

Transition: Options for Life after High School

Presented by PEAK Parent Center

Objectives

- Have high expectations of what is possible.
- Use an individualized, person-centered approach.
- Be informed about options and resources for life after high school and where to get more information.
- Know what needs to happen at the age of majority (18).
- Understand the importance of natural supports.

General information

Everyone's path will be different.

- Individualize
- Use a person-centered approach.



6 Core Outcomes

- Self-Determination and Leadership
- Community Participation
- Post-Secondary Options
- Computer and Digital Literacy
- Competitive Employment
- Disability and Health Management



Colorado's Sequencing of Services Framework

Begin with the end in mind

- Have a vision for the future.
 - What kind of life would you like to have?
 - How will you spend your days?
- Maintain high expectations for what is possible.
 - Research shows that high expectations are correlated with better outcomes.
 - Be open to possibilities that you have not yet seen or experienced.
 - Looking ten years out can help imagine alternative scenarios. (*Imaginable* by Jane McGonigal, quoting Robert Hawkins).



Four areas of life from *Designing Your Life* by Bill Burnett & Dave Evans

Self-Determination

Adolescents become self-determined . . . “as they learn, refine, and practice knowledge, skills, beliefs and actions that enable them to respond to contextual and environmental challenges . . . “

- Make choices and express preferences
- Solve problems
- Engage in making decisions
- Set and attain goals
- Self-manage and self-regulate action
- Self-advocate
- Acquire self-awareness and self-knowledge

-Wehmeyer, et al. (Eds.) (2017)

Executive Function

*Executive functioning
is the part of the
brain that manages
the skills we need to
complete tasks in our
daily lives.*



mindfulrambles.blogspot.com

Transition Without Clarity = Grocery Shopping Without a Plan

- Imagine going to the grocery store without knowing what meal you want to make. You wander the aisles grabbing things “just in case.”
- You leave with a cart full of random items — some helpful, some not, some you’ll never use.



- Transitioning out of high school can feel the same way when young adults and their families don't yet know what they want or need for the next stage of life - a bit of panic sets in.....
- The result: You're unsure what to pick, the choices feel overwhelming, and it's kind of scary knowing things are going to change in a big way really soon.

Clarity Helps You Choose the Right Ingredients

- When you go to the store knowing what meal you want to make, everything changes. You have a list. You know what ingredients matter. You skip what you don't need.
- Transition works the same way: when young adults understand their strengths, interests, and goals, they can choose the people, places and supports that actually fit their lives



- **Personal Networks** helps young adults and their families figure out what they want to “make” — the life they want to build - A Good Life!
- After working through the Personal Networks course you'll have a clearer sense of who you are, what you want, and what matters to you, so you can “go to the store” and choose the specific opportunities, relationships and supports that actually fit your next steps.



Ready to Get Started? Here's How to Enroll

- Go to our enrollment page using the link below. Create your free account (takes about 2 minutes).
- Once you're registered, you can enroll in Sections 1–5.
- You can start right away or come back anytime — your access doesn't expire and its available 24/7/365.
- If you need help, you can reach out or schedule a one-on-one at <https://calendly.com/speterson-peakparent>.



Personal Networks
for a Good Life A place to learn, share, and connect

Do you want to build a life that feels good to you?
Maybe you want to live on your own, find a job, or just feel more confident. You don't have to figure it out alone.

Enroll Today!
This no-cost learning series is for young adults with disabilities who are thinking about the future and the life they want to build!

PEAK
Parent Center

The graphic features a purple and white color scheme. At the top right is the PEAK Parent Center logo. The main title 'Personal Networks' is in a bold, blue font, with the tagline 'for a Good Life' in a green script font and 'A place to learn, share, and connect' in a smaller blue font. Below this is a rounded rectangular box with a purple border containing the question 'Do you want to build a life that feels good to you?' and a paragraph of text. To the right of this box is an illustration of four hands holding puzzle pieces. At the bottom is a purple box with the text 'Enroll Today!' and a description of the learning series.

Multiple processes

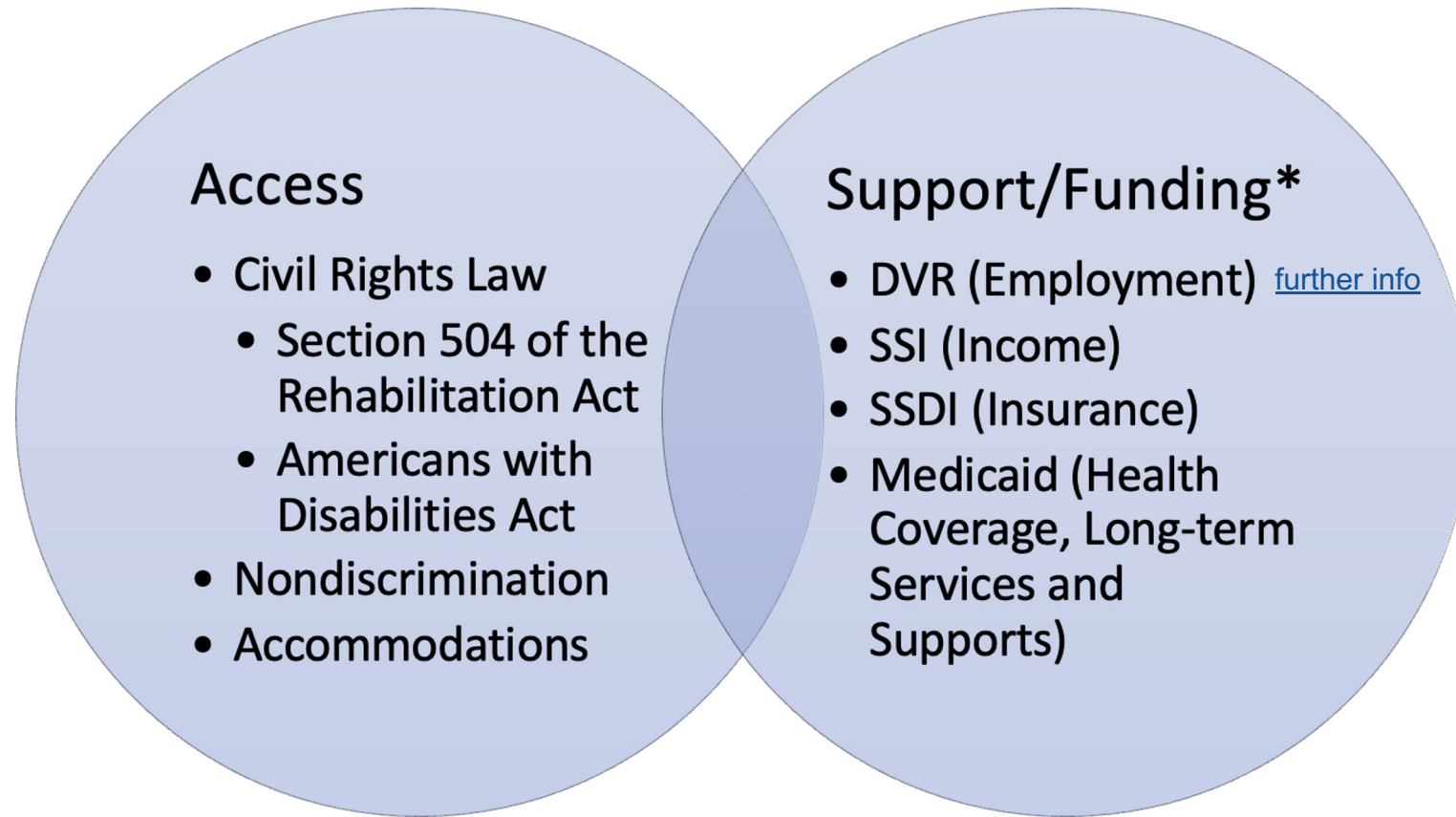
Becoming an adult (age 18)

- Adult rights and responsibilities.
- Educational (other than IDEA) and health care rights.
- Decision making – Supported Decision Making, Powers of Attorney, Guardianship
- Voting.
- Selective service (males).
- Adult benefits and waivers – Social Security, HCBS

After IDEA (up to 21)

- The end of FAPE (Free Appropriate Public Education)
 - Free education opportunities are limited
 - Attending school all day on school days usually ends
 - Individual will need to identify and seek out accommodations and/or assistance
- Shift from progress to access

Types of Adult Support



*Requires eligibility determination

Objectives of IDEA

- Eligible students are entitled to a free appropriate public education (FAPE) to prepare the student **for**
 - **further education,**
 - **employment, and**
 - **independent living.**
- Students should be prepared to lead productive and independent adult lives to the maximum extent possible.

20 U.S.C. §1400(c)(5)(A)(ii), 34 CFR 300.1(a)

Postsecondary Education

Some differences between high school and college

- In college, students must learn to manage their time and schedules.
- College workload is heavier.
- In college, students must self-identify, provide required evaluations, register with the appropriate office, request accommodations, and communicate with instructors about their approved accommodations.
- Parent role and legal rights change.
- Transportation changes.



Range of Supports in Post-Secondary Education

Compliance
with legal
requirements
(ADA/504)

Additional
supports that
go beyond
compliance

Structured
support
programs

Inclusive
higher
education
programs

Working with Offices of Accessibility or Disability Services

- Colleges that receive federal funds must ensure equal access to students with disabilities.
- Students must register through the Office of Accessibility or Disability Services (the names vary) as a student with a disability.
- Documentation requirements vary – independent testing is often required.
- Support provided varies.

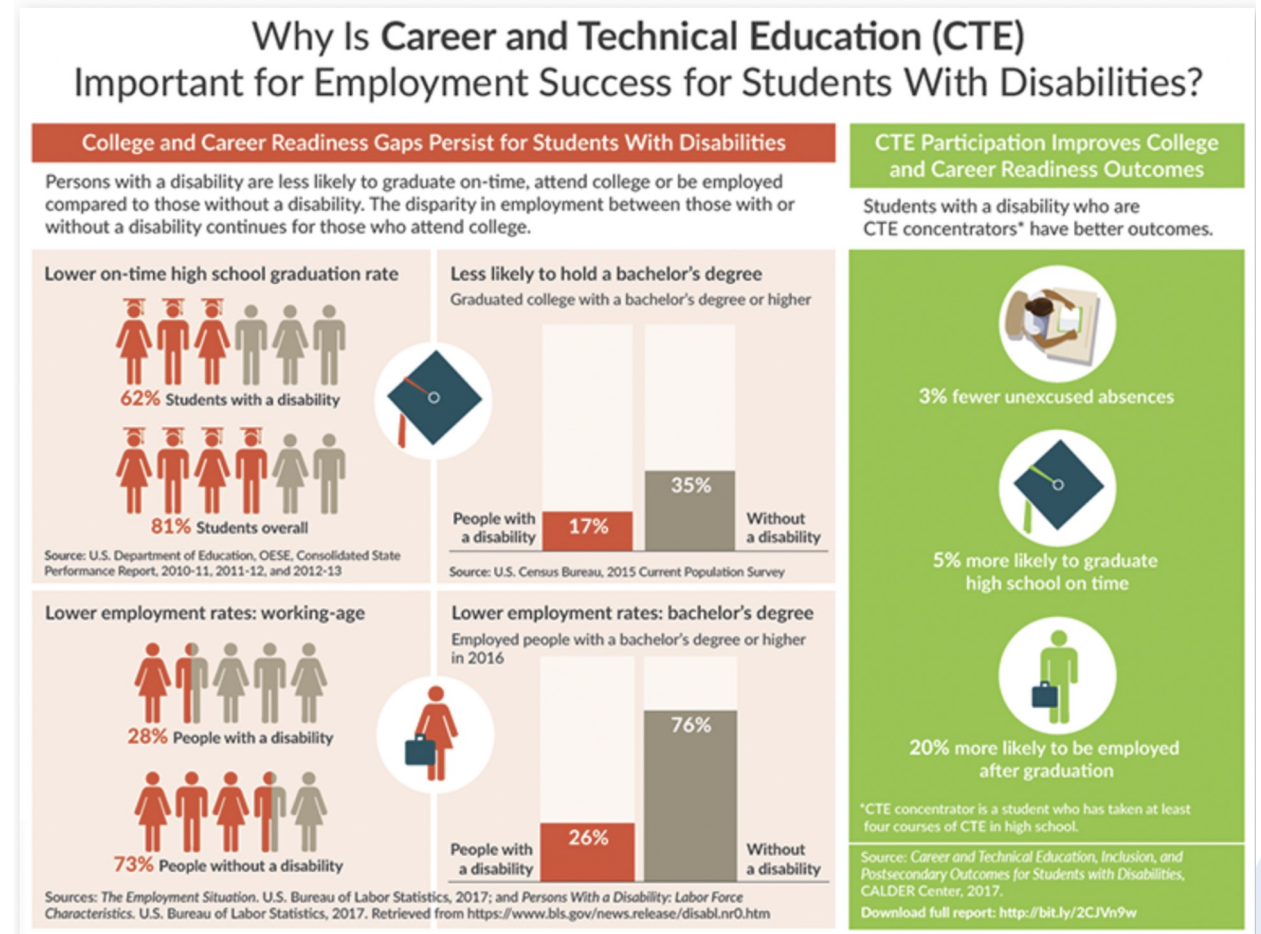
Career & Technical Education

Students with a disability who are CTE concentrators (a student who has taken at least four courses of CTE in high school) have better outcomes.

Learn more at [ACE: Special Populations](#); [Equity in CTE](#)



Helping Families Helping Children



Inclusive Higher Education Programs in Colorado



IN! works to create inclusive college opportunities in Colorado for students with intellectual disabilities to foster academic growth, social development, and career advancement.



Prevention Research Center
College of Agricultural Sciences
Center for Community Partnerships



Outside of Colorado:



Employment or Self-Employment

Range of Supports in Employment

Compliance with legal requirements - **accommodations**
(ADA/504)

Department of Vocational Rehabilitation (**DVR**) - help finding, keeping or getting a better job.

HCBS Medicaid waiver support – supported employment, customized employment

Intellectual & Developmental Disabilities
Division of Healthcare Policy & Financing (HCPF),
Case Management Agencies (CMAs)

Key Considerations

- Determining a career goal.
- Evaluating training options.
- Considering level of supports and services needed and eligibility for supports and services and availability of funding (e.g., DVR, Medicaid waiver).
- Understanding [workplace accommodations](#) (see Job Accommodation Network) and [rights under the Americans with Disabilities Act](#).
- Effect of earnings on [disability benefits](#) (e.g., income and asset limitations).

Employment First

Colorado is an Employment First State. The Office of Employment First envisions a culture of inclusive, meaningful, and competitive employment for all people with disabilities.



**COLORADO OFFICE OF
EMPLOYMENT FIRST**

Competitive Integrated Employment

In general, **competitive, integrated employment** means you should expect to earn **at least minimum wage** and look forward to meeting and working with other employees with and without disabilities. You should expect to have opportunities to grow and advance in your job just like everyone else.

Strategies to support individuals with more significant barriers to employment include **supported employment** and **customized employment**.

Definitions

Supported Employment:

Employment model designed for people with significant disabilities who need ongoing support services. (waiver funding)

Customized Employment:

“An employment process that uses a flexible blend of strategies, services, supports, and funds to facilitate employment outcomes for job seekers with complex needs through negotiated employment relationships. Customized employment individualizes the employment relationship between a job seeker and an employer in ways that meet the needs of both.” Colorado Division of Vocational Rehabilitation. (waiver funding)

See 34 CFR §§361.5(c)(53) and 363.1(b); 34 C.F.R § 361.5(c)(11)

Job Accommodations

- A job accommodation is an adjustment to a job or work environment that makes it possible for an individual with a disability to perform their job duties.
 - ADA Title I (Employment)
 - Reasonable accommodations
 - No change to essential functions of the job
 - No undue hardship
- The Job Accommodation Network (JAN), a service of the U.S. Department of Labor's Office of Disability Employment Policy provides resources on accommodations.

ADA National Network

The Rocky Mountain ADA Center (RMADAC) provides information, guidance, and training on the Americans with Disabilities Act (ADA) tailored to meet the needs of individuals and organizations in our region. The [RMADAC](#) is operated by the University of Northern Colorado.



State Vocational Rehabilitation (VR) Agencies

You must apply and be determined eligible. To be eligible:

- documentable disability, such as a physical, mental, or learning disability.
- disability creates problems with getting, doing, keeping, or advancing in a job.
- VR services needed in order to work successfully.
- Please note the waitlist

In some districts or BOCES, DVR partners with schools through the School to Work Alliance Program (SWAP).

VR Services: Pre-Employment Transition Services (Pre-ETS)

VR works with school districts and community partners to deliver Pre-ETS to youth with disabilities while they're still in school (without an eligibility determination):

- Job exploration counseling
- Work-based learning experiences
- Counseling for enrolling in college
- Workplace readiness training
- Instructions in self-advocacy

VR Services: Individualized Plan for Employment (IPE)

An IPE is a written plan for you to work toward your job goal. It outlines:

- the **specific services** that are necessary and appropriate to reach your job goal,
- the **expected timeline** to begin and end services,
- information on **who will provide services**,
- **how progress toward your job goal will be measured**, and
- a **description of everyone's responsibilities**.

VR Services: Self-Employment

VR also offers support for individuals who are interested in [self employment](#) and disability related services to those who are already self-employed.

- Resources on Self Employment: [National Center on Self Employment](#)



Colorado Workforce Centers

[Workforce Centers](#) for employers and job seekers.

- job listings
- career counseling
- job training
- recruitment of workers
- employer training reimbursement
- [WOIA](#) ([WCRA](#))



Age of Majority & Independent Living

Least Restrictive Environment

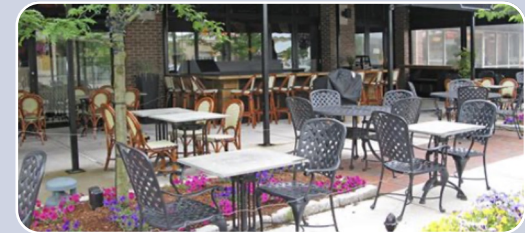
Least Restrictive isn't just about kids in school; it's about people throughout their lives. The individual's **voice** and **choices** should increase over time.



Decision
makers and
decision
supporters



Types of
decisions and
choices the
individual can
make



Places where
individual
spends time
and receives
services

Age of Majority (18 in Colorado)

- Children legally become adults and gain the rights of adults, which include the right to vote, marry, apply for a credit card, make medical and financial decisions for themselves, sign contracts, live independently, and much more.
- Student assumes most educational and health care rights.
- Consider Supported Decision Making, Powers of Attorney, and/or Guardianship.
- Register to vote.
- Register for selective service (males).
- Adult benefits and waivers – Social Security, HCBS

Adult services and funding

- Social Security
 - Supplemental Security Income (SSI) – income and asset limitations
 - Social Security Disability Insurance (SSDI) – requires work history
- Developmental Disabilities – Adult Services for adults with intellectual and developmental disabilities
 - Home and Community-Based Services (HCBS) Waivers (Community Centered Boards/Case Management Agency) – Developmental Disabilities (DD) (waitlist), Supported Living Services (SLS)
 - Program Approved Service Agencies (PASA)
 - Local supports -- Mill levy funding
- Employment
 - Division of Vocational Rehabilitation (DVR)
 - Longer-term supports – HCBS waiver funding

Financial Planning

- Identification: Driver's License or State ID card; Passport
- Bank account
- Credit card
- Budget
- Health Insurance
- Social Security Benefits
- Medicaid Waivers
- ABLE Accounts
- Special Needs Trusts

Decision Making

- Supported Decision Making
- Powers of Attorney
- Guardianship

Learn More:

[Center on Youth Voice, Youth Choice](#)

Independent Living Centers

- 1. Information and Referral** - access to resources and services
- 2. Independent Living Skills** - mobility, meal preparation, budgeting, stress management, computer skills, etc.
- 3. Peer Support** – mentoring and support
- 4. Advocacy** – individual coaching, systems change steps
- 5. Transition** – moving from school to post-secondary education, jobs, careers, and adult life; moving out of non-community settings

IEP Transition Planning

Transition Plan

- **Transition plan:** In Colorado, age 15, or by end of 9th grade, or earlier if deemed appropriate by the IEP team.
- Must include measurable goals:
 - post-secondary education
 - integrated employment
 - independent living skills (when appropriate)

Outside Agencies

The transition meeting may include a representative of any agency that is likely to provide transition services (**with parent consent**).

Some examples of agency representatives that may be invited:

- Division of Vocational Rehabilitation (DVR) counselor
- Developmental Disability Services (CCBs/CMA) case manager
- Social worker
- Postsecondary education disability support staff
- Independent Living Center staff
- Person knowledgeable about financial benefits, such as SSI/SSDI
- Personal care or health providers, including mental health providers



Student-Directed IEPs

Student takes an active role in the IEP meeting and process. For example:

- Introduces everyone
- Reviews past goals and performance
- Asks for others' feedback
- Ask questions when they do not understand
- States what supports they will need
- Thanks all for attending
- Works on IEP goals all year

Transition Services 18-21

Any student with an IEP can access 18-21 services through their school districts.

- They may have met the minimum requirements for graduation in their districts, but it is not required.
- The student may have ongoing transition needs identified in their IEPs, by the IEP team, and based on assessment data.
- Students who have met the minimum graduation requirements may participate in a “social graduation” but **cannot accept high school diplomas to receive 18-21 services**. FAPE (free and appropriate education) ends once a diploma has been received by the student.



Helping Families Helping Children

More information: [CDE Transition Services for 18-21 Year Old's](#)

Planning for transition IEP meetings

- A CDE Special Education Facilitator can help keep the team focused on developing the IEP.
- Secondary transition planning is part of the IEP beginning at age 15 but can begin earlier.
- Involve students in transition planning meetings.
- Start planning for transition early.
- Make sure the transition assessment gives a complete picture.
- Get connected with agencies that provide support outside of school.
- Adult agencies can be sources of funding, services, and/or support.
- Parents may choose not to consent to inviting certain agencies.

Summary of Performance

Not part of the IEP

- Summarizes academic achievement and functional performance
- Student, parents, and student's transition teacher are only required participants at this meeting
- Usually held right before student leaves high school

Key Takeaways

- The rate of change is high.
- The systems are challenged to keep up and meet needs.
- Find and use quality resources.
- Build a support network
- Prepare to fill gaps.
- Daily practices are critical to better outcomes.
- There will be hard days. Keep going.

Additional Resources



Life After High School Presentation Handouts

Mount, Beth. [Video on Person Centered v. System Centered](#). (Open Future Learning)

[“Embracing Dignity of Risk in the Transition Process.”](#)
Transition Tennessee.

[Important Transition Ages & Milestones](#) (CDE)

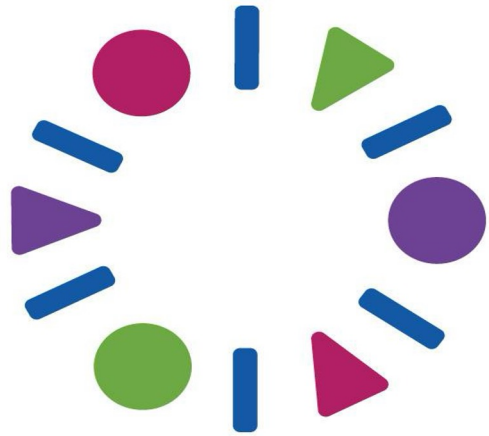
[Guide to Disability Rights Laws](#) (ADA.gov)

[Home and Community-Based Services Waivers](#)
(Colorado Department of Health Care Policy & Financing)

[”Housing.”](#) Disability Law Colorado.

[Colorado Able](#) Accounts.

Hire Autism, [Disclosure and Accommodations With Sample Language](#)



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