for persons with no disability, not seasonally adjusted.

A New Way To Navigate



MI Direction

- **Core Message**
 - **Quality education assists each student in developing a post-school vision and a pathway to obtain the vision**
 - **To successfully transition each student through school to adulthood...**
 - **Effective planning and**
 - **Coordinated implementation**

Rules of the Road

SPEED

LIMIT

Proceed At An
Appropriate
Rate That Will
Reasonably Enable
You to Reach Your
Arbitrarily Assigned
Destination

70
MPH

MI Student/System Targets

**Secondary
Transition**

100%

Dropout

8%

Graduation

80%

PSO

79%

**Facilitated
Parent
Involvement**

33%

**Educational
Settings**

63%

AYP

71%

67%

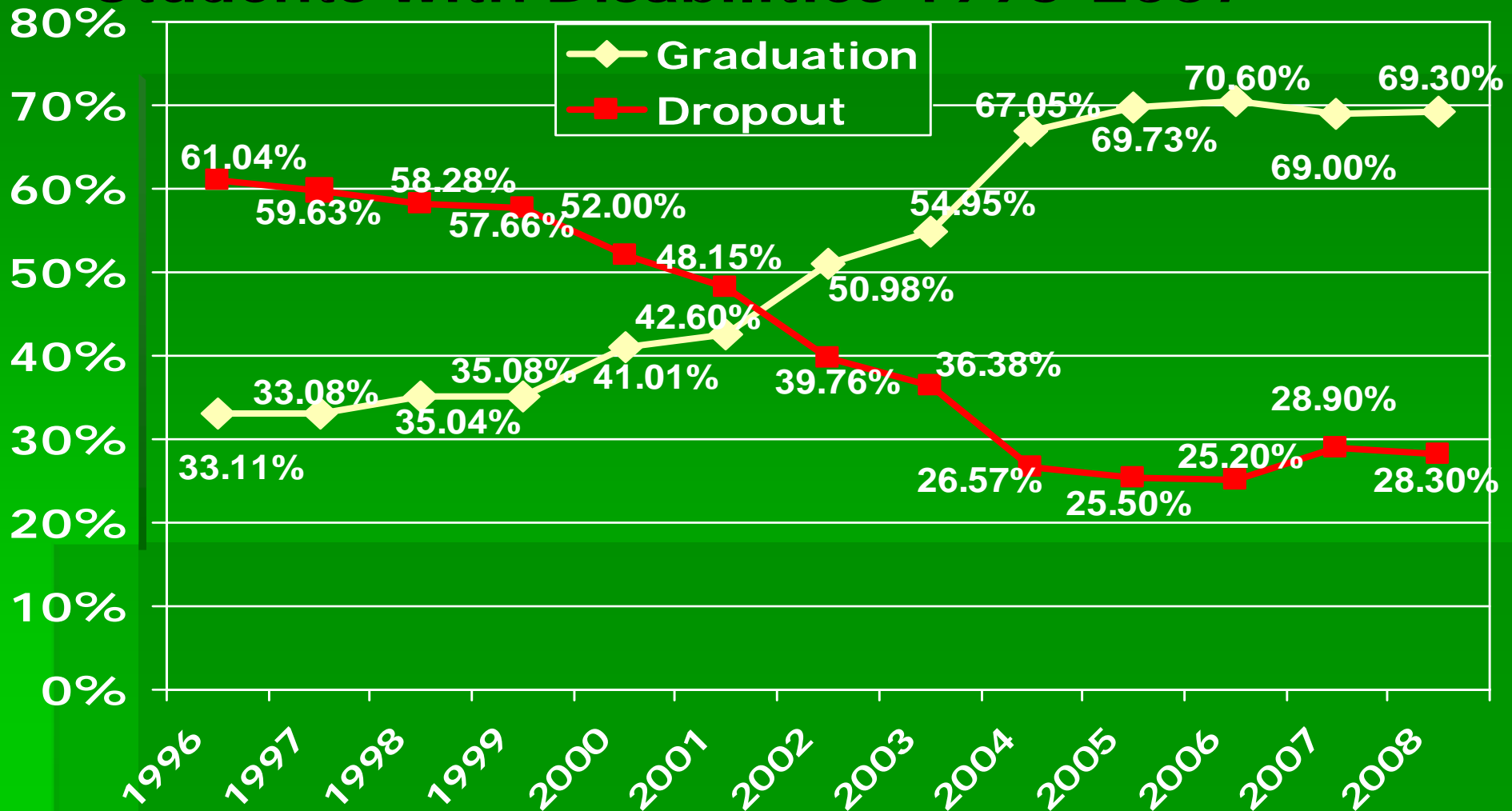
Indicator 13 Data

FFY	Baseline	Target	Actual
2005	35.2%	100%	-
2006	-	100%	39.5%
2007	-	100%	87.5%

Michigan did not meet the 100% target for this indicator. Michigan showed a significant improvement in performance in this indicator for FFY 2007, showing a 47.9% gain from 39.5% to 87.5%.

Graduation/Dropout Rates

Students with Disabilities 1996-2007



Sources: MICIS 1996-2005, CEPI-SRSD 2006-2008

SPP Indicator 14 Baseline Data 2008

	2007	2008
A. Work	19%	30.1%
B. School	29%	19.3%
C. Both work and school	30%	24.6%
D. Neither work nor school	22%	26.1%
Total (A + B + C)	77.8%	73.9%

Data Dashboard

Overall compliance was 87.5%

Ethnicity: IEP compliance among

- **black students was 78%**
 - **black females was 84% versus**
 - **75% for black males**
- **Hispanic students was 90%**
 - **Hispanic females was 82% versus**
 - **95% for Hispanic males**

Data Dashboard

- **-IEP compliance was similar among**
 - **males (87%) and**
 - **females (89%),**
- **There were differences among males and females by:**
 - **Age:**
 - **IEP compliance among**
 - **females age 19 was 93% versus**
 - **83% for males age 19.**

Data Dashboard

Disability:

- IEP compliance among HI males was 77% versus 85% for HI females (compared to 82% among all HI students)
- -IEP compliance among SLI students was 81% (lower) while IEP compliance among SXI students was 98%(higher

CHART 1: Statewide Data



CHART 2: Multi-level Data



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