MARYLAND STATE DEPARTMENT OF EDUCATION
PREPARING WORLD CLASS STUDENTS

Secondary Transition: A Strategic Imperative to Narrow the Gap

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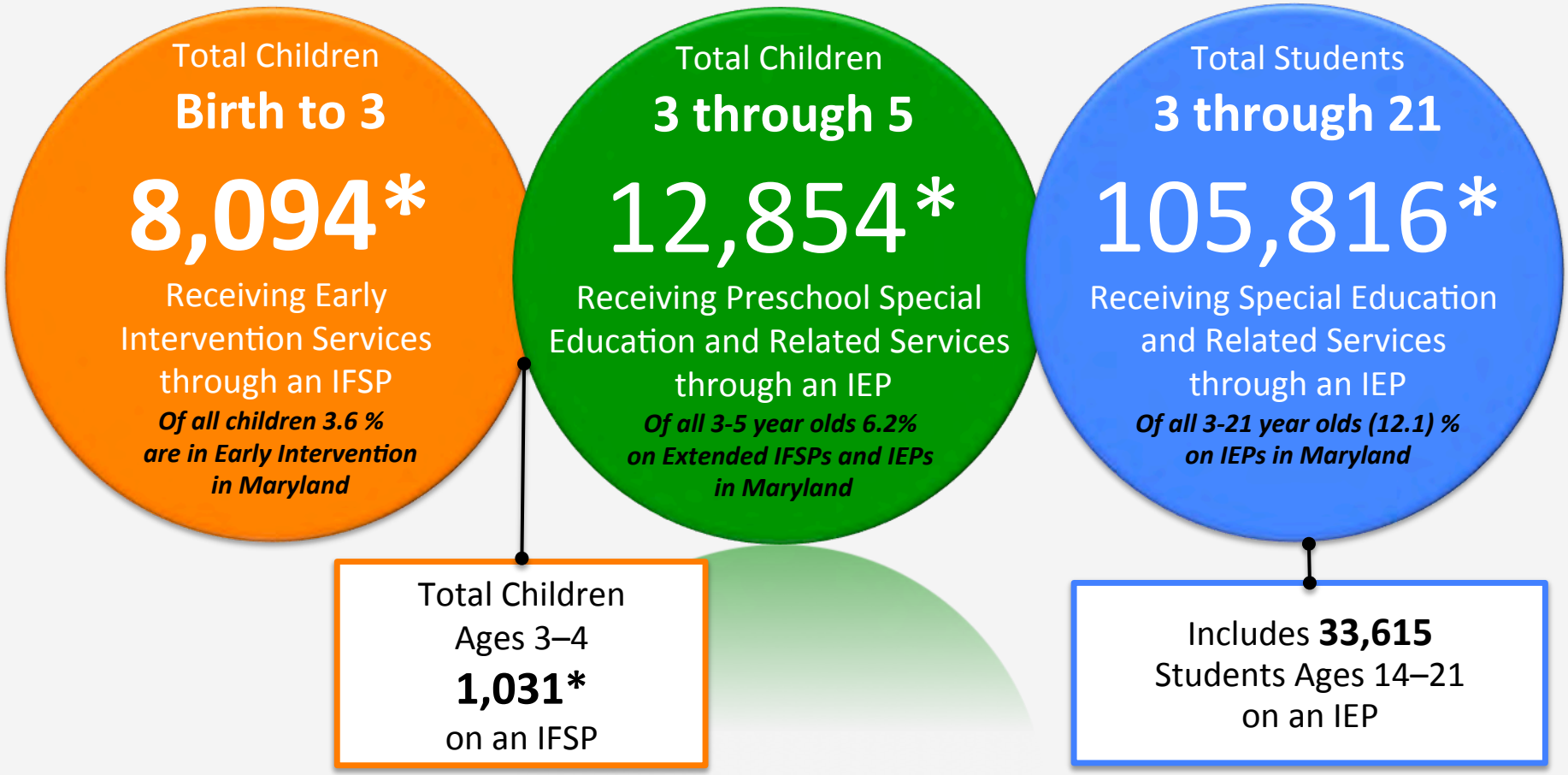
Christy Stuart, Secondary Transition Specialist

P-20 Council

June 6, 2017

Who We Serve: A Snapshot

Total Children/Students Receiving Early Intervention and Special Education Services



*Snapshot Date: October 1, 2016

Source: Maryland Special Education/Early Intervention Services Census Data and Related Tables and U.S. Department of Justice, Office of Juvenile Justice Website (http://www.ojjdp.gov)

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Moving Maryland Forward

The Division of Special Education/Early Intervention Services STRATEGIC PLAN

DIVISION OF SPECIAL EDUCATION / EARLY INTERVENTION SERVICES

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The Big Picture

"Your first day of adulthood should be no different than your last day of high school"

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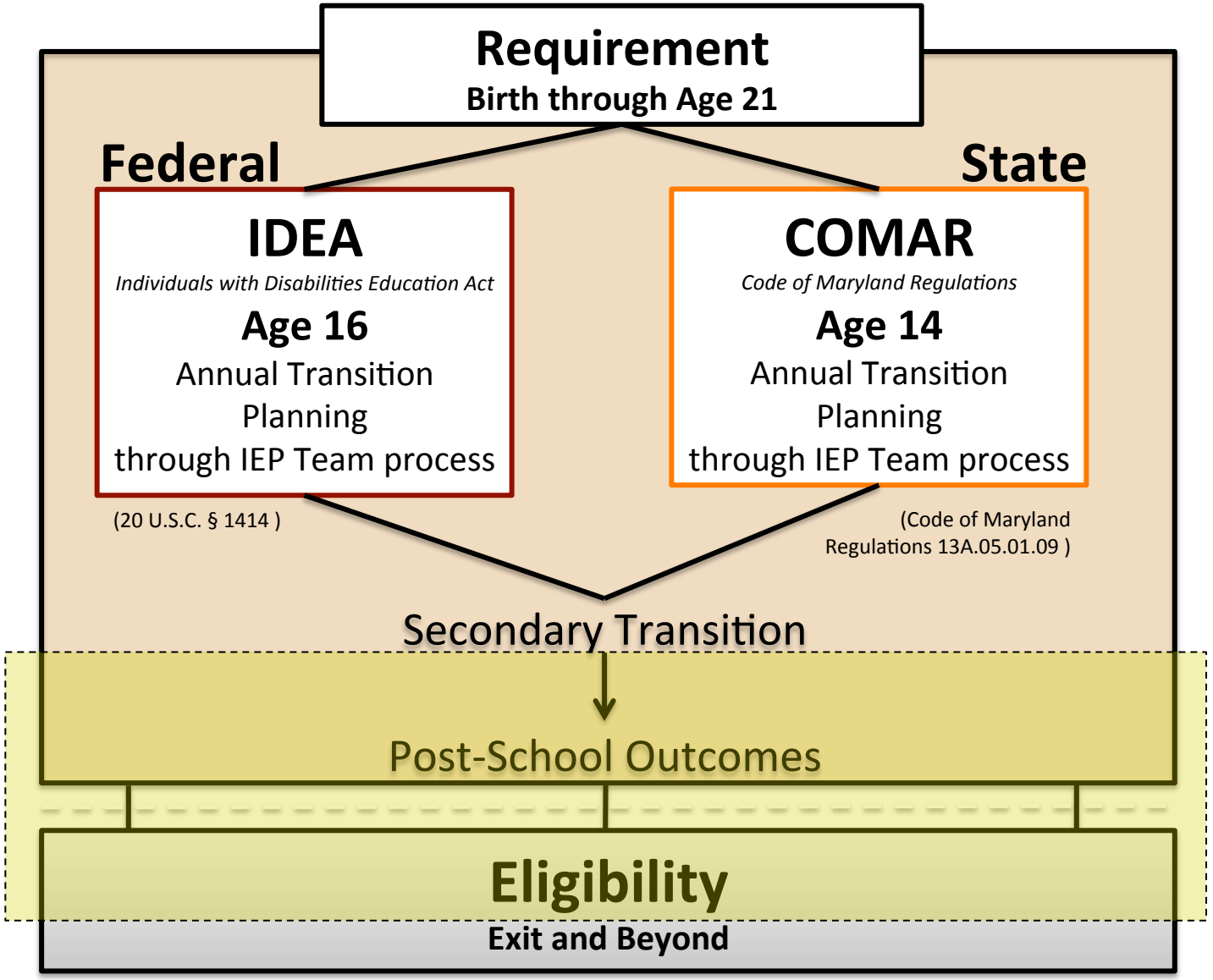
Secondary Transition in Special Education



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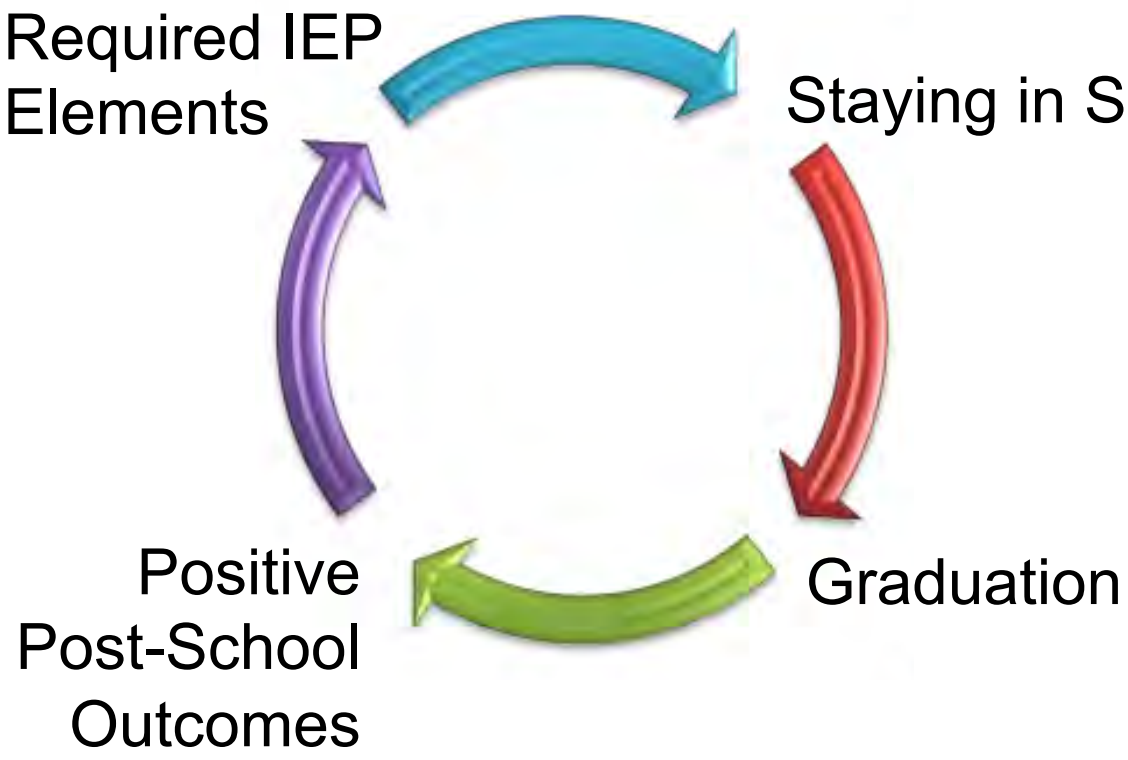
Critical Interrelationships for Achieving Post-Secondary Outcomes



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Transition Plan of the IEP

TRANSITION: To be completed annually beginning at age 14, or younger if determined appropriate.

STUDENT PREFERENCES AND INTERESTS:
The postsecondary goal(s) are to be based on the student's interests, preferences and age appropriate transition assessment(s).

Date of Annual Student Interview: ☐☐-☐☐-☐☐☐☐ (MM-DD-YYYY)

Discussion of student's interests, preferences and age appropriate transition assessment(s): _____

_____

POSTSECONDARY GOALS (Outcomes):
Postsecondary goal(s) are to be recorded here. At least one goal must be indicated for training and/or education.

Employment (required): _____

Training: _____

Education: _____

Independent Living (if appropriate): _____

COURSE OF STUDY:

The student is enrolled in courses that will prepare him/her for a career or postsecondary education in the career cluster selected below.

- ○ Arts, Media & Communication
- ○ Business Management & Finance
- ○ Construction & Development
- ○ Education, Training & Child Services
- ○ Health, Bioscience, & Medicine
- ○ Information Technology
- ○ Engineering, Scientific Research & Manufacturing Technology
- ○ Environmental, Agricultural & Natural Resource Systems
- ○ Transportation, Distribution & Logistics
- ○ Law, Government, Public Safety & Administration
- ○ Human, Consumer Services, Hospitality & Tourism

Student is enrolled in the following Functional and Skill Development Activities:

○ Job Sampling & Employment training ○ Supported Employment ○ Activities of Daily Living

Discussion to support decision: _____

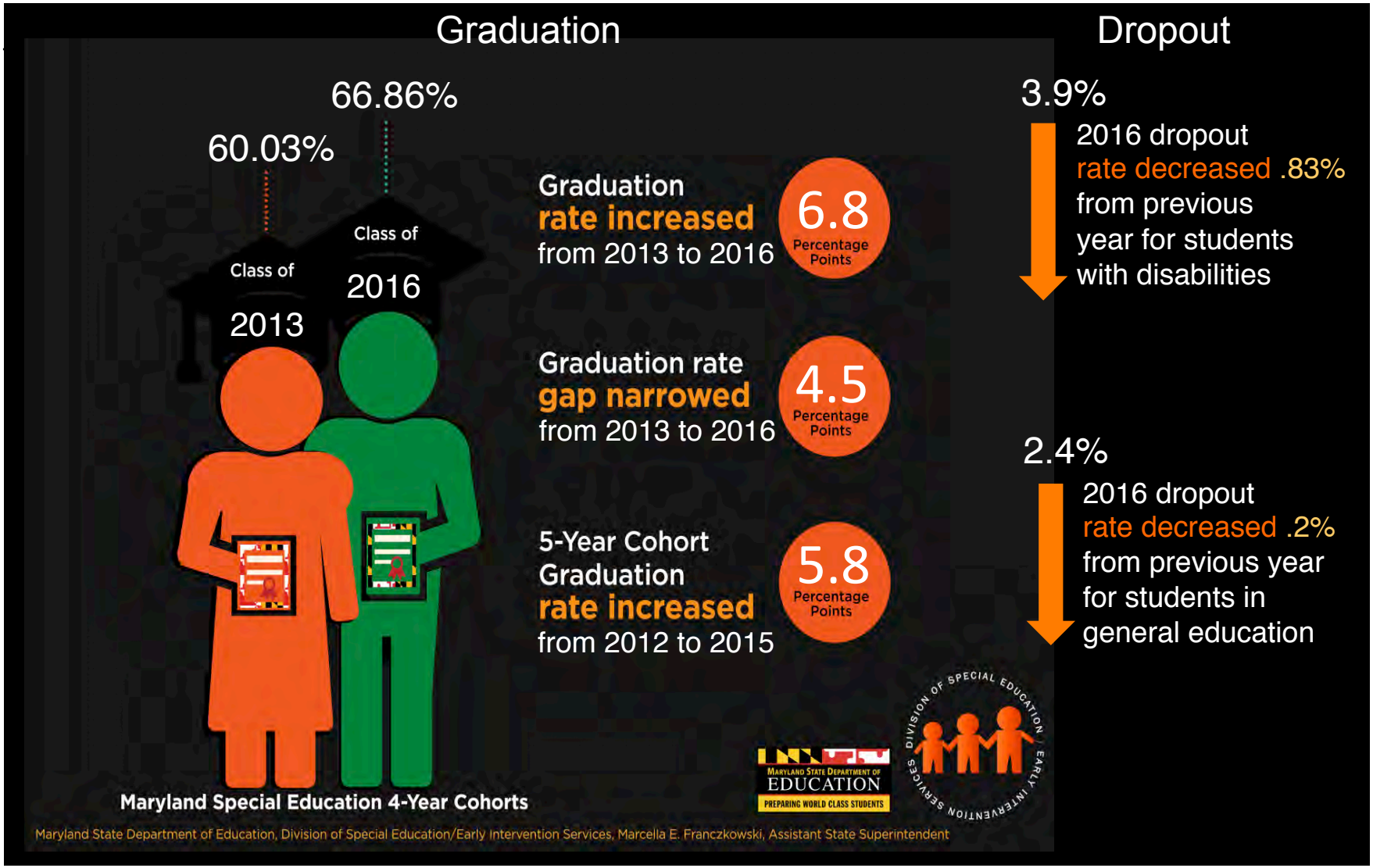
PROJECTED CATEGORY OF EXIT:
The student will exit with:

- ○ Maryland High School Diploma
  - ☐ with 2 credits of Foreign Language
  - ☐ with 2 credits of Advanced Technology
  - ☐ with 4 credits of Career and Technology Program
- ○ Certificate of Program Completion at the end of the school year the student turns 21
- ○ Certificate of Program Completion prior to the end of the school year the student turns 21 (Parent and student choice)

PROJECTED DATE OF EXIT:
The student is participating in a _____ year program and is projected to exit/graduate school _____ (month, day, year)

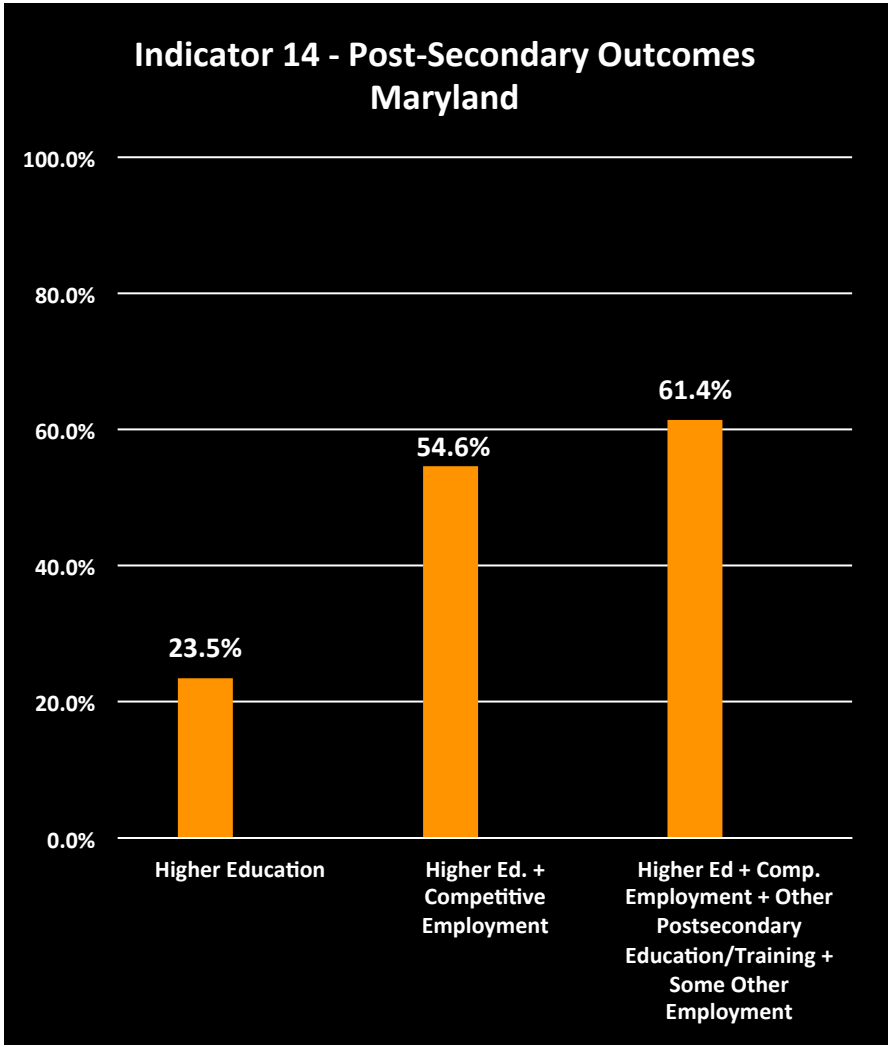
Have the student and parents been informed that rights under IDEA do not transfer to students with disabilities on reaching age of majority, except under limited circumstances, as described in Education Article 58-412.1, Annotated Code of Maryland? ○ Yes ○ N/A

Graduation & Dropout



Post-Secondary Outcomes

- Enrolled in **"higher education"**
- Engaged in **"competitive employment"**
- Enrolled in **"some other post secondary education/training or employment"**



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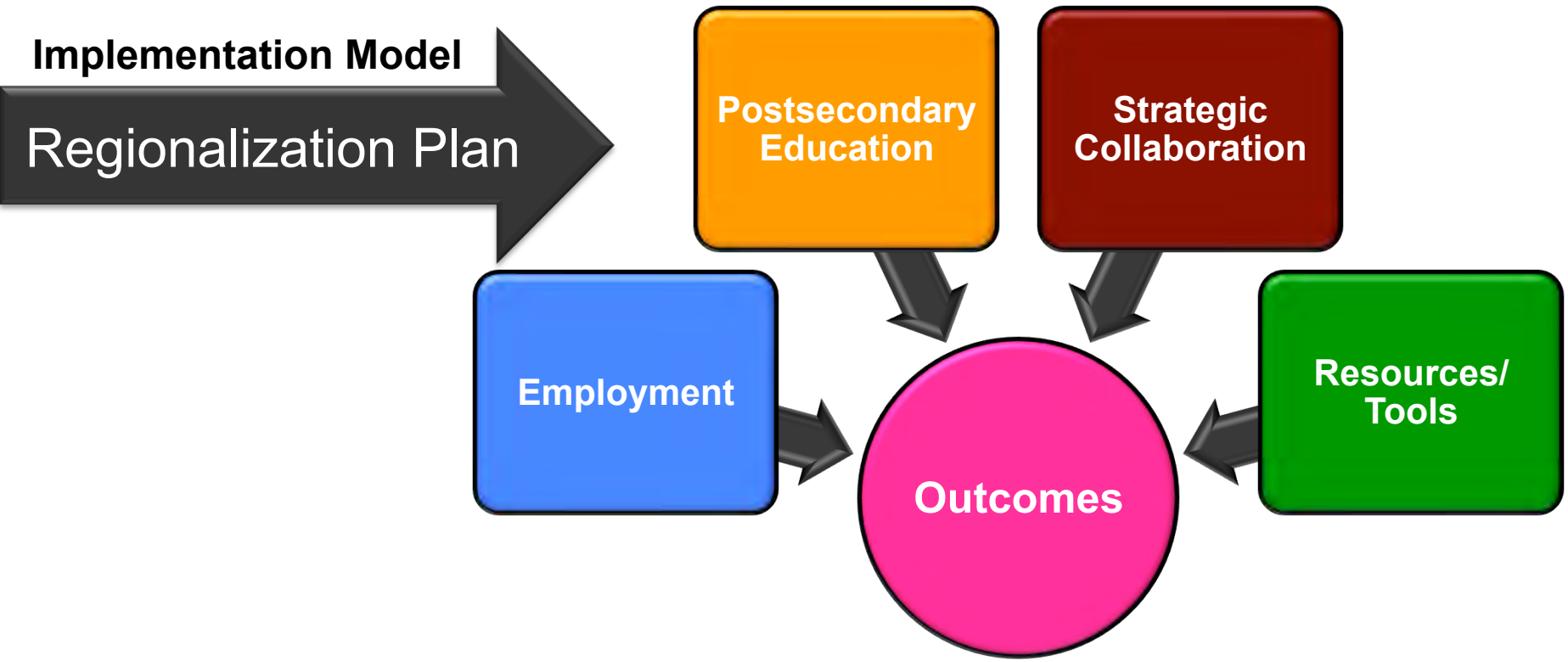
Secondary Transition Strategic Implementation



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Challenges On Our Radar…

◻ Accountability for Secondary Transition activities	◻ ESSA accountability requirements
◻ Increased access to Career & Technology Education *(program completion requirements)*	◻ Local training delivered by cross-Divisional team
◻ Access to Postsecondary Education	◻ New programs within Community Colleges *(18-21 programs, employment training)*
◻ Adult Services Waiting Lists	◻ Workforce Innovation and Opportunity Act (WIOA)
◻ Access to Work-Based Learning & Employment	◻ Employment Models/America's Job Centers

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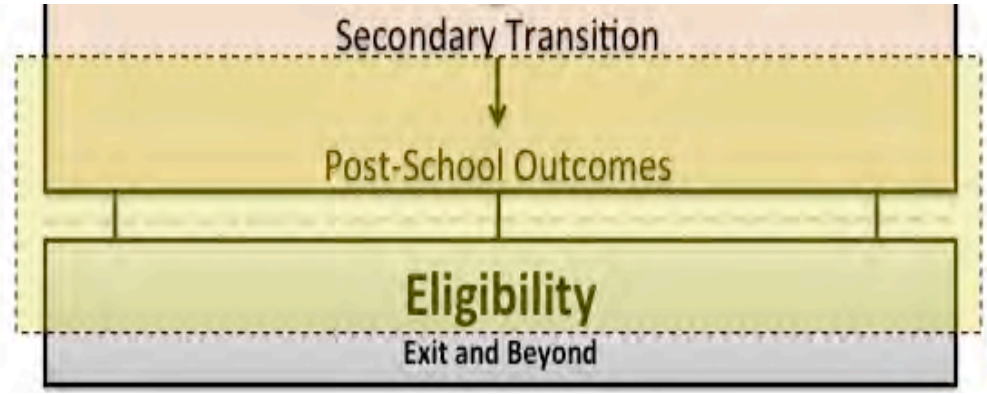
How can P-20 Council Support Secondary Transition for Students with Disabilities?



- Consistent Messaging
- Policies/Procedures
- Business Partners
- Work-based Learning Opportunities
- Postsecondary Education opportunities

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Secondary Transition **Spotlight!**

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Thank you!

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