

Office of Special Services and Inclusive Education



Transition Plans and
ELIGIBILITY thru 22
(+18 Program)

Presenter



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Introductions

Finish the Sentence:

- ELIGIBILITY thru 22 is...

Objective:

Transition & Extended Eligibility

The goal of transition services is to ensure that students with IEPs are prepared for:

- 1. Education / Employment,**
- 2. Post-secondary training, or**
- 4. Independent living**

...when they leave school.

Quality Transition Individualized Education Program

Indicator (B13)

IEPs for our transition aged scholars with IEPs

- aged 16 yrs old,
- in 9th grade or
- or younger if determined **appropriate** by the IEP team

- **AND NOW...including Extended Eligibility**



Considering Extended Eligibility...

For students whose delivery of IEP services and implementation of IEP transition plans have been negatively impacted, this extension process may be an option for the IEP team to consider.



Considering Extended Eligibility...

FREQUENTLY ASKED QUESTION #1.

If a student receives a Certificate of Completion, they could come back?

Yes. A student with a disability is eligible for a free appropriate public education until they graduate with a regular high school diploma. A “Certificate of Completion” is not a regular high school diploma.



Considering Extended Eligibility...

FREQUENTLY ASKED QUESTION #2.

Does this mean a child can attend until June 30 of the school year or their actual 22nd birthday?

The applicable language in IDEA is “between the ages of 3 and 21 inclusive”. This has been interpreted to mean that a student’s IDEA eligibility ends on their 22nd birthday.

Considering Extended Eligibility...

FREQUENTLY ASKED QUESTION #3.

What about the student that has the credits for a diploma, but has not met functional goals?

The law requires that a student with a disability remain eligible for a free, appropriate public education until they either graduate with a regular high school diploma or they “age out.”



Eligibility + 18

Transition to Adult Life for Students Turning 22



...an additional year of school-based supports and services, including connecting our scholars with adult services.

Why?

...to help them prepare and gain job readiness skills, complete classes they need for college or technical programs, or develop independent living skills.

?

HOW

...allows students who have not yet earned a regular high school diploma the opportunity to remain in **school until the day before they turn twenty-two.**





The Facts

There are two ways in which discussion and determination of Extended Eligibility can occur.

1. One is through an IEP Team meeting.
2. The other is when parents and districts agree in writing to meet without convening the full IEP Team.

**Extended Eligibility
Graduation Readiness Tool**

COMING SOON

How do I make this additional year valuable for my student?

Develop their Employability profile... SOFT SKILLS and JOB READINESS

Employment

Help our Maine scholars with IEP's:

- Cultivate what Matters to *THEM* through Transition **job goal-setting**,
- **Job training**: Teach them where & how to get training and other support.
- Connecting them with **community organizations**
- **Self Advocacy**: teach them how to ask for the services they need, and
- How to **standing up for your rights**.



How do I make this additional year valuable for my student?

Employment

Resources to support your young adult throughout their lifetime...

SPIN - Skills, Preferences, Interest and Needs:	Online Transition Assessment Tools
Job goal-setting,	<ol style="list-style-type: none">1. Mapping Your Future2. Princeton Review – Career Quiz3. Career Zone Interest Assessment – Job Zone4. iTransition5. My Plan – Career Values Assessment
Job training	<ol style="list-style-type: none">1. Employment services2. DVR Youth and Transition Services3. Employment and assistive technology resources for youths and adults.4. Pre-Employment Transition Services (Pre-ETS)
Community organizations	<ol style="list-style-type: none">1. The Autism Society2. Community Services Southern Maine3. Maine Support Programs + Agencies
Self Advocacy:	<ol style="list-style-type: none">1. Health Care Transition 101 =2. Housing3. https://www.youthmovemaine.org/



How do I make this additional year valuable for my student?

Learn about housing options for young adults with disabilities and the community programs that can help your student connect with the services they need.

Supported Living & Housing: Resources to support your young adult throughout their lifetime:

Supported Living – Residential Services Provider Directory

Shared Living is one option in a range of housing and support services for individuals with intellectual and developmental disabilities and/or Autism

Independence Association offers a range of housing options appropriate to different interests and needs for support under MaineCare Section 21 and 29. Residential Group Homes, Community (Independent) Living, and Shared Living settings as well as In-Home Supports help people maintain independence in their chosen communities.

How do I make this additional year valuable for my student?

Some resources to support your young adult throughout their lifetime:

Youth Health Transition:

Smooth Moves YHT is a teen health information site focused on helping with the transition to adulthood.

TEEN & YOUNG ADULT HEALTH LINKS

- [Maine Assembly on School-Based Health Care](#)
- [Family Planning Association of Maine](#)
- [Maine Youth Action Network](#)

11 State House Station, Augusta, Maine 04333-0011

Phone: 1-207-287-5364 TTY: Maine relay 711

Connection: Guiding Principles

Transition Plan

Coordinated activities to prepare student to move from school to post-school life:

- instruction
- related services
- community experiences
- preparation for employment or other post school activity
- independent living skills

Employability profile

Student **engagement in career planning and preparation**

Based on the student's strengths, preferences and interests



Connection: Guiding Principles

Transition PLAN

...long-term
GOALS for living,
working and
learning...

Employability profile

CAREER PLAN

Includes a statement of the
student's...career goals...



Connection: Guiding Principles

IEP Transition PLAN

Summarizes individual student strengths, abilities, skills, needs and limitations...

Employability profile

Documents employability skills and work experiences



EMPLOYABILITY PROFILE

Student Name:	Identification Number:	School Name:	
Type of Work-based Learning Experience(s):	Worksite Name/Location(s):	Description of Experience(s)	

EVALUATION GRADING SCALE: General Key

Unsatisfactory (1)	Needs Improvement (2)	Meets Expectations (3)				Exceeds Expectations (4)
Not yet demonstrating the skills required for the position and needs to have a formal plan for improving skills. Needs additional training.	Inconsistently demonstrates the skills needed for the position. Further development is needed.	Demonstrates the skills required for the position with rare exceptions and shows initiative in improving skills.				Consistently demonstrates skills required for the position. Often exceeds expectations and has emerged as a leader that improves the overall team.
PERFORMANCE SKILLS	PERFORMANCE EXPECTATIONS	1	2	3	4	COMMENTS: <u>STUDENT WORK READINESS SKILLS</u>
<u>ATTENDANCE</u>	Understands work expectations for attendance and adheres to them. Notifies supervisor in advance in case of absence.					
<u>PUNCTUALITY</u>	Understands work expectations for punctuality. Arrives on time for work, takes and returns from breaks on time, and calls supervisor <u>prior</u> to being late.					
<u>WORKPLACE APPEARANCE</u>	Dresses appropriately for the position and duties. Practices personal hygiene appropriate for position and duties.					
<u>TAKES INITIATIVE</u>	Participates fully in task or project from initiation to completion. Initiates interactions with the supervisor for the next task upon completion of the previous one.					
<u>QUALITY OF WORK</u>	Gives the best effort, evaluates own work, and utilizes feedback to improve work performance. Strives to meet quality standards and provides optimal customer service.					
<u>KNOWLEDGE OF WORKPLACE</u>	Demonstrates understanding of workplace policy and ethics.					
<u>RESPONSE TO SUPERVISION</u>	Accepts direction, feedback, and constructive criticism with a positive attitude and uses the information to improve work performance. Demonstrates flexibility when the nature of work changes.					
<u>COMMUNICATION SKILLS</u>	Gives full attention to what other people are saying, asks questions as appropriate, and understands what was heard. Communicates concerns clearly and asks for assistance when needed.					

PERFORMANCE SKILLS	PERFORMANCE EXPECTATIONS	1	2	3	4	COMMENTS: STUDENT WORK READINESS SKILLS
SOLVES PROBLEMS and MAKES DECISIONS	Identifies the nature of the problem, evaluates various ways of solving the problem and selects the best alternative.					
COOPERATES WITH OTHERS	Interacts and communicates with others in a friendly and courteous way. Shows respect for others' ideas, opinions, and racial and cultural diversity. Effectively works as a member of a team.					
RESOLVES CONFLICT	Identifies the source of conflict, suggests options to resolve it, and helps parties reach a mutually satisfactory agreement.					
OBSERVES CRITICALLY	Carefully attends to visual sources of information. Evaluates the information for accuracy, bias, and usefulness. Develops a clear understanding of the information.					
TAKES RESPONSIBILITY FOR LEARNING	Identifies one's strengths and weaknesses. Sets goals for learning. Identifies and pursues opportunities for learning. Monitors one's progress toward achieving these goals.					
READS WITH UNDERSTANDING	Reads print materials in a variety of formats (signs, books, instruction sheets, forms, charts, etc.) to locate, understand, apply and manage the information they contain.					
SOLVES PROBLEMS USING MATH	Works with mathematical information (numbers, symbols, etc.), procedures, and tools and applies skills to answer a question, solve a problem, verify the reasonableness of results, make a prediction or carry out a task that has mathematical dimensions.					
HEALTH AND SAFETY	<u>Complies</u> with health and safety rules for a specific workplace.					

Transition RESOURCES

1. Transition Assessment Tools and Resources

<https://docs.google.com/document/d/1ZSQXesc5ColeiMZOHLmL0sTBkDLYJOa4hMWQMGHDsps/edit?usp=sharing>

2. Resume and Employment Guide for People With Disabilities

<https://www.resumebuilder.com/comprehensive-resume-and-career-guide-for-people-with-disabilities/>

3. Transition Resource List

https://docs.google.com/spreadsheets/d/1ODyMI635uWvqpAP4618AfLM9h3MR_wSqJ0eg_bFDkuc/edit?usp=sharing

4. TransitionME Power Hour Series - Register in advance:

<https://mainestate.zoom.us/meeting/register/tZ0vdO2urz0uG9JwQ0ltznKUGZPCp-ITsPSj>

NOTES **IDEAS** **SUGGESTIONS**
REVIEWS **INQUIRIES**
FEEDBACK! **OPINIONS**
QUESTIONS **COMMENTS**
RECOMMENDATIONS

PLEASE COMPLETE
Transition Series Survey
Your Feedback Matters!



<https://bit.ly/3N95gyA>