

# Engaging Students and Families in the Transition Process

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# Introductions



## Alicia Reinhard

- Statewide Transition and Graduation Consultant
- WI DPI

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- Statewide Indicator 14 Coordinator and Eastern Regional Coordinator
- TIG



# Learning Objectives

- **Establish a foundation for engaging students and families in the transition process**
- **Review strategies for engagement**
- **Review the long term impact of student and family engagement**



# High Leverage Practices in Special Education

## Collaboration

- Organize and facilitate effective meetings with professionals and families.
- Collaborate with families to support student learning and secure needed services.

## Instruction

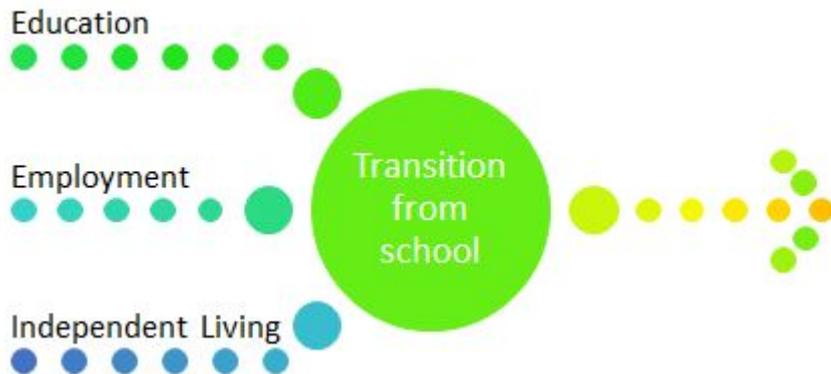
- Identify and prioritize long - and short-term goals.
- Use strategies to promote active student engagement.



# The Future!



# Predictors of Post-School Success



# Evidence for Family Engagement

- Parents /families/guardian are active and knowledgeable participants in all aspects of transition planning (e.g., decision-making, providing support, attending meetings, and advocating for their child).
- Parents expect their child:
  - Attend a postsecondary education institution
  - Be employed in the community

(TIG, 2016)



# Parent/Student Responsibilities

- Active participation in IEP/PTP development
- Knowledgeable of student's strengths, interests, and weaknesses and open to sharing this information
- Begin talking about life after school early
- Have high expectations
- Understand disability, its impact on learning, and accommodations needed



# Teacher Responsibilities

- **Begin early, don't wait until age 14**
- **Have high expectations**
- **Use parent friendly language, no jargon**
- **Provide information and resources to parents**
- **Value families as active partners in IEP/PTP process**
- **Connect families with transition resources/agencies in the community**
- **Support time during meetings for questions/clarification**
- **Ensure connection to ACP process**



# Director (LEA) Responsibilities

- **Develop a culture supporting transition planning**
- **Encourage long term planning with IEP teams**
- **Allow DVR office time in your building(s)**
- **Allow staff time to participate in County Community on Transition (CCoT)**
- **Collect data through Indicator 14 Survey**
- **Spend Transition Incentive Grant dollars on increased transition services**



# Benefits of Family Engagement

Students with one or more parents who participated in more IEP meetings during the 11th and 12th grade year were more likely to be engaged in post-school employment (Fourquarean et al., 1991)

Students whose parents are involved have a better secondary transition, produce quality work, and develop realistic goals for life after graduation (Pape, 1999).

Students had support from self-family-friend network to find a job were more likely to be engaged in post-school employment. (Doren & Benz, 1998).



# Strategies for Engagement

- **WiTransition application**
- **ACP and PTP**
- **Student led IEP meetings**
- **Interagency Collaboration**



# Pre-employment Transition Services (Pre-ETS) in the PTP

- 1) Job Exploration Counseling
- 2) Work-Based Learning Experiences
- 3) Post-Secondary and Higher Education Related Services
- 4) Workplace Readiness Social and Independent Living Skills Services for Home
- 5) Workplace Readiness Social and Independent Living Skills Services for Community
- 6) Instruction in Self-Advocacy



# WiTransition App

- Designed to help Wisconsin students and family members participate in the transition planning process.
- App helps students give input into the requirements of the state and the Individuals with Disabilities Education Act (IDEA) Post Secondary Transition Plan (PTP).



# Family Engagement Resources



Family &  
Community  
Engagement



## 5. Learn More: PARENT SHIPS

### Family Engagement / Empowerment / Expectations - Why it Matters

Parent or family involvement means parents /families/guardian are active and knowledgeable participants in all aspects of transition planning (e.g., decision-making, providing support, attending meetings, and advocating for their child). **Parent Expectations** *(new)* Parents expecting their child to attend a postsecondary education institution and to be employed in the community were correlated with those outcomes in recent research.

- Students with one or more parents who participated in more IEP meetings during the 11th and 12th grade year were more likely to be engaged in post-school employment (i.e. *Employment Status defined as employed, skilled laborer receiving more than minimum wage that requires specific skill training prior to beginning the job; Employment Stability defined as high scores on the Employment Training Index which measure months of full and part-time employment, months out of high school, months enrolled in post-secondary education*) (Fourqurean et al., 1991).
- When parents are involved in their child's education, students experience improved motivation, confidence in academics, and improved school behavior (Epstein, 1987), and have more consistent attendance in school (Ames et al., 1993) (Falbo et al., 2001).
- Students whose parents are involved have a better secondary transition, produce quality work, and develop realistic goals for life after graduation (Pape, 1999).
- Low parent involvement can be attributed to issues related to transportation difficulties, differing opinions of parents and educators, lack of understanding about the school system, and the perception that they are inferior to others involved in the process (Turnbull, 1997).
- A reason for lack of parent involvement is lack of knowledge. It is necessary for educators and professionals to promote parent involvement in their organizations. Understanding the barriers to parent involvement will allow organizations to create ways in which parents can be more actively involved (Lovitt and Cushing, 1999; Turnbull, 1997).



# PTP & ACP

## Post-Secondary Transition Planning (PTP)

Connecting the PTP and ACP



1 **Every Student a Graduate  
College and Career Ready**

## Academic and Career Planning

3 Frequently Asked Questions



# Student Led IEPs

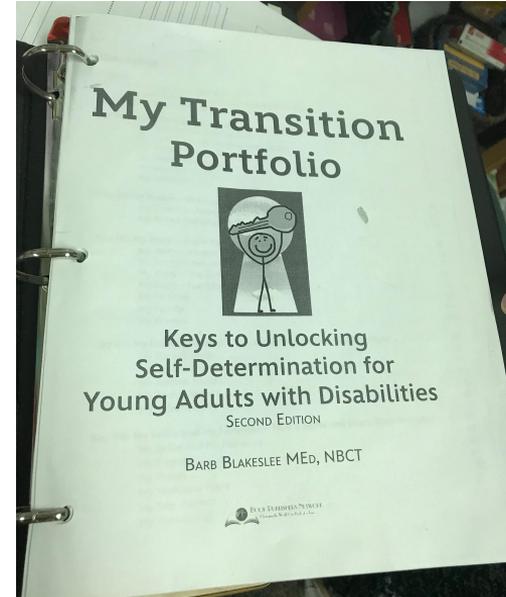


# Student Led IEP Resources

[WI Transition Improvement Plan](#)

[TIG Learn More: Interpersonal Skills](#)

[Resources: Interpersonal Skills](#)



# Interagency Collaboration

- **Develop practices for:**
  - Inviting Outside Agencies
    - [I-1-A Request to Invite Outside Agency Representative\(s\) to IEP meeting](#)
  - **Schedule meetings during DVR office hours**
- **Increase staff knowledge of agency services and resources**
  - [Transition Action Guide](#)



# Interagency Collaboration

## Strategies for working with DVR/Outside Agencies:

- **Prioritize office hours for transition staff**
- **Transition staff work with all open DVR cases**
- **Utilize DVR office hours for IEPs, transition team meetings**



# Indicator 14 Data



[www.indicator14wi.org](http://www.indicator14wi.org)

- Districts can participate each year
- Data on postsecondary outcomes for students within the year of leaving high school



# Special Ed Transition Incentive Grant



- Categorical aid program created to incentivize positive post school outcomes for students with disabilities
- \$3,600,000 in state budget

Districts will receive up to \$1,500 for each qualifying survey

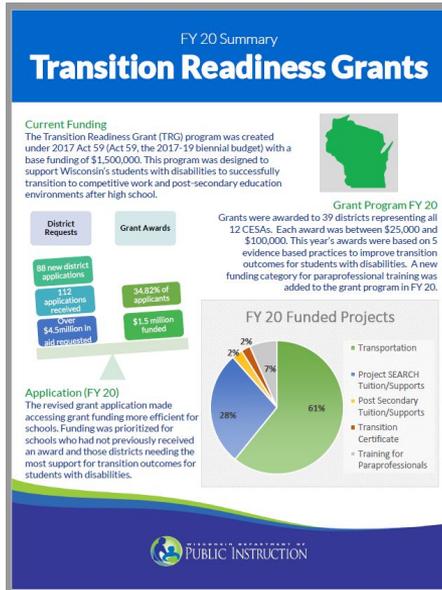


# How to Utilize Transition Funding

- **Vehicle purchase for community based activities and employment**
- **Teacher proposals/mini grants**
- **Pay for community based activities**
- **Job coaching services**
- **Utilize vendor contracts for teaching courses and employment exploration**



# Transition Readiness Grants



- Established 2018-2019 School Year
- \$1.5 Million annual allocation to support transition services in schools
- Available to all public and charter schools with a secondary population
- Application details for 2020-2021 will be released Winter 2020



# WI Transition Grant Programs



Grant Program Name	Description	Link
Transition Improvement Grant	IDEA discretionary project supporting schools with SPP Indicators 1, 2, 13 & 14.	<a href="https://www.witig.org/">https://www.witig.org/</a>
Transition Incentive Grant	Incentive aid payment for qualifying post-school outcomes	<a href="https://www.indicator14wi.org/">https://www.indicator14wi.org/</a>
Transition Readiness Grant	Statewide grant supporting transition services/evidence based practices	<a href="https://dpi.wi.gov/sped/about/state-performance-plan/indicators/13-transition/update">https://dpi.wi.gov/sped/about/state-performance-plan/indicators/13-transition/update</a>



# Resources

[Transition Improvement Grant](#)

[WI Transition App](#)

[Post - Secondary Transition Plan \(PTP\)](#)

[Parent/Student PTP Guide](#)

[PTP Tips and Reminders](#)

[Self Advocacy Suite](#)



# Questions



# Thank You!



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