

Transition Handbook

1-Transition

Transition planning is the process to support the student in their transition from high school to adulthood. Transition begins when the student turns 15 on the IEP or not later than the ninth grade. Transition planning is when a plan is put into place for the student to reach their post secondary goals for education, training and independent living through the development of the IEP. This helps to make sure the necessary classes and supports are in place to help the student reach his/her goals.

IDEAs definition of transition services means:

a coordinated set of activities for a child with a disability that is designed to be within a results oriented process that is focused on improving the academic and functional achievement of a child with a disability to facilitate the child's movement education, integrated employment, continuing and adult education, adult services, independent living or community participation.

This is an important part of the student's life and planning needs to start early. Below are some links that will give more in depth information on transition:

Fast Facts

Ages and Milestones cde.state.co.us/cdesped/ff-agesmilestones

Transition Requirements cde.state.co.us/cdesped/ff-transtionrequirements

Transition Continuum

<http://www.cde.state.co.us/sites/default/files/documents/cdesped/download/pdf/transcontinuum.pdf>

Transition Planning:

http://www.cde.state.co.us/sites/default/files/documents/cdesped/download/pdf/tk_transplan.pdf

2- Transition Planning

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Transition: is the successful movement from schools to productive adult life. An effective transition process is based on individual needs and consists of *coordinated activities* in the following domains:

Education is the process of obtaining and developing knowledge and skills, specifically through formal experiences. Education participation refers to the ability to access and engage in appropriate programs, and/or courses, for life-long learning.

Career is a person's progress in any trade, profession or occupation. Career participation refers to the ability to achieve a satisfactory level of suitable and meaningful work that will provide income and/or personal satisfaction.

Community / Independent Living are the places where people live, work and interact. Community participation refers to the ability to access resources including people, places, services and activities and contributing to the maximum extent possible.

Communication and interaction skills are the processes of giving and receiving information used effectively in appropriate settings.

Social Interaction is the ability to competently relate to others, exchange information and accomplish tasks.

Recreation and Leisure activities are the ways people spend their free time. Recreation and leisure participation refers to the ability to access and participate in activities related to sports, hobbies, special interests and/or relaxation activities.

Preparing for tomorrow

Cooperative Planning Handbook:

www.cde.state.co.us/cdesped/careeracademicplanningguide

Transition Presentation

www.pacer.org/parent/php/PHP-c107.pdf (ten tips to transition to adulthood)

newd-youth.info (helping youth develop soft skills for job success)

transition assessments

www.cde.state.co.us/cdesped/transition_tk (Colorado Department of Education Transition Toolkit)

www.cde.state.co.us/cdesped/transition.asp

<http://specialchildren.about.com/od/Transition-To-Adulthood/a/Adulthood-Transition-Services-1n-Colorado.htm>

3-Transition Assessments

Formal Assessments

Formal assessments involve using a standardized instrument for administration and scoring. Students scores can be compared to other students.

Examples of formal assessments include:

Armed Services Vocational Aptitude Battery (ASVAB)
Brigance Transition Skills Inventory
Weschler Intelligence Scale for Children (WISC)
Reading Free Vocational Interest Inventory
Enderle Severson Transition Rating Scales
The Vineland

Informal Assessments

Informal assessments provide measures of student performance over time. However, they do not allow for comparison to other students. Information may be obtained through observations, questionnaires or interviews.

Examples of informal assessments include:

Behavior checklists
Transitional Planning Inventory
Situational Assessments
Interest Inventories
Curriculum Based Assessments

Some assessments used in our district:

Transition Planning Inventory
SVVSD Transition Survey
Ten Sigma
Brigance Transition Skills Inventory
ACT, Explore, and Plan Tests

Learning Styles

Learning Styles: marciaconner.com/assess/learningstyle

Career/Employment

Career Clusters Interest Survey:

www.careertech.org/sites/default/files/StudentInterestSurvey-English.pdf

College in Colorado www.collegeincolorado.org

Work Personality Profile: www.proedinc.com/customer/productview.aspx?ID

Pre-Vocational Checklist

Life Skills

Casey Life Skills www.caseylifeskills.org

Self Determination

AIR Self Determination Scale: education.ou.edu/zarrow

Self Determination/Self Advocacy Scale:

ARC Self Determination Scale: education.ou.edu/zarrow

Interest Inventories

O*NET Ability Profiler: mynextmove.org

Reading Free Interest Inventory: www.proedinc.com

Myers Briggs Type Indicator: www.meyersbriggs.org

Significant Needs

Supports Intensity Scale: aaidd.org

Transition Behavior Scale: www.hawthorne-ed.com

Enderle-Severson Transition Rating Scales: www.estr.net

Other sites for assessments

Transition Hub- sites.google.com/transitionhub/transition-assessments/

QuickBook of Transition- ocali.org

Informal Assessments for Transition Planning www.proedinc.com

4- Summary of Performance SOP

What is a summary of performance?

When a student graduates from high school with a regular diploma or “ages out”, of Special Education, IDEA requires the school to provide a “summary of academic achievement and functional performance”. The SOP should include recommendations about ways to help the student meet post secondary goals.

The SOP must be completed during the final year of high school. It is most helpful when completed during the transition IEP process when the student has the opportunity to actively participate in the development of this summary. The SOP should contain the most updated information on academic achievement and performance, and include the student’s abilities and aspirations.

Since specific information that must be included in the SOP varies from state to state, parents should become familiar with their state’s requirements. Check to see if the state’s Department of Education has developed a policy on SOP developmental process.

In 2005, the National Transition Documentation Summit, a group of secondary and postsecondary representatives, rehabilitation specialists, consumer advocates, and parents, produced a model template for the Summary of Performance. It is available to be freely copied or adapted for educational purposes.

For more information go to [Transition: Summary of Performance](http://www.wrightslaw.com/info/trans.sop.htm) at <http://www.wrightslaw.com/info/trans.sop.htm>

www.youtube.com/watch?v=jLqStM7VZN8 - Video (5 min)

www.transitioncoalition.org

www.cde.state.co.us/sites.../sop

www.esc-cc.org

www.isbe.state.il.us/spec-ed/word/performance_summary.doc

www.wrightslaw.com/info/trans.sop.template

www.nsttac.org/transitionstates/map.aspx - State links by state

www.nsttac.org/content/summary.performance

www.nsttac.org/content/summary.performance-resources - How to fill out a SOP form

www.ode.state.or.us/pubs/forms/schoolage/1278-p.pdf

www.project10.info/files/TWSummaryofPerformance12.09L.pdf

<https://173/documents/summaryperformanceform.pdf>

5-IEP

Assessment is an integral and ongoing part of the transition process. The most essential purpose for doing transition assessment is to assist the student in learning about himself/herself so that he/she is actively involved in preparing for his/her own career ambitions.

A transition plan is the section of the Individualized Education Program (IEP) that outlines transition goals and services for the student. The transition plan is based on a high school student's individual needs, strengths, skills, and interests. Transition planning is used to identify and develop goals which need to be accomplished during the current school year to assist the student in meeting his post-high school goals.

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Information from transition assessments may include results from formal or informal assessments, and should be documented in the IEP. This information is used to develop goals and possible objectives, and identify other agencies that will provide support and services to the student as an adult. Accommodations needed in postsecondary education and employment can also be determined. Focus on assessing career/vocational interests and skills are essential because of the emphasis on career development in IDEA 2004 and the importance of work in adult life. Work, defined as meaningful activities in which an individual regularly participates, may be full or part time employment, competitive or supported, paid or volunteer.

6- DVR/SWAP

Division of Vocational Rehabilitation (DVR)

DVR assists people with disabilities to succeed at work and to live independently.

Located at:

351 Coffman St, Suite 216
Longmont, CO 80501

Phone: 303.776.6878

Fax: 303.776.7783

TTY: 303.485.6438

School to Work Alliance Program (SWAP)

The School to Work Alliance Program (SWAP) is designed to provide employment-related assistance to youth and young adults with disabilities, who are experiencing mild to moderate barriers to employment. Disabilities can take the form of physical, emotional, or learning disabilities. SWAP provides assistance that not only produces a desirable employment outcome (such as a career-path job), but also teaches appropriate job seeking and job retention skills that can be utilized throughout a lifetime.

SWAP is a collaborative initiative between the Colorado Division of Vocational Rehabilitation (DVR) and local school districts, and is supported by the Colorado Department of Education (CDE). The SWAP program provides case management and direct services to youth who:

- Have mild to moderate needs in employment;

- Are applicants of or are eligible to receive DVR services (meeting disability documentation requirements and able to benefit from the program); and
- Need short-term support to become competitively employed and to achieve successful community outcomes.

7- Planning for Post Secondary Education

The following is a list of schools in the state of Colorado.

Alamosa

Adams State University

Aurora

American Sentinel University

Community College of Aurora

Pickens Technical College

University of Phoenix

Boulder

Auguste Escoffier School of Culinary

Naropa University

University of Colorado Boulder

Centennial

Jones International University

Colorado Springs

De Vry University

Colorado College

Colorado Technical University

Pikes Peak Community College

University of Phoenix

United States Air Force Academy

University of the Rockies

Denver

Aspen University

Aveda Institute

Bel Rea Institute of Animal Technology

College Living Experience

Colorado Heights University
Community College of Denver
Denver School of Nursing
De Vry University
Emily Griffith Technical College
Johnson and Wales University
Metropolitan State University
Regis University
Rocky Mountain College of Art and Design
The Art Institute of Colorado
University of Colorado Denver
University of Denver
University of Phoenix
Westwood College

Durango

Fort Lewis College

Englewood

American College of Medical Practice

Fort Collins

Colorado State University
Front Range Community College

Glenwood Springs

Colorado Mountain College

Golden

Colorado School of Mines

Grand Junction

Colorado Mesa University
Mesa State College

Greeley

Aims Community College
University of Northern Colorado

Gunnison

Western State Colorado University

La Junta

Otero Junior College

Lakewood

Colorado Christian University
Red Rocks Community College

Lamar

Lamar Community College

Littleton

Arapahoe Community College
Denver Seminary

Longmont

Front Range Community College

Pueblo

Colorado State University Pueblo
Pueblo Community College

Rangely

Colorado Northwestern College

Sterling

Northeastern Junior College

Trinidad

Trinidad State Junior College

Westminster

De Vry University
Front Range Community College
University of Phoenix

http://www.huffingtonpost.com/2010/06/07/best-ld-programs_n_603369.html: 10 Best Colleges for students with learning disabilities.

<http://www.roswell.enmu.edu/areas-of-study/special-services/special-services-home>The Special Services Department provides an important component in the comprehensive community university mission of ENMU-Roswell by providing services and programs to students with disabilities. The Special Services Department seeks to maximize the educational and career opportunities for all students with disabilities.

<http://www.du.edu/studentlife/learningeffectiveness/index.html>

The Learning Effectiveness Program (LEP) is a nationally recognized fee-for-service program that provides individualized academic support for University of Denver

students with learning disabilities, Attention Deficit Hyperactivity Disorder (ADHD), or a history of learning differences.

8-Legal Issues:

Guardianship-(according to S. Solano from Guardianship Alliance of Colorado)

A Guardian is necessary when individual is a minor (under the age of 18 years old) and parents are unwilling or unable to provide care and make decisions independently. A Guardian is necessary when an adult is unable to make decisions independently. This would include conditions that may substantially decrease an adult's ability to provide for his or her own health, safety or welfare. (such as Dementia, Developmental disabilities, Brain Injury, Behavioral disorders, Mental Illness and/or Physical frailty)

- A Guardian will make decisions about a person's support, care, education and welfare.
- A Guardian will encourage his/her Ward to
 1. Participate in making decisions
 2. To act on his/her own behalf
 3. Develop or regain capacity to manage his/her own personal affairs.
- A Guardian shall-
 1. Consider the desire and personal values of the Ward.
 2. Act in the Ward's best interest and exercise reasonable care and diligence.

Conservatorship-(according to S. Solano from Guardianship Alliance of Colorado)

A conservator is necessary when a person has money or owns property requiring management or protection that can not be managed independently by the individual.

- A conservator is a person appointed by the Court to handle the financials of a minor or adult including home, banking accounts, income and stocks/bonds.

Power of attorney-

An alternative to guardianship and conservatorship are the powers of attorney. A power of attorney is a legal document in which a person (the "principal") appoints an individual (the "agent") to make decisions and take action on behalf of the principal.

There are two types of Power of Attorney-financial and medical.

Trusts-Special Needs Trust

A Supplemental Needs Trust (sometimes called a Special Needs Trust) is a specialized legal document designed to benefit an individual who has a disability. A Supplemental Needs Trust is most often a “stand alone” document, but it can form part of a Last Will and Testament. Supplemental Needs Trusts have been in use for many years, and were given an “official” legal status by the United States Congress in 1993.

A Supplemental Needs Trust enables a person under a physical or mental disability, or an individual with a chronic or acquired illness, to have, held in Trust for his or her benefit, an unlimited amount of assets.

Waivers- Medicaid

Colorado has twelve Medicaid waiver programs- four of which are specifically for individuals with intellectual and/or developmental disabilities.

- *** WAIVER for PERSONS with DEVELOPMENTAL DISABILITIES(formerly known as “comprehensive services”) (HCBS-DD)**
- ***SUPPORTED LIVING SERVICES WAIVER (HCBS-SLS)**
- ***CHILDREN WITH AUTISM WAIVER (HCBS-CWA)**
- ***CHILDREN'S EXTENSIVE SUPPORT WAIVER (HCBS-CES)**
- **CHILDREN'S HABILITATION RESIDENTIAL PROGRAM WAIVER (HCBS-CHRP)**
- **CHILDREN'S HCBS WAIVER (CHCBS)**
- **HCBS WAIVER for PERSONS with BRAIN INJURY (HCBS-BI)**
- **HCBS WAIVER for Community Mental Health Supports (HCBS-CMHS)**
- **HCBS WAIVER for PERSONS LIVING WITH AIDS (HCBS-PLWA)**
- **HCBS WAIVER for PERSONS who are ELDERLY, BLIND, AND DISABLED (HCBS-EBD)**
- **HCBS Waiver for Children with Life Limiting Illness (HCBS-CLLI)**
- **HCBS waiver for persons with Spinal Cord Injury (pilot) (HCBS-SCI)**

9-Resources:

Colorado Medicaid Waiver
medicaidwaiver.org

Guardianship Alliance of Colorado
www.guardianshipallianceofcolorado.org/
303-228-5382
801 Yosemite St.
Denver, CO. 80230

TRUST MANAGEMENT

The Colorado Fund for People with Disabilities
303-733-2867

One Broadway, Suite A-330
Denver, CO 80203

Manages Beneficiary's Trust Funds for supplemental needs for a person with Disabilities.

FINANCIAL PLANNING

Crystal Cartwright, Registered Representative
Transamerica Financial Advisors, Inc. (Transamerica Financial Group Division)
303-220-2521
720-327-4342
crystal.cartwright@tfaconnect.com

David J. Pocs, MBA
LPL Financial Advisor
14143 Denver West Parkway Suite 510 Golden, Colorado 80401
303-393-2454
303-520-4415
david.pocs@lpl.com www.pocs.coloradofinancialpartners.com

Steve Owens, PC
720-529-9800
<http://www.mydenverlawyer.com/>

Cheryl Battung

303-327-1437
12303 Airport Way, Suite 200 Broomfield, CO 80021

Edelman and Associates
4600 S. Ulster St., Ste. 1200
Denver, CO 80237 303-300-4326

Modern Woodmen
Mark Kennedy
720-979-2041
Mwk80020@gmail.com
www.modern-woodmen.org

Transition Resources - Colorado Department of Education

www.cde.state.co.us/cdesped/transition_resources

Colorado Dept. of Education
Office of Special Education
1560 Broadway, Suite 1175
Denver, CO 80202

Phone: 303-866-6694
Fax: 303-866-6767
TTY: 303-860-7060

Questions: essu@cde.state.co.us - See more at:
http://www.cde.state.co.us/cdesped/transition_resources#sthash.9tDc64oG.dpuf

10- Agencies

Weld County

North Range Behavioral Health
1300 N 17th Ave
Greeley, CO
www.northrange.org
970-347-2120

North Range Behavioral Health
721 4th St. S.
Fort Lupton, CO 80621
303-857-2723

Envisions
1050 37th St
Evans, CO 80620
www.envisionco.org
970-339-5360

Greeley Connections for Independence/Stephen's Brain Injury Farm
2780 28th Ave
Greeley, CO 80634
www.gciinc.org
970-339-2444

ARC of Weld County
5312 W 9th Street Drive #150
Greeley, CO 80634
www.arcweldcounty.org
970-353-5219

Youth and Family Connections
Greeley Office
2835 W 10th Street
Greeley, Colorado 80631

Ft. Lupton Office
330 Park Ave
Fort Lupton, CO 80621
www.youthandfamilyconnections.org

Employment Services-Workforce Center
315 N 11th Ave Building B
Greeley, CO 80631
www.eswc.org
970-353-3800

Colorado Therapeutic Riding Center
11968 Mineral Road
Longmont, CO 80504

www.ctrinc.org

303-652-9131

ACL Boulder County
1381 Forest Park Circle
Lafayette, CO 80026
www.aclboulder.org

Imagine
1400 Dixon Avenue
Lafayette, CO 80026
www.imaginecolorado.org
303-665-7789

MHP-Mental Health Partners
Boulder office
1333 Iris Ave
Boulder, CO 80304
303-443-8500

Longmont Office
529 Coffman Street #300
Longmont, CO 80501
303-684-0555
or

834 S. Sherman
Longmont, CO 80501
303-247-8700
www.mhpcolorado.org

PACE Program
2885 Aurora Avenue
Boulder, CO 80303
303-245-0894

Foothills Behavioral Health
9101 Harlan St. Suite 100
Westminster, CO 80031
303-413-6263
www.fbhcolorado.org

Center for People With Disabilities
1675 Range Street
Boulder, CO 80301
www.cpwd-ilc.org
303-442-8662

Workforce Boulder County
1500 Kansas Ave #4-D
Longmont, CO 80501
303-651-1510

or 2520 55th Street suite 100
Boulder, CO 80301
303-301-2900
www.wfbc.org

Division of Vocational Rehabilitation -DVR
Boulder
4875 Pearl East Circle Suite 301
Boulder, CO 80301
303-444-2816

Longmont
825 Delaware Avenue Suite 306
Longmont, CO 80501
303-776-6878

www.dvrcolorado.com

Job Corps
1-800-438-8287
www.jobcorps.doleta.gov

RTD Easy Rider program
303-447-2848

RTD Call-n-Ride
Longmont West- 303-994-5551
Longmont East- 303-994-3552

EXPAND Program (Leisure)
5660 Sioux Drive
Boulder, CO 80303

303-413-7216

Circle of Care (Leisure)
1202 Folsom Street
PO Box 4204
Boulder, CO 80306
303-358-4300
www.circleofcareproject.org

11- Resources/Information

Peak Parent Center: www.peakparent.org
Parent to Parent: www.p2p.org
Social Security Administration: www.socialsecurity.gov
Colorado Option Handbook: www.cde.state.co.us/cdesped/options
Transition Toolkit: www.cde.state.co.us/cdesped/transition_TK.asp
Transition Fast Facts Planning Issues:
www.cde.state.co.us/cdesped/ff-adultcommunityagencies
National Secondary Transition Technical Assistance: www.nsttac.org
National Center on Secondary Education and Planning: www.ncset.org
Office of Special Education and Rehabilitative Services: www2.ed.gov
College in Colorado: www.collegeincolorado.org
Occupational Information Network: www.onetonline.org
Center for Parent Information and Resources:
www.parentcenterhub.org/repository/transitionadult
Division for Career Development and Transition: www.dcdt.org
Disability.gov: www.disability.gov

