

# Transition Times

A newsletter for secondary transition planning.

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This issue concentrates on understanding transition planning and data pertaining to the next step



There are **ten items** designed to assess compliance; each item explores a specific element of Indicator B-13 and IDEA requirements:

1. Is there documentation that the student was invited to the IEP Team meeting where transition services were discussed?
2. Is there documentation of prior consent of the parent or student, who has reached the age of majority, to invite an agency?
3. Is there documentation that, if appropriate, a representative of any participating agency (that is likely to be responsible for providing or paying for transition services) was invited prior to the IEP Team meeting?
4. Is there documentation that postsecondary goals were based on age appropriate transition assessment(s)?
5. Does the IEP include appropriate measurable postsecondary goals in the areas of training, education, employment and where appropriate, independent living?
6. Are the postsecondary goals updated annually?
7. Does the IEP include transition services that will reasonably enable the student to meet his or her postsecondary goals?
8. Does the IEP include courses of study that will reasonably enable the student to meet his or her postsecondary goals?
9. Are there annual IEP goals related to the student's transition service needs?
10. Is there documentation that the student's needs, taking into account their strength, preferences and interests were considered?

The Federal Government has an ongoing obligation to support activities that contribute to positive results for students with disabilities, enabling those students to lead productive and independent adult lives.

These data collection activities contribute to the provision of coordinated, measurable, annual IEP goals and transition services that should prepare students for a positive post-secondary outcome and post-school results that students with disabilities are expected to achieve; enabling those students to lead productive and independent adult lives. For more information, please go to the U.S. Department of Education on (§) 650 Findings (1)(4)(b)(c) ([http://idea.ed.gov/explore/view/pl\\_root.statute.1.D.650](http://idea.ed.gov/explore/view/pl_root.statute.1.D.650)).

## Upcoming Events...

MCTI Tour - March 29, 2017 7:00-4:00 CHANGE OF DATE

A.C.E.S Job Fair - May 18 & 19, 2017

Transition Center Annual Community Open House -  
March 22, 2017 6:00 - 7:30



## Understanding the Data

In 2011, according to the US Census Bureau, 3 percent of all 15- to 24-year olds who had been enrolled in grades 10 through 12 the previous year had dropped out of school; however, it is good to know that today's national percentage rate is much lower than the percentage rate of the mid-1970s, meaning more students from 40+ years ago are staying and completing high school.

In a review of Michigan's student with disabilities (SWD) drop-out rate for 2014-2015, SWD was exiting school without their diplomas or Certificate of Completion at a rate of 13.65% (target rate is <9%) and their 4-year graduation rate was at 57.12% (target rate is >80%) according to MI School Data website... <https://www.mischooldata.org/DistrictSchoolProfiles/StudentInformation/GraduationDropoutRate2.aspx>

- Dropouts typically earn less than graduates: the average earnings difference is estimated to be \$9,000 a year and \$260,000 over the course of a lifetime (Rouse 2007 and US Bureau of Census 2007).
- The economic consequences of dropping out may continue to worsen as jobs for low-skilled workers dry up (Carnevale and Desrochers 2003).
- Dropouts contribute only about half as much in taxes as do high school graduates (Rouse 2005).
- Dropouts draw larger government subsidies in the form of food stamps, housing assistance, and welfare payments (Waldfoegel, Garfinkel, and Kelly 2007).
- Dropouts have a dramatically increased chance of landing in prison, and they have worse health outcomes and lower life expectancies (Moretti and Muennig 2007).

## \*\*\*What to Do Beyond Secondary Transition Planning Compliance?

**Recommendation 1.** Utilize data systems that support a realistic diagnosis of the number of students who drop out and that help identify individual students at high risk of dropping out (diagnostic).

**Recommendation 2.** Assign adult advocates to students at risk of dropping out (targeted intervention).

**Recommendation 3.** Provide academic support and enrichment to improve academic performance (targeted intervention).

**Recommendation 4.** Implement programs to improve students' classroom behavior and social skills (targeted intervention).

**Recommendation 5.** Personalize the learning environment and instructional process (program-wide intervention).

**Recommendation 6.** Provide rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate and to serve them after they leave school (program-wide intervention).

\*\*\*Next month's "Transition Times" will expand on this topic...



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