Career Advising and Transition Plans
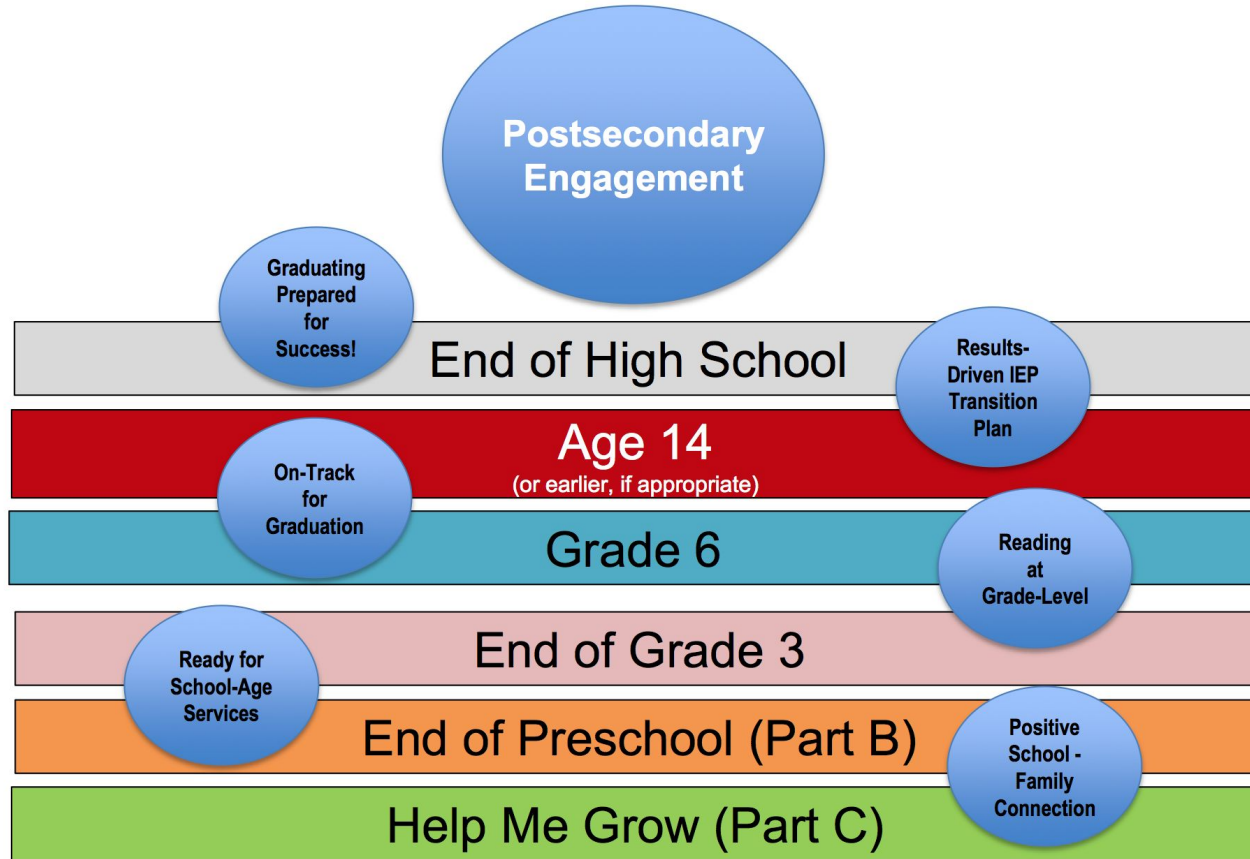
Supporting College and Career Readiness

1. **The 8 Components of the Career Advising Policy in Ohio.**

2. **How IDEA supports College and Career Readiness for Students with Disabilities through Indicator 13.**

3. **The difference between Student Success Plans and Transition Plans; who needs what?**

4. **How to access resources for Career Advising and Transition for all students.**

Think with the end in mind!

Postsecondary Engagement

Graduating Prepared for Success!

Results-Driven IEP Transition Plan

End of High School

On-Track for Graduation

Age 14
(or earlier, if appropriate)

Grade 6

Reading at Grade-Level

End of Grade 3

Ready for School-Age Services

End of Preschool (Part B)

Positive School - Family Connection

Help Me Grow (Part C)

Graphic Taken From The Office for Exceptional Children:
Special Education Leadership Conference (Ohio) 2017: Preparing for Success

3313.6020 Policy of Career Advising

1. Which school districts are required to have a Career Advising Policy and what grade levels must the policy address?

2. What has the Ohio Department of Education committed to providing?

3. How does a school district determine if a student is "at risk" of dropping out of school?

4. According to the law, what is something that must be provided for ALL students?

5. How does a student qualify for a Student Success Plan?

6. Name something in the law that has to be provided to all school employees.

7. Check the website of your school (or a school you work with): Is the Career Advising Policy prominently displayed on the website?

8. How often does your school's Career Advising Plan have to be updated?

Career Advising Policy: 8 Components

3313.6020 Policy of Career Advising

1. Career Connections Learning Strategies

2. Career Advising to ALL students grades 6-12

3. Interventions and Career Advising for students who are identified as "at risk" of dropping out of school.

4. Employee Training on how to advise students on career pathways

5. Multiple academic and career pathways through high school that students may choose to earn a high school diploma.

6. Information on courses that can award students both academic and career-tech credit.

7. Documentation on Career Advising for each student.

8. Supports for students to transition successfully to their post secondary choice.

State Support Team 2

Student Success Plan ≠ Transition Plan

The Transition Plan cannot serve as the Student Success Plan -- nor vice versa -- although they <u>should</u> complement each other

Why?

Not all students with a diagnosed disability are "at risk", and not all "at-risk" students have a diagnosed disability

Overview of Student Success Plans versus Transition Plans

Student Success Plans

- For deemed "at risk" students, grades 6+
- Intended to show students "at risk" of not completing school relevant connections between coursework and employment success.
- Student Success plans remain in place through graduation.

Both

- Individualized
- Student-Centered
- Data-Driven
- School and Family Input solicited
- Must be able to present documented evidence of plan
- Legal Requirement

Transition Plans (IEP)

- For students with disabilities with IEPs.
- Begins at Age 14 (latest)
- Focuses on 3 clearly-defined areas:
  - Education/Training
  - Competitive Employment
  - Independent Living
- Intended to prepare students with disabilities for successful postsecondary outcomes.
- Transition Plan remains in place for as long as student has an IEP

The Purpose of IDEA *is <u>Transition</u>*

The purpose of IDEA is to ensure that all children with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and <u>prepare them for further education, employment, and independent living.</u> (34CFR §300.1(a))

Transition Begins At Age 14

By the time a student turns 14

Transition *drives* the IEP!

The student must <u>always</u> be invited to the IEP meeting where transition is discussed.

[Rule 3301-51-07 Operating Standards]

"designed to be within a **results oriented process**, that is focused on improving the **academic** and **functional** achievement of the child with a disability to facilitate the child's **movement from school to post-school activities**...

Ohio | **Department of Education**

...including postsecondary **education**, **vocational education**, **integrated employment (including supported employment)**, **continuing and adult education**, **adult services**, **independent living**, **or community participation**;

...based on the individual child's **needs** taking into account the child's **strengths, preferences, and interests** includes **instruction**, **related services**, **community experiences** the development of **employment** **post-school adult living objectives** and if appropriate, **acquisition of daily living skills** and **functional vocational evaluation**

Ohio | **Department** of **Education**

Using Ohio's Indicator 13 Checklist:

Considering Documentation of AATA

Type of Assessment:
Person(s) giving /Source of Assessment:
Date/Time Period of Assessment:

	Education/Training	Competitive Integrated Employment	Independent Living
Preferences			
Interests			
Needs			
Strengths			
Summarize how this information supports the Postsecondary Goal.			

*Assessments must be documented to drive the plan and the services and activities.

*Services and Activities must also be documented to show that they have been implemented, and the results.

Resources:

AATA Library

www.ohioAATAlibrary.org

Resources:

Career Connections

- Lesson Plans
- Assessments
- Family and Community Resources
- Dropout Prevention Resources
- Career Advising Reports
- And More...

Ohio Department of Education Website

Ohio Means Jobs K-12:

- FREE online resource.
- Allows school personnel to document services and activities included in Transition Plans and Student Success Plans
- Accounts can be maintained for students even after graduation.

OhioMeansJobs K-12

Learn More and Earn More (PD Hours)

For more information on Program Structures to Support Career Advising and Transition:

1. Login to your SAFE Account to access the Learning Management System (LMS)

2. Search the Course Catalog for "Secondary Transition for Students with Disabilities"

*See: Secondary Transition: Program Structure

Ohio | Department of Education

For Your Attention!

For Additional Information on Training and Technical Support, Contact Your Neighborhood

State Support Team!

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Career Connections:
http://education.ohio.gov/Topics/Career-Tech/Career-Connections

AATA LiveBinder:
http://www.ohioaatalibrary.org/

Ohio Means Jobs K-12:
https://jobseeker.k-12.ohiomeansjobs.monster.com/seeker.aspx