LEVERAGING COMPLIANCE: GRADUATION PLANS/TRANSITION PLANS/INDICATORS 13 & 14

For Learners with ID headed to Inclusive College Programs

Presentation by Karla Wade, PhD

Brought to you by
Georgia Inclusive Post-Secondary Education Consortium

The Georgia Inclusive Post-Secondary Education Consortium seeks to create opportunities for students who have historically not had access to post-secondary educational opportunities. Members of the Consortium are committed to providing information and training resources for individuals, families, colleges & universities, and agencies to achieve the goal of inclusive PSE opportunities for all.

The GAIPSEC is a project of the Center for Leadership in Disability at Georgia State University. The Steering Committee is composed of individuals from colleges & universities, the GCDD, GVRA, GAO, DBHDD, and other organizations.
Help Build PSE in Georgia

You can help **BUILD** inclusive PSE in Georgia and this is how!

- Learn about inclusive PSE through the GAIPSEC and ThinkCollege!
- Join our mailing list (email *smiller65@gsu.edu* to have your name added)
- Share information with parents, students and educators
- Make contact with anyone you have a connection with a college or university and share with them about inclusive PSE opportunities.
Topics for Today

- Inclusive Post-Secondary Options: National and Local
- Compliance
  - Individual Graduation Plans
  - Transition Plans
  - Indicator 13 & 14
- High School Activities that can lead to Independence on a College Campus
- Leveraging Technology and Helpful Apps
National College Options for People with Intellectual Disabilities

200+ in 2014

Thinkcollege.net
In Georgia

Currently:

- **Kennesaw State University Academy for Inclusive Learning and Social Growth (est. 2009)**
- **2 year certificate program**
- Students audit classes with their typical peers
- **Job Shadowing and Job Development**
- **Student Housing is a Family Choice**

Under Development:

- University of Georgia Fanning Institute LEAD DAWGS
- Columbus State University COUGARS
- Georgia Tech AILSG
- East Georgia State College program

Student Mentor Support

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Welcome to Think College!

Doors to colleges are opening for people with intellectual and other developmental disabilities in many different ways all over the country. This website is designed to share what is currently going on, provide resources and strategies, let you know about training events, and give you ways to talk to others. The information is for students as well as adults attending or planning for college. It provides links and tools for students, families, and professionals: click on the tabs above to see what's here for you.
Think College Program Database

Find and compare information about college programs for students with intellectual disabilities! Click "Start Your Search" to customize your options, or "View All" to view the whole database.

199 Programs

START YOUR SEARCH
VIEW ALL PROGRAMS

WATCH A BRIEF VIDEO ON HOW TO USE THE DATABASE

This information was submitted to Think College by the college programs. Think College does not necessarily endorse a program simply because it is listed in the database.
Fitting the pieces together: Leveraging Compliance

- Individual Graduation Plans
- IEP/Transition Plans
- Indicator 13 outcomes

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The new reality

Wrong Question

Why should YOU go to college? There are no jobs out there for YOU people.

Right Question

What’s your major?
THE BRIDGE ACT

INDIVIDUAL GRADUATION PLANNING

ALIGN WITH TRANSITION PLAN
Individual Graduation Plans

- Each LEA shall ensure that each student develops an individual graduation plan before the end of the second semester of the eight grade.

- Each LEA shall provide guidance, advisement, and counseling to each high school student that will enable the student to successfully complete his/her IGP & prepare for a seamless transition to post-sec study, further training, or employment.
CAREER CLUSTERS

career pathways

BASED on age-appropriate vocational assessments

CAN include a post-secondary option for learners with ID

SHOULD be driven by an employment outcome
THE TRANSITION PLAN

INCORPORATE IGP CAREER PATHWAY

ADDRESS INCLUSIVE POST-SEC PREP

GOALS TO PREPARE FOR COLLEGE & CAREER INDEPENDENCE
Transition Planning: The Law

IDEA’s provisions requiring transition statements in the IEP are found at §300.320(b) and read as follows:

- **Transition services.** Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include—
  - (1) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
  - (2) The transition services (including courses of study) needed to assist the child in reaching those goals. [§300.320(b)]
Measurable Post-Secondary Goals in:

- Education/Training
- Employment
- Independent Living (if appropriate)

AFTER HIGH-SCHOOL
Person Responsible?

- STUDENT
- parent
- teacher

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Transition Plan Domains

- Education
- Preparation for Employment
- Community Involvement
- Adult Living and Post-School Options
- Related Services
- Daily Living Skills

What will this student do during THIS YEAR in these domains to come closer to the desired post-secondary goal?

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Leverage the Transition Plan within the IEP
___ will increase independence by utilizing two technology modalities to manage academics.

___ will submit six (6) assignments via email attachment during the fall semester.

___ will enter three (3) reminders in cellphone calendar for assignment completion prompts

___ will increase reading level to Third Grade on DRA assessment

_____ will complete at least three DRA sessions per week.

_____ will complete two reading assignments each week at home.

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Consider These Electronic Resources & Apps

- Calendars for reminders, alerts, planning, etc.
- Initiate emails to request meetings, give information
- Text, tweet, and FB message
Useful Apps

• Evernote
• Dropbox
• GoTasks
• Remind 101
• Dragon
**Goal**

___ will identify two (2) careers of interest within Career Pathway designated on Graduation Plan.

___ will complete aptitude assessment on GaCollege411 by October 31, 2014

___ will compile list of at least 5 careers based on aptitude and compare income/training requirements.

**Goal**

___ will volunteer twice a month during basketball season at school concession stand to develop work skills

_____ will contact booster club organizer

______ will schedule transportation with mom.
Community

- Goal
  - Activity
  - Activity

- Goal
  - Activity
  - Activity

___ will express self-confidence by adding two social skills.

- Activity
  - Activity
  - Activity

____ will greet principal and school secretary at least twice weekly when delivering attendance.

- Activity
  - Activity
  - Activity

. ___ will initiate introduction to 3 agency representatives at Transition Fair.

- Activity
  - Activity
  - Activity

____ will increase independence on public transportation by completing two tasks.

- Activity
  - Activity
  - Activity

____ will obtain Breeze card by November 15th, 2014

- Activity
  - Activity
  - Activity

_____ will pay fare with breeze card on two separate trips during Spring Semester.

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____ will self-advocate by completing two activities.

____ will make/keep appointment with Gen Ed instructor to review accommodations for effectiveness before next IEP.

____ will schedule next doctor’s appointment by telephone.
Academic Rigor

• Do not asked to be excused from the requirements of the course. Ask instead, “How close can I come to the syllabus demand?”

• Consider dismissing Support Services (speech, PT, OT) especially pull-outs
___ will initiate VR referral.

By November 15, 2014, ___ will compile list of at least 3 services that VR could provide.

___ will make/keep appointment with VR counselor to discuss referral process.
Daily Living skills

___ will increase independence by developing two daily living skills.

___ will turn regulate shower water temperature with two or less prompts by January 30, 2015

___ will wake to self-set alarm three of five days per week by October 15, 2014.

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Indicator 13

AFTER GRADUATION FROM HIGH SCHOOL, KARLA WILL ATTEND AN INCLUSIVE POST-SECONDARY COLLEGE PROGRAM

- Appropriate measurable post-secondary goal?
- Updated annually?
- Based on appropriate assessment?
- Transition services in IEP that will enable student to meet goals?
College Ready Rubric

- Evaluates readiness for Inclusive College Programs
- Aligned to Transition Plan Domains
- Suggested for Admissions Interview/Application Attachment
- Individually administered via interview & records review
- Contact Dr. Wade at karlawade1110@gmail.com
Indicator 14

PERCENTAGE OF YOUTH NO LONGER IN SECONDARY SCHOOL, HAD IEPS IN EFFECT WHEN THEY LEFT SCHOOL, AND ARE NOW:

- Enrolled in Higher Education
- Employed (at or above minimum wage)
- Enrolled in Post-Secondary Education/Training (Job Corp, Tech School >2years)
- Employed otherwise (self-employed or family business)
Upcoming Events

- Summer Leadership Intensives: KSU Academy for Inclusive Learning
  - Full week on-campus experience
  - Register for telephone interview kwade20@kennesaw.edu

- GAIPSEC Statewide Meeting
  - Person Centered Planning for Transition and Inclusive PSE
  - April 29, 2014
  - 10am-2pm
  - Indian Creek Lodge, GSU
  - More information at www.gaipsec.org
Questions

• We have 10 minutes for questions
• Please type your questions in the dialog box, and Susanna will ask Karla questions, time permitting
• You will also receive Karla’s email for further questions
Education
  is the most powerful weapon
which you can use to
change the world.
~Nelson Mandela

Karla Wade, PhD
karlawade1110@gmail.com