

## Governor's Interagency Transition Council Strategic Plan

April 2010

### Goal #1: Every student with a disability will exit school prepared for employment

**Measures:**

- # of students receiving an Exit Document
- # of students one year after exiting school who are working, in postsecondary education, or both
- # of students who had employment practice through an internship and/or work experience as a transition activity

**Data Collected**

1. Review employment data from the State Performance Plan Indicator #14 being conducted by the Maryland State Department of Education (MSDE).
2. Through IEP reviews, review the number of students age 14 and older who had postsecondary goals in the area of employment.
3. Review data for students with disabilities who are participating in Career and Technology Education (CTE) programs.
4. Review employment data, paid and unpaid where available, for DLLR, DORS, MHA, and MSTC\* for transitioning youth with disabilities.

Action Step	Time Frame	Responsible agencies
<p><b>1.1 Students entering 9<sup>th</sup> grade and/or entering their final 4 years of high school will have an individualized career plan developed within the 'Maryland Career Development Framework and based on student choice, interest and strengths.</b></p> <ol style="list-style-type: none"> <li>a. Each student will be aware of their individual learning styles and potential accommodation needs through training and outreach regarding the Exit Document.</li> <li>b. Each student will exit high school knowing how to complete a job application and how to conduct a job search.</li> <li>c. Each student will receive copies of the following at the time of exit:                             <ul style="list-style-type: none"> <li>- Summary of Interest Inventory and other transition assessments</li> <li>- Exit Document that contains information for resume</li> <li>- Individual Academic and Career Plan</li> </ul> </li> </ol>	Completed by year of leaving school	MSDE, MANSEF, LSS DLLR

<p><b>1.2 Students will have opportunities for exposure to a range of integrated community work experiences.</b></p> <ul style="list-style-type: none"> <li>a. Each student will have a Career Development Plan, reviewed annually, that includes an occupational preparation course to include job shadowing, requesting/managing accommodations, self advocacy, interviewing, career exploration and related topics.</li> <li>b. Each student who exits school not eligible for adult services such as DORS, MHA and/or DDA will be given fact sheets and related resources and be provided the opportunity to participate in a No Spare Marylander Training in partnership with their local One Stop or other appropriate resources.</li> <li>c. Each student will receive information in their Exit Packet on their rights and responsibilities in the workplace, the reasonable accommodation process and related topics.</li> </ul>	<p>Beginning in Middle School; Completed prior to leaving school</p>	<p>MSDE, DORS, DLLR, MANSEF, LSS</p>
<p><b>1.3 Students will have support for and access to exploration of paid employment before leaving High School.</b></p> <ul style="list-style-type: none"> <li>a. The IEP Team, as appropriate, will identify a paid community employment strategy for individual students.</li> <li>b. Responsible agencies will work with the business community, other community agencies, and local One Stops to identify jobs for students.</li> <li>c. Each student will receive referrals and eligibility determinations, as appropriate, to DDA, DORS, MHA, Disability Support Services at their selected college or university, and their local One Stops and/or other appropriate resources prior to exiting school.</li> <li>d. Summer employment will be made available to all interested students with disabilities through local One Stops, DORS or other resources as funds allow.</li> </ul>	<p>Beginning at age 16; Completed prior to leaving school</p>	<p>MSDE, DORS, DLLR,MANSEF LSS, DDA, MHA</p>
<p><b>1.4 The State will engage in the following systems change activities in support of this Goal:</b></p> <ul style="list-style-type: none"> <li>a. Develop model language for Local School System Special Education Policies and Procedures as necessary to support the goals of the IATC Strategic Plan. Develop procedures and guidance for appropriate referrals to DDA and MHA and others as deemed necessary.</li> <li>b. Develop and provide training and tools related to job development and ongoing coaching for local school systems.</li> <li>c. Develop a means of measuring the implementation of all the action steps in the Strategic Plan.</li> <li>d. Support the creation of Local Transition Councils.</li> <li>e. Update and make available the Anticipated Services/Transition Planning Guide.</li> <li>f. Establish workgroups to develop guidance and guidelines for Action Step 1.1c and as needed.</li> </ul>	<p>Spring 2010 for Fall 2010 implementation Spring 2010 for Fall  Fall 2009  Fall 2009  Spring 2010  Spring 2010</p>	<p>MSDE, LSS, DORS, DDA, MHA, IATC, MISTIC, MSTC, CTE</p>

**Goal #2: Every student with a disability will exit secondary school aware of postsecondary education options.**

**Measures:**

- # of students with disabilities who exit school prepared to enter postsecondary education
- # of students one year after exiting school who are in postsecondary education\*

**Data Collected**

1. Review postsecondary education data from the State Performance Plan Indicator #14 being conducted by the Maryland State Department of Education (MSDE).
2. Through IEP reviews, review the number of students age 14 and older who had postsecondary goals in the areas of education or training.
3. Review data for students with disabilities who are participating in Career and Technology Education (CTE) programs.

Action Step	Time Frame	Responsible Agencies
<p><b>2.1 Students and their families will be provided information on the wide array of postsecondary education opportunities available.</b></p> <ol style="list-style-type: none"> <li>a. Each student will be encouraged to visit at least one post secondary education setting prior to leaving high school including four-year and two year colleges, career schools, or adult education programs that offer credit and/or non-credit coursework as appropriate.</li> <li>b. Each student will have an IEP transition activity and/or career development goal focusing on preparation for post secondary education, as appropriate.</li> <li>c. Ensure that students with disabilities and their families are included in all schools activities promoting postsecondary education.</li> <li>d. All students with disabilities will have a career assessment/discovery based process.</li> <li>e. Students with disabilities will meet with their school counselors and/or vocational support teacher to explore available postsecondary education opportunities.</li> </ol>	<p>Begin two years before leaving school; completed year prior to leaving school</p>	<p>MSDE, DORS, MANSEF, LSS, MHEC Guidance and transition</p>
<p><b>2.2 Students planning for post-secondary education will receive information on financial aid.</b></p> <ol style="list-style-type: none"> <li>a. Each student and their family will be provided information on financial aid options at an IEP or career planning meeting during the last year of high school attendance.</li> <li>b. Each student and family will receive information on the Free Application for Federal Student Aid (FAFSA) and, if desired, assistance in completing the form.</li> <li>c. A fact sheet will be developed and distributed to each student and family on College Savings Plans and new changes to the Higher Education Act regarding student loans.</li> </ol>	<p>Beginning age 16; completed 6 months prior to leaving school</p>	<p>MSDE, DORS, MANSEF, LSS, families  (MDOD will pay to print fact sheet)</p>

<p><b>2.3 Students and their families will receive information on accessing post secondary education Disability Support Services</b></p> <ul style="list-style-type: none"> <li>a. Upon completion of the educational program, each student with an IEP will receive an Exit Document and be encouraged to share it with post school providers and DSS offices.</li> <li>b. A strategy will be developed to ensure that students with a 504 plan are accessing information about post secondary education options.</li> <li>c. Each student will be provided with a fact sheet that explains their rights and responsibilities in obtaining services at post secondary education centers.</li> <li>d. Each student will make contact with a college or postsecondary education Disability Support Service, as appropriate.</li> <li>e. Each student will develop a set of questions based on their possible accommodation needs in order to evaluate services in different post secondary education settings.</li> <li>f. Each student and family will be connected with HEATH Clearinghouse for postsecondary education for students with disabilities and their families. <a href="http://www.heath.gwu.edu/">www.heath.gwu.edu/</a></li> </ul>	<p>Beginning age 16; completed prior to leaving school</p>	<p>MSDE, DORS, MANSEF, LSS, MHEC</p>
<p><b>2.4 The State will engage in the following systems change activities in support of this Goal:</b></p> <ul style="list-style-type: none"> <li>a. Adoption of uniform mechanisms for documentation of learning disabilities that will satisfy eligibility requirements for postsecondary disability support services.</li> <li>b. Development of a strategy to educate Disability Support Services offices and providers to request Exit Documents from students.</li> <li>c. Develop parent and self advocacy trainings in support of all the goals.</li> <li>d. Develop topical fact sheets as necessary in support of the goals.</li> </ul>		<p>DDA, MHA, MSDE, MDOD</p>

**Goal #3: Every student with a disability and their family will receive support and education to successfully assist their young adult through the transition process.**

**Measures:**

- % of families, through survey sampling, who report that they had the information and supports necessary to successfully assist their young adult through the transition process at exit of high school and one year following

**Data Collected**

1. Review information from SPP Indicators #14 being conducted by the Maryland State Department of Education (MSDE).
2. Through IEP reviews, review the number of students age 14 and older who had transition services that will enable students to attain their postsecondary outcomes.
3. Develop a Survey to measure the level of satisfaction with the information and supports families received during the transition process.
  - a. Distribute the survey through the Maryland Coalition for Inclusive Education (MCIE) and the Maryland Coalition of Families.
  - b. Post the survey on the Transitioning Youth Website.
  - c. Work with the Parents Place of Maryland to see if they are able to distribute the survey to parents that do not have access to a computer.
  - d. Work with the Parent Resource Centers located in each local school system to distribute the survey.

Action Step	Timeframe	Responsible Agencies
<p><b>3.1 Families of students eligible for adult service agencies will have the opportunity to participate in transition education by age 14.</b></p> <ol style="list-style-type: none"> <li>a. DDA will continue to make the DDA Transitioning Youth Handbook and other available resources available to all youth with developmental disabilities and their families beginning at age 14 during transition IEP meeting.</li> <li>b. When appropriate and as funding permits, service coordination will be in place prior to exiting school.</li> <li>c. Local school system will provide information on career development to students and families at their transition IEP meeting.</li> </ol>	<p>Beginning in Middle School; completed by age 14</p>	<p>MSDE, MANSEF, LSS DHMH</p>

<p><b>3.2 Families will be aware of post high school options through the opportunity to participate in ongoing trainings.</b></p> <ul style="list-style-type: none"> <li>a Topic oriented trainings will be presented at least annually.</li> <li>b Trainings will be held for youth with mental health disabilities and their families.</li> <li>c Families will be invited to participate in local transitioning youth fairs to receive information about post school resources and options.</li> <li>d Families will be aware of leadership training opportunities for themselves and youth</li> <li>e Develop new transition website to provide up-to-date comprehensive information.</li> <li>f Families will be invited to participate in tours of post secondary education facilities when these are provided to the students</li> <li>g Information will be given to family members at IEP and other meetings, as appropriate, in which parents attend beginning at student age 14.</li> <li>h Families and students will be notified of all school wide events and resources addressing post secondary education</li> <li>i Families and students will be aware of Social Security benefits and the EID program and will be connected with benefits planning services.</li> </ul>	<p>No later than age 14; completed prior to leaving school</p>	<p>MSDE, DORS, DDA, MANSEF, LSS Parents' Place of Maryland, DHMH</p>
<p><b>3.3 Families will know how to plan public transportation options and how to obtain travel training.</b></p> <ul style="list-style-type: none"> <li>a. <b>Information on public</b> transportation options and travel training will be provided to students and their families at transition meetings beginning at age 14.</li> <li>b. Students will <b>receive information on how to obtain</b> a driver's license or a Maryland ID Card.</li> </ul>	<p>Beginning at age 14; completed prior to leaving school</p>	<p>MSDE, MTA, CILS, MANSEF, LSS</p>
<p><b>3.4 Families and students from across the state will provide input and feedback on the effectiveness of the implementation of recommendations in the IATC Strategic Action Plan.</b></p>		

\* DLLR will provide data for youth with paid summer work experiences; DORS will provide data for youth in paid employment including summer work experiences; MHA will provide data for youth receiving employment services; and TransCen, Inc. will provide employment data for youth participating in the MSTC projects through the end of the MSTC grant (September 30, 2012).