



RIOT/SCIL Matrix

Student: _____ Date: _____ Person Completing RIOT: _____

Directions: Fill out the grid below to develop a plan for the targeted student.

	Review	Interview	Observation	Test/Task/Tool
Setting				
Curriculum				
Instruction				
Learner's Performance				



Iowa Transition Model

Iowa Transition Model Steps	SDI Model Connection	What does it look like?
Learn the student's strengths, interests, and preferences	Diagnose Engage	<ul style="list-style-type: none"> Typically gained through a student interview, although parent and teacher input can be used in addition to student input.
Identify postsecondary expectations (PSEs) based on strengths, interests, and preferences	Diagnose Engage	<ul style="list-style-type: none"> Use RIOT (Review, Interview, Observation, Test) assessment data, strengths, interests, and preferences to establish a PSE in each area of living, learning, and working. All PSEs must project beyond high school and be observable. PSEs tend to become more refined and specific as a student gets older.
Identify essential skills needed in the postsecondary environments based on PSEs	Diagnose	<ul style="list-style-type: none"> Use a variety of resources to identify the knowledge, attitudes, habits, critical thinking, and application skills needed for all three postsecondary expectations and environments. Consider including community resources such as: <ul style="list-style-type: none"> Vocational rehabilitation counselor College/university accessibility services Regional coordinator for the student's Mental Health Disability Services Region (MHDS) Targeted case management Community rehabilitation provider/s American job centers Employers
Assess student's current skills as compared to future skills needed for PSEs	Diagnose Engage	<ul style="list-style-type: none"> Use information from multiple sources of age-appropriate transition assessments to identify the skills the student currently has compared to those required or expected in postsecondary environments. For example: <ul style="list-style-type: none"> R.I.O.T. Life skills inventory Functional vocational assessment College placement results from ACCUPLACER/ACT Work experience evaluations, etc.

		<ul style="list-style-type: none"> ● The team/teacher uses the information gathered to identify whether a gap or match exists in the knowledge, attitudes, habits, critical thinking, and application skills needed to meet the desired postsecondary expectations.
<p>Determine discrepancy between skills needed in the future and current skills status (match or gap)</p>	<p>Diagnose Design</p>	<ul style="list-style-type: none"> ● Review current skills and skills needed for the PSE in each area of living, learning, and working. ● Is there enough information to determine if there is a match or a gap? ● Consider if the gap... <ul style="list-style-type: none"> ○ is age-appropriate, ○ can be addressed through education offerings, ○ or requires some type of goal, service, or support within special education. ● Gather additional assessment information, if needed (RIOT). ● Identify needs of the student to meet PSEs in each area of living, learning, and working.
<p>Address discrepancies in courses, activities, goals, services, and supports</p>	<p>Design Deliver</p>	<ul style="list-style-type: none"> ● Prioritize needs of the student and consider how and when to address the needs: <ul style="list-style-type: none"> ○ What is the least restrictive environment? ○ How great is the gap? ○ What age is the student, and how much time do they have left in the educational system? ○ How easily does the student learn a skill, generalize, and apply in real life unpredictable situations? ○ What are the learning progressions, and where is the student within the progression? ○ What supports need to be in place to master skills? ○ Can the skill development be addressed in an available education course? ○ Will the student need an accommodation to participate in the course? ○ Does the student need to practice the skill through an activity? ○ Is the gap so great the student needs rigorous targeted instruction through specially designed instruction (SDI) which is an IEP annual goal? ○ What services, support, or linkage is needed to close the gap? ○ What classes need to be taken? ○ Where can the classes take place? ○ In what activities could the student participate? ○ How can parents/families help? ○ What resources are available in the community? ● Develop Course of Study (COS)

		<ul style="list-style-type: none"> ○ Align core courses and electives necessary to prepare students for PSEs relative to living, learning, and working. ○ Include any appropriate activities and linkages to address the identified needs of the student. ○ Maintain high expectations. ○ Work together as a team to develop a plan that incorporates evidence-based practices aligned with learner needs. ○ Use diagnostic results to determine appropriate supports (access, engagement, developing specific skills). ○ Explicitly state learner outcomes. ○ Determine intensity and frequency (grouping, materials, accommodations, time). ○ Use high leverage instructional practices that match concept/skill being taught and learner's needs. ○ Collaborate with stakeholders to clearly identify team member roles in supporting the student's goals.
Develop and implement annual goal(s)	Deliver Engage	<ul style="list-style-type: none"> ● Use specific assessment data to write an annual goal to address the priority skill, which needs to be acquired and/or improved. <ul style="list-style-type: none"> ○ Do all goals, supports, and services align with a postsecondary expectation? ○ Are they rigorous enough to meet the expectations? ○ Do the goals match/coincide with the instruction being provided?
Deliver needed services, supports, activities, and/or linkages	Deliver Engage	<ul style="list-style-type: none"> ● Does the student have the tools necessary to access the curriculum or tasks to reach their expectations? <ul style="list-style-type: none"> ● Effective accommodations <ul style="list-style-type: none"> ○ Assistive technology ○ Self-determination skills ○ Linkages to needed services
Monitor progress for overall effectiveness	Engage	<ul style="list-style-type: none"> ● Review progress monitoring to determine if the teaching strategy is effective and if changes need to be made. <ul style="list-style-type: none"> ● Revisit activities and services: <ul style="list-style-type: none"> ○ Are they being completed? ○ Are they effective? ○ Are there changes that need to be made? ○ Do additional activities and services need to be identified? ○ Have the necessary referrals/linkages been made as written?

		<ul style="list-style-type: none">● Accommodations:<ul style="list-style-type: none">○ Have they been taught?○ Are they being used?○ Are they providing access to curriculum or tasks?○ Do they need to change?● Does the team have the necessary data to make future decisions?
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Module #1 Slide Deck

Approx. Minutes	Slides	Activity	Lead Presenter(s)
10	1-8	Welcome, introductions and opener (Break preoccupation, Allow for networking, Relate to the content) Q and A link to be shared in chat	
25	9-20	Assessment and PSEs - 3 activities: discussion around transition assessment and key words, table activity with partner - the why around gap between kids with and w/o disabilities and targeted questions, processing connected to model	
10	21-24	Strengths/Skills and Needs/Concerns	
10		Break	
25	25-38	Course of Study	
10	39-44	Pre-ETS Agreement	
20	45-57	Postsecondary Summary	
10	58-59	Closing Activity and Wrap Up	
120 total			
15	ITM deck	Introduce the approach to the Post Go Live session around the ITM	
= 135 minutes			



Secondary Transition

Transition Assessment, Postsecondary Expectations, Strengths/Skills addressing the Postsecondary Expectations of Living, Learning and Working, Course of Study, Pre-ETS Agreement, and Postsecondary Summary for Living, Learning and Working

Welcome to Secondary Transition in ACHIEVE! We are excited to share the changes and upgrades of this new system with you. There are lots of features that we believe will help to enhance the transition planning process and support you in helping kids to move from high school to their postsecondary expectations. While this will not be a substitute for Secondary Transition specific professional learning that you may participate in, we are going to connect all of the changes within ACHIEVE to the Iowa Transition Model, so nice connections will be made to quality practices around transition planning broadly, along with the specific applications to new features within the ACHIEVE system. There is also a session for all secondary IEP facilitators that will offer a bit more depth around the Iowa Transition Model.



Why ACHIEVE?

Legacy system was cutting edge when launched in 2005

ACHIEVE was designed with intent to:

- Assist teams in **designing** services and supports for the INDIVIDUAL.
- Maximize system functions to support practices (and minimize time on paperwork).
- Increase opportunities for team collaboration and communication.
- Increase use of the system to collect procedural compliance through system functionality and less need for people to worry about documentation.
- Have one system birth to 21.

With the hope of increasing time for providing services and supports

We're excited to have the opportunity to speak about our new online system called ACHIEVE. As you are aware, the ACHIEVE system will be replacing the Legacy system also known as webIFSP and webIEP.

So why the change? The Legacy system was cutting-edge technology when it was released in 2005. It was time to upgrade the system to allow for new and improved features and functionality.

This new system was designed with the intent to mirror the language in the SDI framework.

Additionally, it was designed to support practice and minimize time on paperwork, and to increase opportunities for team collaboration and communication. This communication and collaboration includes families who will now have access to the family portal through the ACHIEVE system. In this family portal, we will be able to communicate and share information and documents with parents in a timely manner.

ACHIEVE Was also designed in a way that will help to ensure

procedural compliance through the documentation.
Lastly, this one system will be utilized for learners Birth to 21.



What's New in ACHIEVE to Support: Secondary Transition

- Quality IEP development is done through the use of prompts and tags.
- Indicator B-13 data compliance data collected in ACHIEVE.
- Indicator B-14 performance data collected using the Postsecondary Expectation drop downs.
- Record of all transition assessments conducted can be seen.
- Course of Study includes a diploma/certificate option and a cumulative look at the courses and activities designed to reach PSE.
- The IVRS Pre-ETS agreement is easily accessible and can be embedded into the process.
- The Postsecondary Summary can be accessed when transition planning starts and offers resources and information for linkages and services.

Presenter can read through these or ask participants to review on their own. All of these items will be covered within the session.



When Does Secondary Transition Begin?

- ACHIEVE uses birth date and roll call date to ensure that secondary transition planning begins prior to the student's 14th birthday.
- An IEP team can determine that they want to begin this process earlier than that, and in this case the user could choose secondary transition for meeting purpose on scheduler to trigger a secondary transition IEP.



Learning Objectives

Participants will be able to...

- ❑ Describe how the ACHIEVE system will support the design of effective secondary transition services.
- ❑ Share with others how the Pre-ETS agreement is accessed and used to support students in accessing Pre-ETS services through Vocational Rehabilitation.
- ❑ Describe the purpose of the Postsecondary Summary and identify how to access resources from the Postsecondary Summary during the transition planning process.

Go through each objective for this training

Questions?



Jamboard

Throughout the session, as questions arise, please put them on the jamboard that is linked on this slide. It is divided into sections, by AEA/DMPS. Please direct your questions to the page for your region. The Q&A jamboard is also being shared in the chat.



Compliance around Secondary Transition: *Procedures AND Results*

One of the intents in designing a new system was to minimize the time that people spend on documentation reporting requirements. The collection of our B-13 data is one example of ways that ACHIEVE can support more efficient ways of data collection. (Reminder: B13 is the percent of IEPs for youth aged 14 and older that include appropriate measurable postsecondary goals, annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs). In the past these data have been collected through individual review and rating of IEPs to ensure they addressed each of the following components of good transition planning.

- Preferences and Interests
- Sufficient transition assessment
- PSE
- Course of Study
- Goals,
- Supports, Services and activities for all identified needs

These 6 Critical Elements will still be reviewed for inclusion in the IEP but instead of personal review of the elements, ACHIEVE will ensure that something is written for each required element. Although ACHIEVE will not be able to judge the appropriateness of the words or whether the plan is coherent, it provides other data checks that focus on the results of the plan. ACHIEVE will also have the capacity to run reports on actual services students receive, aggregate services by categories of desired postsecondary activities and correlate those data with actual student outcomes (B14 data). Basically, ACHIEVE will allow us to look at procedural compliance and results together!



Learning Objectives

(specific to the PLAAFP and Secondary Transition)

Participants will be able to...

- ❑ Record transition assessment information, connected to the categories of Living, Learning and Working.
- ❑ Connect Postsecondary Expectations with the PSE Categories and be able to explain the reason for adding this step.
- ❑ Describe the difference between diploma and certificate options and be able to complete as appropriate for individual students.
- ❑ Describe how to design courses and activities that project through HS and support the Postsecondary Expectations of each student.

Go through each objective for this training












Transition Assessment & Postsecondary Expectations

Students with IEPs need purposeful planning in order to meet their postsecondary expectations and goals. There is a direct link between transition assessment and improved postsecondary outcomes in transition planning. The needs of the future settings, along with current skills of student, need to be diagnosed and analyzed to determine next steps in the design and delivery of the student's educational program. Some exciting changes have been made with ACHIEVE in order to support teams in connecting these postsecondary expectations, improved transition assessment and outcomes.

Transition Assessments

Transition Assessments

Select the postsecondary areas applicable to all previous transition assessments Add new assessment

Actions	Date ↑	Assessment	Postsecondary Area(s)	Attachments	Notes
  	05/27/2021	Student Interview	Living		
  	05/27/2021	Casey Life Skills	Living		
  	05/27/2021	Teacher Input	Living, Learning, Working		

- In ACHIEVE, transition assessments are listed in this section after the attachment(s) is uploaded.
- These carry over from previous IEPs and one can visually see all uploaded historical transition assessments. These are also available on the Data History page.

ACHIEVE has the ability to keep transition assessments over time so IEP teams no longer have to hunt for information that was compiled in previous years. This will help the team to track a student's progress over time. Because of this increased functionality we are going to spend a little time ensuring we all share the same definition of transition and becoming reacquainted with assessment resources.



Transition Assessment is an ongoing, coordinated, systematic process that:

- Collects/gathers relevant (appropriate) information/data on a student's interests, preferences, strengths and needs as they relate to the student's postsecondary expectations for living, learning, and working.
- Begins at least by the year the student turns 14 years of age and continues until the student graduates or ages out.
- Provides data from which to plan and make decisions that assist the student to move to postsecondary activities of living, learning, and working.
- Involves input from student, family, school personnel, and other relevant stakeholders such as adult agencies, related services personnel (the IEP team).

ACHIEVE | Iowa IDEA 13

Expected Outcome and Goal: Participants will have a shared understanding of the definition of Transition Assessment

ACTIVITY for this Slide:

Definition of Transition Assessment

Step 1.

Face-to-Face: Have participants read the definition of transition assessment.

Options:

Everyone read silently

Have someone different read each bullet point aloud.

Zoom: Have participants read the definition of transition assessment.

Options:

Everyone read silently

Have someone different read each bullet point aloud.

Asynchronous: Have participants read the definition of transition assessment.

Step 2

Face-to-Face: Have participants share out a few key points/words and why they are important.

Options:

Have participants share at their table.

Have participants share at their table and then report out a few ideas to the larger group.

Zoom: Have participants share out a few key points/words and why they are important.

Options:

Have participants share in a break out room

Have participants share in a break out room and then to the larger group

Have participants put their thoughts in chat

Asynchronous: Have participants share a few key points/words and why they are important

Options:

Have participants email an instructor

Have participants use a padlet

Have participants use a Google form

Have participants respond with Pear Deck

Have participants respond in Flig Grid



Quality Transition Assessment

Employs gathering data from multiple sources using R eview I nterview, O bservation, and T est/ T ask (R.I.O.T.) within Living, Learning, and Working...	RIOT for Secondary Transition
Focuses on identifying the S etting, C urriculum, I nstruction, and L earner (S.C.I.L.) Needs within Living, Learning, and Working....	SCIL/RIOT Matrix
Uses data that is driven by a student's interests and preferences in order to identify Postsecondary Expectations.....	Transition Inventories/Surveys for Interests/Preferences
Uses assessment information gathered from the district's required plan for all students in grades 8-12	Individual Career and Academic Plan (ICAP)

ACHIEVE | Iowa IDEA 15

Expected Outcome and Goal: Participants will be introduced to assessment tools to gather information. They will explore the tools to implement quality transition planning.

ACTIVITY for this Slide:

Explore tools and discuss with a partner or table group the benefits of using these tools for transition planning.

Face-to-Face: Have table partners spend 5 minutes exploring the links and discuss how these are used to ensure quality transition planning.

Options:

Share with another set of partners in the room

All partners share ideas on flip chart paper and do a gallery walk

Zoom: Put two people per breakout room and have the partners explore the links over 5 minutes and discuss how these are used to ensure quality transition planning.

Options:

Join two breakout rooms together and they share with each other
Breakout room partners or small groups develop a slide to reflect their ideas, share with the larger group

Asynchronous: Ask participants to view each link and note how these can be used in their practice to support quality transition planning.

Options:

Have participants use a padlet to reflect on their ideas

Have participants use a Google form

Have participants develop a slide and share it with the instructor

Have participants use Flipgrid to respond to the activity



Quality Assessment is Best Practice for Student Transition Planning

[Iowa Transition Model & SDI Framework](#)

- The above link includes steps within the transition process for engaging in quality assessment practices and connections within the Specially Designed Instruction Framework.
- An in-depth training will be offered after the initial roll-out of ACHIEVE.

Expected Outcome and Goal: Participants will review the document and discuss the connections between the two frameworks and how they lead to improved outcomes for all students.

Digging deeper: Participants will use the information from the SDI framework and Iowa Model to apply to a specific student case study.

Face-to-Face: Let participants know that this is a best practice resource to help align SDI and transition. An in-depth training will be offered after the initial roll-out of ACHIEVE.

Options:

Share with another set of partners in the room how the model can be used to support transition planning OR the connections between the two frameworks OR successes and challenges you have in applying the two frameworks.

Zoom: Let participants know that this is a best practice resource to help align SDI and transition. An in-depth training will be offered after the initial roll-out of ACHIEVE.

Options:

Share out in the large group how either model can be used to support transition planning OR the connections between the two frameworks OR successes and challenges you have in applying the two frameworks.



Strengths, Interests, Needs & Preferences

Is there enough information about student interests and preferences to identify postsecondary expectations?
(What are their interests/preferences?)

If yes, proceed with writing the postsecondary expectations.

If no, use the RIOT/SCIL process to assess strengths, interests and preferences. *(Refer to Slide 12 for resources)*

Expected Outcome and Goal: Participants will make the connection that students' strengths, interests & preferences need to be assessed first in order to determine postsecondary expectations and how this process helps determine services/supports needed to meet them.

Digging deeper: Use the SDI Framework tools and resources to help identify strengths, interests and preferences beyond academics in order to identify a realistic postsecondary expectation.

Face-to-Face: If there are not enough data, refer back to the RIOT/SCIL resource linked on slide 11 to help dig deeper to identify postsecondary expectations.

Zoom: If there are not enough data, refer back to the RIOT/SCIL resource linked on slide 11 to help dig deeper to identify postsecondary expectations.

Transition Assessments

Click on the add new assessment button to document all related transition assessments related to living, learning, and working. Include assessments conducted by outside partner agencies such as IVRS and other IEP partners, and select the postsecondary expectation area(s) applicable to this assessment.

Add new assessment

Date of Assessment*

Upload Documentation (optional)

Name of Assessment*

Summary of Assessment Results

Living Learning Working

Cancel Complete and Add Another Complete and Close

Display all previous transition assessments To

Expected Outcome and Goal: Participants will understand that information can and should come from a variety of sources, including those outside of the school setting, & that the ACHIEVE system enables the assessments to be uploaded and accessed in the future.

PRESENTER: Go over the following points:

- New to the assessment process is the option to upload a copy of the assessment used within living, learning and working.
- For ease of managing assessment documents, you may choose to upload them in ACHIEVE, otherwise continue to keep them in your student file.
- Indicate the name of the assessment in the Assessment box (i.e. Interview with student, Transition checklist, *Transition Planning Inventory (TPI)*, Casey Life Skills, etc). **Consider input/assessment of others, such as IVRS.**
- Select what area the assessment is used to gather skill & need

- information for (Living, Learning, and/or Working - can select more than one of these areas)

*The “Summary of Assessment Results” can note what information the specific assessment(s) used provided. The “Summary of Assessment Results” including SKILLS and NEEDS is located with the postsecondary expectations section.

Summary of Assessments & Postsecondary Expectations

1. For each area of Living, Learning and Working, you will summarize the data gathered from the transition assessments regarding the student's SKILLS and NEEDS within the "Summary of Assessments".
2. Next you will identify the student's Postsecondary Expectation for each area of LLW based on assessment information.
3. Select the "PSE Category" under each that most closely aligns with the identified Expectation.

Living Summary of assessments related to Living*

PSE for Living*

PSE Category*

Learning

Independent Living without Supports (age appropriate: form, apartment, etc)

Living in the Community with Supports

Living with Family Member(s)

Living within a Supportive Residential Setting

Other

Expected Outcome and Goal: Participants will understand that the Summary of Assessments is a culmination of all the assessment information gathered for Living, Learning and Working and these data will help identify if there is a need or not to be addressed within the IEP. Participants will learn that the ACHIEVE system has a drop-down menu of postsecondary expectations and one of these must be selected that aligns with the information gathered.

PRESENTER: Go over the following points:

- Review the bullet points listed on the slide. This is where the summary of living, learning and working skills and needs will be described. Notice that there is a new feature with drop-down menus to select the postsecondary expectation category that aligns with the expectation.
- The drop-down menu selection will be used in gathering B-14 transition data for postsecondary outcomes.

PSE Learning Drop-Downs

Learning Summary of assessments related to Learning*

PSE for Learning*

PSE Category*

Working

4-year Private College

4-year Public College

Active Military

Community College

Dayhab Program

Informal Ongoing Education

Job Corps

Present Learning

Other Postsecondary Program

Expected Outcome and Goal: Participants will learn that the ACHIEVE system has a drop-down menu of postsecondary expectations and one of these must be selected that aligns with the information gathered.

PRESENTER: Go over the following points:

- These are the options in the postsecondary learning drop-down menu. You will select the one that best aligns with the expectation identified above each year as the IEP is developed. The reason for adding this step is to connect with state reporting intentions.
- Just prior to graduation, all students identify a learning intention as required for state reporting. This is usually coordinated through the high school counseling office or via homeroom or advisory teachers.
- The drop-down menu options align with reporting requirements, as well as options in EdInsight's PREP Dashboards. EdInsight PREP Dashboards include postsecondary readiness and success data as well as

- postsecondary enrollment and completion rates. AEA PREP Dashboards are designed to help guide districts in establishing and monitoring postsecondary readiness goals aligned with both the Iowa College and Career Readiness definition and overall school improvement efforts.
- The Drop-Down options will help us as we move into continuous improvement with IDEA-DA (Differentiated Accountability) as we gather compliance and performance data to support districts in assessing needs and successes in their systems and planning for improvement.
- It is a new feature we are excited about that does not require a great deal of extra work within the IEP, but will provide a great deal of data that can guide future practice.

PSE Working Drop-Downs

Working Summary of assessments related to Working*

PSE for Working*

PSE Category*

Active Military
Full-Time Employment
Informal Work
Part-Time Employment
Self Employed
Other

Expected Outcome and Goal: Participants will learn that the ACHIEVE system has a drop-down menu of postsecondary expectations and one of these must be selected that aligns with the information gathered.

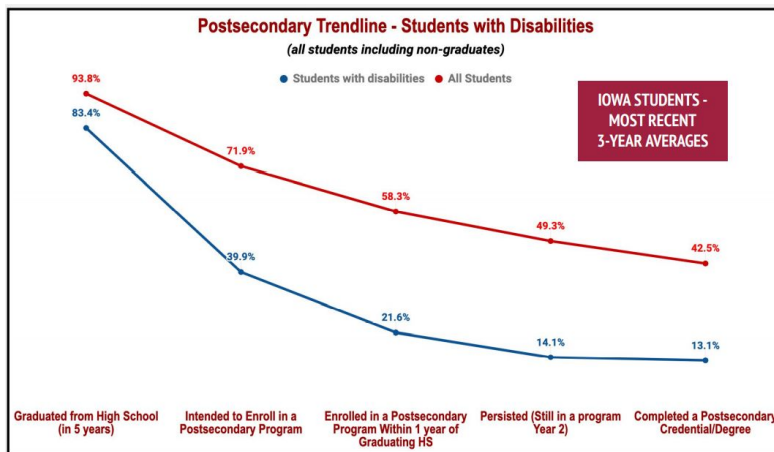
PRESENTER: Go over the following points:

- These are the options for postsecondary working that students select from when they indicate their intentions just prior to graduation. Again, select one of the outcomes that aligns with the postsecondary expectation identified and will help us to connect with state reported intentions.

Why were the “PSE Category” dropdowns added?

The “PSE Category” dropdowns for LLW will:

- provide an annual update on a student’s postsecondary plan that can be used to monitor progress toward taking the steps necessary to pursue and complete their learning and working expectations.
- enable the ACHIEVE system to provide districts with data on how increased efforts in postsecondary transition impact outcomes for students with IEPs.



Expected Outcome and Goal: Participants will learn about the intent of adding the dropdown menus under each of the Living, Learning, and Working expectations.

PRESENTER Read:

“We know that students with IEPs are almost as likely to graduate from HS, as they have a graduation rate of only 10% lower than those without disabilities. However, students with IEPs are half as likely to have a postsecondary intention, 1/3 as likely to pursue their postsecondary plan, and 1/4 as likely to complete a postsecondary degree or certification. These drop down menus for LLW will provide an annual update with a student’s postsecondary plan that will be used to monitor their progress toward taking the steps necessary to pursue and complete their learning and working expectations.”

PRESENTER *You can choose to play the audio recording linked on the screen or read the script that addresses WHY the PSE Category dropdowns were added: [“Why were the PSE category” audio file script](#)

ACTIVITY FOR FACE-TO-FACE:

Talk to your table partner and discuss these questions (included on the

following slide):

- Why is it important to know that a gap exists between students with disabilities meeting postsecondary expectations?
- How will knowing this information impact my teaching/interventions?
- Why is it important to increase rigor and relevance within teaching and transition practices to prepare students for postsecondary settings?
- What areas of focus can we support in our efforts?
- What additional learning or supports do you need to help students meet their postsecondary expectations?

Options for feedback to record responses for follow up:

Use a Google Form

JamBoard

Padlet

Email to instructor

Chat response & save Chat

ZOOM: Determine whether you want to discuss as a large group or put participants in small groups in breakout rooms.

- Why is it important to know that a gap exists between students with disabilities meeting postsecondary expectations?
- How will knowing this information impact my teaching/interventions?
- Why is it important to increase rigor and relevance within teaching and transition practices to prepare students for postsecondary settings?
- What areas of focus can we support in our efforts?
- What additional learning or supports do you need to help students meet their postsecondary expectations?

Options for feedback to record responses for follow up:

Use a Google Form

JamBoard

Padlet

Email to instructor

Chat response & save Chat

Asynchronous: Participants will read the slide and listen to the audio provided on the screen.

Options:

- Have participants use a padlet to reflect on their ideas

- Have participants use a Google form
- Have participants email the instructor

Digging deeper: Have participants view individual district data on [Postsecondary Readiness Reports](#) to understand specific district enrollment, persistence & completion rates.

[“Why were the PSE category” audio file script](#)

Source: PREP Dashboards/EdInsight (Iowa Department of Education, 2021)



Discussion Questions

- Why is it important to know that a gap exists between students with disabilities meeting postsecondary expectations?
- How will knowing this information impact my teaching/interventions?
- Why is it important to increase rigor and relevance within teaching and transition practices to prepare students for postsecondary settings?
- What areas of focus can we support in our efforts?
- What additional learning or supports do you need to help students meet their postsecondary expectations?

These discussion questions can occur at a table, in pairs, or through zoom breakout rooms.



Strengths & Skills Preferences & Interests Needs & Concerns

Strengths, skills, preferences, interests as well as needs and concerns will be explored in this section. We will review how these are captured in the new ACHIEVE system along with some details around each.



Strengths, Skills, Preferences, Interests Needs and Concerns

Strengths, skills, preferences, and interests as well as areas of need as they relate to the student's post secondary expectations.

- Student input (including strengths, interests and preferences) supports the development of Postsecondary Expectations
 - **Starting at age 14 – broader, begins the thought process.**
 - **As students progress through high school – gets more and more specific each year.**
- This is a great place to discuss current strengths, skills, preferences, and interests as well as needs and concerns and how they impact the student's postsecondary expectations.
 - Conversation with student can focus on current skills and skill development needed to achieve PSE's.
 - If a 'gap' exists between skills and PSE's, this can be addressed in the Needs and Concerns section.

Expected Outcome and Goal: Transition services are based upon the student's needs taking into account the student's strengths, skills, preferences and interests.

Digging Deeper:

- It is important to note and emphasize that student input supports the development of postsecondary expectations. This begins with students the year they turn age 14 and starts as a broad range of information to begin the thought process and planning. As students progress through high school, it is expected that information in these areas will become more and more specific.
- Skills, strengths, interests and preferences should align with PSEs. In addition, if a need or gap is identified, you will note and/or tag how it will be addressed. A need or gap can be addressed through a goal, service, activity, course, life

- experience, etc.
- Tagging for goals/services, etc is optional here, but if you list separately, it does make it easier to tag if you want to.
- Tagging for LLW is optional here, too.

Strengths and Skills & Preferences and Interests Layout

Strengths and Skills

Identify and tag existing strengths and skills on which to build

Strengths and Skills*

Data Source*

Save Strength/Skill

Living Learning Working

Preferences and Interests

Identify and tag preferences and interests for learning, materials, and instructional methods and strategies

Preferences and Interests*

Data Source*

Save Preference/Interest

Living Learning Working

ACHIEVE | Iowa IDEA 34

Expected Outcome and Goal: Participants will have an understanding of the new layout on ACHIEVE and an overview of how strengths, skills, preferences and interest will connect to the 3 areas of postsecondary expectations.

Digging Deeper:

- Take a few seconds to look over the slide's screenshot within ACHIEVE and familiarize yourself with the content.
- For the data source area- use transition assessment(s) or other informational sources you have collected
 - These can be entered one by one or in a paragraph format. Some may prefer to write a paragraph and include them all in a narrative form, but if they are listed separately, it will show up in a table and may be easier to see. Either is an option for the user.
- The team will review transition assessment information to determine the student's strengths and skills, along with preferences and interests and summarize here.

- You will have the opportunity to tag living, learning and/or working buttons as they relate to the student's skill set (it is optional to tag). Tagging for goals/services, etc is optional here
- If any of the student's strengths, skills, along with preferences and interests can be tagged for a goal or service, activity or support, you may do so here.

EXAMPLES OF WHEN TO TAG STRENGTHS/SKILLS or Preference/Interest to GOAL or SERVICE

- Has a goal in math, but math is a strength for the student
- Student prefers to be outdoors and do hands on activities, tag a work experience goal

Needs and Concerns

Needs and Concerns

Identify and tag needs and concerns determined by the IEP team

Needs and Concerns*

Data Source*

Living Learning Working

Save Need/Concern

- If a 'gap' exists between skill assessment information and PSE's, address it in the Needs and Concerns section.
- If the 'gap' will be addressed via a different method other than goal or service, describe it in the narrative section (e.g., specific course related to the area of need/concern: culinary class for a student lacking independent living skills with cooking).

Expected Outcome and Goal: Participants will understand how to review transition assessments and identify “gaps “ between skill set and postsecondary expectations and how needs and concerns will help develop the rest of the transition IEP.

Digging Deeper:

- In the data source area, you may use a transition assessment from above or other information sources.
- The team will review transition assessments and determine areas of needs and concerns that are a priority or are an essential skill necessary for the student to pursue the targeted postsecondary expectations.
- Each area (Living, Learning & Working) must be addressed through goals, services, or activities unless transition assessment data illustrates the student is comparable to their gen ed peers.
 - For example, a 14 year old student may not have work

- experience yet, but it isn't an area of need at the time as this is comparable to skills of general education peers
- There may be times when the team identifies multiple skill deficits and may want to prioritize some over others. Given that students often learn skills in the areas of living and working in multiple settings, the school team may choose to not focus on a certain area at this time because either there are more pressing concerns or the team believes the student will have the opportunity to learn this in another setting.
- In this section, you will also tag living, learning or working as they relate to the student's needs and concerns (may choose multiple areas)
- In addition, you will identify how the student's need or concern will be addressed either with a goal or services, support or activity in the IEP.
- As a reminder, a student's needs or concerns could also be addressed in the Course of Study & Activity section within ACHIEVE as well.

ACTIVITY:

- Discuss with a table partner a non-academic need or concern, and how you would address that area with a goal, service, support, activity or course?
- Discuss with a table partner, a scenario where a need or concern is identified, but family chooses not to address it through a goal, service or activity. How would the team address that in this section?



Course of Study

The Course of Study will look quite a bit different, beginning with a discussion about diploma or certificate and moving into the courses and activities required to support movement to the postsecondary expectations. There is no longer a requirement to list all of the graduation requirements. Let's take a closer look.



Diploma / Certification Guidance

- **Diploma**
 - 4.3.3.3 at a minimum.
 - Follow the district requirements .
 - Collaborate with School Counselors, Registrars, etc. as appropriate
 - Alternate pathways to the diploma must be approved by district school board & align with state standards.
- **Certificate of Completion / Attendance**
 - Confirm the district offers certification of completion.
 - Attendance, completion, progress on IEP goals, achievements, etc.

Expected Outcome and Goal: Participants will get a brief overview of the diploma or certificate of completion / attendance in State of Iowa and an emphasis to become familiar with their district's graduation requirements and policy on certificate of completion / attendance.

Digging Deeper:

Diploma: “Regular high school diploma” means the standard high school diploma awarded to a student that is fully aligned with State standards.

A regular high school diploma does not include a general equivalency diploma, certificate of completion, or certificate of attendance.

“Regular high school diploma” must be fully aligned to State required standards. In Iowa’s case, that would be the graduation requirements set forth in Iowa Code (section 256.7(26)):

- 4 years of English,
- 3 years of math,
- 3 years of social studies
- 3 years of science

Referred to as 4.3.3.3 (four, triple three) To earn a regular high school diploma ALL students must complete four, triple three. It is no longer permissible to award a regular high school diploma based on IEP goal attainment solely. A child may either graduate based on four, triple three or based on four, triple three plus IEP goals. The district may establish policies and procedures that permit students receiving special education services to complete four, triple three requirements in unique, individualized manners

Certificate of Completion:

A district may provide a certificate of completion/attendance to those students receiving special education services who do not complete four, triple three. Students who receive a certificate of completion/attendance remain eligible for special education services until they reach maximum age of 21. IEP team determines criteria for certification of completion or attendance if the district offers this option.



Diploma or Certificate of Completion / Attendance

Is Lula working towards a [diploma](#) or [certificate](#)?

Diploma Certificate ↻

- Consider the impact of all IEP team decisions on the student's postsecondary expectations when considering a Diploma or Certificate of Completion/Attendance.
 - Check with your district to identify ways that students can meet the 4.3.3 requirements to earn a diploma. What other pathways does your district offer?
 - What is required for next steps after graduation?
 - Continuing to postsecondary education?
 - What does the chosen workplace require?
 - What are student's future living needs?

ACHIEVE | Iowa IDEA 41

Expected Outcome and Goal: Participants will have an understanding of the importance of reviewing the student's postsecondary expectation when determine if a student will receive a diploma or certificate of completion/attendance.

Digging Deeper:

- The distinction between Diploma or Certificate of Completion / Attendance was most recently defined in the 2018 guidance (and is effective with the graduating class of 2022)
- Check with your district on if a certification of completion is a pathway that is offered and to see what pathways are offered to earn a diploma.
- Consider the impact of all IEP team decisions on the student's postsecondary expectations when considering a Diploma or Certificate of Completion/Attendance.
- The IEP team needs to address the following:
 - What is required for next steps after graduation?
 - Is the student continuing to postsecondary education

- that requires a high school diploma?
- What does the desired workplace require for qualification?



Diploma Route

Total number of credit district requires for graduation.*



Credits earned to date towards graduation.*

Field is required

Field is required

Comments



To earn a regular high school diploma, all students, including students with disabilities, must meet their local school district's graduation requirements. ACHIEVE will default to "diploma."

Comments section:

- Anything that might impact the student's obtaining credits in a timely fashion.
- Add in any other comments/concerns that impact the student's course of study.
 - Refer to School Counselor for discussion and review of the individual's 4-year plan.
 - Add information regarding 4+ programming.
- Required courses CAN be added here along with courses completed although this is no longer a requirement or transcripts or 4 year plan can be uploaded on the learner dashboard.

ACHIEVE | Iowa IDEA 43

Expected Outcome and Goal: Participants will understand that diploma is ALWAYS the first option and fully aligned with State standards.

Digging Deeper:

- **Diploma should always be the first option discussed.** IEP teams should plan for diploma and determine what it will take to obtain. In ACHIEVE, in this section you will need to list the total number of credits required to graduate and the number of credits the student has to date.
- For those who want to keep track of all the courses in the four year plan, there is an option to upload a document into the documentation section on the learner dashboard of ACHIEVE. A note could then be offered in the optional text box that says "see 4 year plan in the documentation section on the learner dashboard".

In the comment section, notes may be added that are specific to the student:

- For example, whether the student is behind on credits and reasons why, has a shortened day; is working through credit recovery; has work experience outside of school day, etc.
- The breakdown of credits is no longer required. However, collaboration with school counselor and review of the student's ICAP (Individual Career and Academic Plan) is highly recommended for planning. ICAP information is usually available in the Career Information System your district uses. Check for details in your building.

Activity/ Breakout room: Best practice includes the school counselor in developing Course of Study, ICAP, and obtaining four, triple three. In your discussion, consider the following questions (included on the next slide).

- How do you/could you engage the school counselor ?
- How do you assist the student in being more invested in their ICAP plan?
- How can you support ALL students in working toward a diploma?



Discussion Questions

- How do you/could you engage the school counselor ?
- How do you assist the student in being more invested in their ICAP plan?
- How can you support ALL students in working toward a diploma?

These discussion questions can occur at the table, in pairs or through zoom breakout rooms.



Diploma Route

Changes/additions to meet requirements based on Lula's disability



Identify any modifications to graduation requirements in collaboration with school counselor, as appropriate.

Examples:

- *Course substitution (world language).*
- *Modified course - pass/fail, modified standards (different expectations within a class), adaptive PE, shortened day.*
- *Student on alternate assessment takes math courses using the DLM standards and meets 3 years of math.*
- *Waiving a graduation requirement (with exception of 4.3.3.3).*

Consider the impact of all IEP team decisions on the student's postsecondary expectations.

Expected Outcome and Goal: Participant will learn to consider each student's capabilities, strengths, and interests, and how the IEP team will determine if accommodations and/or modifications are needed to meet graduation requirements.

Digging Deeper:

- This is where you would put any courses/ modifications that are different than the requirements to graduate. This is an optional field.
- Each district can make its own decision on alterations/modifications to graduation requirements. Check with your district for guidance on the ways in which district policies permit IEP teams to determine how students with IEPs may meet the 4.3.3.3 requirements.
- The district may establish policies and procedures that permit students to complete 4.3.3.3 requirements in unique, individualized manners. Examples include: different courses, fewer standards, alternate standards, alternate grading

- practices, or alternate requirements.

Some Examples:

- Student taking a culture course instead of a foreign language due to disability
- District requires Physics, student takes Earth Science, but still meets 3 years of science.
- Student on alternate assessment takes math courses using the DLM standards and meets 3 years of math

Continuously assess and review the student's postsecondary expectations and what is needed to gain skills towards those expectations (such as level of math, sciences, CTE courses, electives)



Certification Route

Is Lula working towards a [diploma](#) or [certificate](#)?

Diploma Certificate ↻

Comments



- The district may provide a certificate of completion/attendance to those students receiving special education services who do not complete 4.3.3.3.
- A student with a certificate of completion/attendance would still be eligible for FAPE, as determined by the IEP team, until age 21.
- The team should be sure that in choosing certificate as an option that it aligns with the learner's postsecondary expectations.

Expected Outcome and Goal: Participants will understand a student on the certification route, have meaningful transition plans that align with their postsecondary expectation in living, learning and working.

Digging Deeper:

Once a IEP team has determined that a certificate is the best option for a student and that the district's policy supports a Certificate, teams can begin to adjust plans for the student.

- **The IEP team will want to ensure that the plan created has high expectations for learning that align with the student's postsecondary expectations.**
 - For example, consider what is required for next steps after graduation? :
 - What independent skills does the student need for the next environment?
 - In what setting will the student continue learning in after high school? (i.e. On the job, Supportive

- Living skills in community, Day Hab Program)
- What skills and qualifications does the PSE for working require?
- What skills does the student need to obtain before exiting IEP services to move to the next environment?



Guidance on Diploma or Certification

- [Graduation Guidance for IEP Teams](#)
- [Administrative Consideration for Changes in Definition of Diploma](#)
- [Graduation Information and Guidance for Families](#)

- [Jamboard](#)

Expected Outcome and Goal: Participants will gain knowledge of the State of Iowa graduation requirements to earn a high school diploma.

Activity: Break into 3 groups (breakout rooms). Each group will be assigned a different link. Each group will review the assigned link's content, identify 2-3 key points and be ready to share those key points with the large group when the 3 groups reconvene.

If this is not content you're comfortable with or would like further clarification on, reach out to your local AEA for further guidance.

Please put any questions in Jamboard, and we will address them in this session as time allows.

Course of Study and Activities Layout

Course of Study

Is Camille working towards a diploma or certificate?
 Diploma Certificate ↻

Total number of credits required for graduation: 80
 Credits earned to date towards graduation: 40

Comments
 Camille is on track for graduation.

Changes/additions to meet requirements based on Camille's disability

Targeted date for graduation/completion for Camille:*

Courses and activities to pursue Camille's postsecondary expectations Add New Course/Activity

Actions	Course / Activity	Projected Date / Year of School	Living, Learning, Working	Completed / Discontinued
	Welding Technology	10th grade	Working	Completed 06/16/2021
	Automotive Technology	10th grade	Working	Discontinued 06/16/2021
	Refer to Voc Rehab	Spring/summer 2021	Working	Complete Discontinue
	Financial Literacy	11th grade	Living	Complete Discontinue
	Job shadowing X 3	11th grade	Working	Complete Discontinue
	Visit Midwest Community College	11th grade	Learning	Complete Discontinue

Digging Deeper:

Now, we're going to shift our focus to the new layout for Course of Study and Activities to pursue postsecondary expectations. Please take a few moments to familiarize yourself with the design.

Next, we will break it down and review each section.



Courses and Activities to pursue *Postsecondary Expectations:*

- Follow the same requirements as before – different way of documenting
- Project from current IEP to the time student leaves high school
- Are based on the individual's needs, preferences, interests
- Specify those courses and activities the student will need in order to pursue PSEs including linkages
- Include multi-year planning
- Think beyond academics

Expected Outcome and Goal: Participants will understand courses and activities should be tied to the student's PSEs, project until graduation/exit, and are evolving to meet changing needs of the student.

Digging Deeper:

Next in ACHIEVE we are going to outline the Courses and Activities section of the Course of Study; these are the same requirements as before but a different way of documenting.

- IEP teams need to design all the courses, activities, supports, services and linkages that will support this student in reaching their postsecondary expectations in the area of living, learning and working from now until the student graduates or exits high school.
- We also want to provide an opportunity to think beyond academics (i.e. clubs, consider community activities, practicing self advocacy skills, time management, connection

- to community agencies)
- This is an evolving area that will become more specific overtime and/or could change as the student progress through high school so it needs to be reviewed annually to ensure that it reflects the long-range vision for the student. We should consider the discrepancy between current skills and entry level skills to pursue the PSEs, the student's age and grade, and the time between now and graduation.

Courses / Activities:

Courses and activities to pursue Lula's postsecondary expectations

Add New Course/Activity

Actions	Course / Activity	Projected Date / Year of School	Living, Learning, Working	Completed / Discontinued
	Vocational Rehabilitation Services	October 2021	Working	Completed 11/12/2021
	Foods Prep 1	Spring Semester 2022	Living	<input type="button" value="Complete"/> <input type="button" value="Discontinue"/>

Reviewed, no changes

List the Course/Activity the IEP team is recommending to meet **Postsecondary Expectations**

Examples:

- Electives related to career exploration or PSEs
- Linkages to outside agencies
- Drivers Education
- Career Assessments
- Self Advocacy skills

**Courses /Activities are bankable and will carry over each year*

ACHIEVE | Iowa IDEA 35

Expected Outcome and Goal: Participants will learn how to complete each column in Course/Activities section of ACHIEVE.

Digging Deeper:

Courses / Activities:

- In the first column, list the course/activity that is related to the development of the students PSEs.

Projected Date / Year of School:

Courses and activities to pursue Lula's postsecondary expectations Add New Course/Activity

Actions	Course / Activity	Projected Date / Year of School	Living, Learning, Working	Completed / Discontinued
	Vocational Rehabilitation Services	October 2021	Working	Completed 11/12/2021
	Foods Prep 1	Spring Semester 2022	Living	<input type="button" value="Complete"/> <input type="button" value="Discontinue"/>

List the recommended timeframe this course or activity is anticipated to take place (*this is an open text box that you can customize to fit the course/activity*)

- School year
- Specific date
- Grade Level

Expected Outcome and Goal: Participants will learn how to complete each column in Course/Activities section of ACHIEVE.

Digging Deeper:

Projected Date/Year of School :

- Next, what timeframe has the IEP team agreed on for a projected date to start this course or activity? This can be a date, a grade, a semester.

Living, Learning or Working:

Courses and activities to pursue Lula's postsecondary expectations

Add New Course/Activity

Actions	Course / Activity	Projected Date / Year of School	Living, Learning, Working	Completed / Discontinued
	Vocational Rehabilitation Services	October 2021	Working	Completed 11/12/2021
	Foods Prep 1	Spring Semester 2022	Living	<input type="button" value="Complete"/> <input type="button" value="Discontinue"/>

Reviewed, no changes

- Tag the PSE course/activity to Living, Learning and/or Working.
- Users can choose multiple tags per course/activity.

Expected Outcome and Goal: Participants will learn how to complete each column in Course/Activities section of ACHIEVE.

Digging Deeper:

Then we are going to tag PSE area(s) of living, learning, working:

- Choose the PSE area that aligns with the course or activity and you may choose multiple areas.

Completed / Discontinued:

Courses and activities to pursue Lula's postsecondary expectations

Add New Course/Activity

Actions	Course / Activity	Projected Date / Year of School	Living, Learning, Working	Completed / Discontinued
	Vocational Rehabilitation Services	October 2021	Working	Completed 11/12/2021
	Foods Prep 1	Spring Semester 2022	Living	<input type="button" value="Complete"/> <input type="button" value="Discontinue"/>
<input type="button" value="Reviewed, no changes"/>				

This list will 'live' and carries over year-to-year. It can be viewed in the course of study section of the IEP and can also be found on the Data History page.

Expected Outcome and Goal: Participants will learn how to complete each column in Course/Activities section of ACHIEVE.

Digging Deeper:

Lastly, teams will be able to document when the course or activity has been completed or discontinued:

- Once the course or activity is completed, input completion date
- If IEP team decides to discontinue a course or activity that is no longer relevant, you would document it here.
- Courses and activities that have been marked as completed or discontinued will continue to be listed on the IEP for future reference.

Review, no change button:

- We would expect there would be few times when this option is selected, however, if nothing has changed or needs to be added teams can select the "reviewed, no changes" button.



Pre-ETS (Pre-Employment Transition Services) Agreement

This section will provide you with an overview of how you will be able to access the Pre-ETS Agreement and use it within Secondary Transition planning.



Learning Objectives

(specific to the Pre-ETS Agreement)

Participants will be able to...

- Describe each of the five Pre-ETS categories.
- Explain to family members and others how Pre-ETS activities connect with school based transition activities.
- Complete the Pre-ETS agreement to share with the IVRS counselor.

Go through each objective



What are Pre-ETS

- Pre-Employment Transition Services are:
 - Provided as a part of WIOA (Workforce Innovation and Opportunity Act) as determined through the Local School Plan.
 - Generally group activities provided in the school, community or virtually.
 - Started as early as the summer after 8th grade year.
 - Defined in each building by a Local School Plan and reviewed at least once per year.
 - Implemented after the Pre-ETS Agreement has been signed by parent/guardian.
- Pre-ETS areas
 - Job Exploration Counseling
 - Work-Based Learning Experiences
 - Counseling on Opportunities
 - Workplace Readiness Training
 - Instruction in Self-Advocacy

Expected Outcome and Goal: Participants will gain a general understanding of Pre-ETS (Pre-Employment Transition Services)

Digging Deeper: Pre-ETS are required as a part of WIOA (Workforce Innovation and Opportunity Act), which was enacted in 2014 and is focused on collaboration between all workforce partners. There is specific language about Vocational Rehabilitation (VR) and Education working together. Pre-ETS are a great way to get your VR counselor more involved with students prior to making a referral. VR Counselors can be from either Iowa Vocational Rehabilitation Services or the Iowa Department for the Blind.

Pre-Employment Transition Services

- Included in WIOA as a part of the VR/Education Collaboration
- In Iowa, Pre-ETS are generally provided by the VR Counselor as group activities
- Can start as early as the summer after 8th grade, but it can be later than that, too
- The Local School Plan is developed as a team of VR,

- education and other partners. It helps each school to define how Pre-ETS will look in each building, as they should address new or enhanced services that VR can support. This plan should be reviewed and updated as needed and is turned in annually in November.

The 5 Pre-ETS areas are listed here. A summary and examples of each of these areas is listed in the Pre-ETS instruction form, which we will cover in a few minutes.



[Link to the Pre-ETS Agreement](#)

Iowa Vocational Rehabilitation Services (IVRS)
Pre-Employment Transition Services Agreement

RESET FORM

Student Demographics

Student's Name: _____ Date of Birth: _____

Race

White Yes No Native Hawaiian/Other Pacific Islander Yes No
Black/African American Yes No Asian Yes No
American Indian/Alaska Native Yes No

Ethnicity

Latino/Hispanic Yes No

Qualification for Potentially Eligible (PE)

The student meets the following criteria to qualify as a PE student for IVRS:

Is at least 14 years old but less than age 22; and

Has a disability documented with an:

IEP, SOA Plan, or

Other documentation that supports the student as having a disability; and is enrolled in a recognized educational program.

School Name or Description (i.e. Homeschooled): _____

Anticipated High School Graduation Date, if applicable: _____ Student State ID (SSID): _____

Description of Anticipated Pre-Employment Transition Services (Pre-ETS)

If the student meets the definition of PE for IVRS, then the student is able to participate in Pre-ETS. Anticipated Pre-ETS are indicated with an "X" and described (if applicable) below:

Job Exploration Counseling _____ End Date: _____
Comments: _____

Workplace Readiness Training _____ End Date: _____
Comments: _____

Counseling on Opportunities _____ End Date: _____
Comments: _____

Work-based Learning Experiences _____ End Date: _____
Comments: _____

Instruction in Self-Advocacy _____ End Date: _____
Comments: _____

Signatures

As long as the student qualifies as Potentially Eligible for IVRS or has been determined eligible for IVRS, this Agreement will be effective and new Agreements may be written, as additional services are requested and available.

Student Acknowledgement: I understand Pre-ETS and I agree to participate in the services described in this Agreement. I understand that Pre-ETS will be provided contingent upon local availability.

Student Signature _____ Date _____

Parent/Guardian Acknowledgement: I agree that my student may participate in the Pre-ETS described in this Agreement. I understand that services will be provided contingent upon local availability.

Parent/Guardian Signature _____ Date _____

IVRS Representative Signature _____ Date _____

Completion of the Pre-ETS Agreement neither the agreed upon Pre-Employment Transition Services needed and is not considered an application for the vocational rehabilitation program.
Pre-ETS (IVRS2022)

Expected Outcome and Goal: Participants will be learn about the [Pre-ETS agreement](#)

Digging Deeper: You can see that this form is fairly basic. There are 4 sections:

Demographics - Name, bday, race/ethnicity

Eligibility - age and documentation of disability

Pre-ETS services - choose which one/ones of the 5 pre-ETS areas the student will want to access

Signature - student and parent or guardian

- Pre-ETS agreement can be completed and signed by parent at any time after the transition planning process has begun. The IEP meeting seems like a natural time to do it when the parents are present, but it is not required to happen at this time.
- The Pre-ETS agreement must be signed by a parent or guardian prior to the student participating in Pre-ETS services.

The details for completing this form are included in the next slide.



Directions for Completing Pre-ETS Agreement

Use [this document](#) to provide you with:

- An overview of Pre-Employment Transition Services (Pre-ETS).
- A description of the 5 Pre-ETS Required Activity Areas.
- Step by step instructions for completing the Pre-ETS Agreement.

Expected Outcome and Goal: Participants will learn about the materials that will be available to support IEP teams in completing the Pre-ETS agreement.

Digging Deeper:

Specific directions to address each section of the form are included in this document

The document starts out with an overview of Pre-ETS. There is also a link to the list of IVRS counselors for each school in Iowa and a link to the Pre-ETS agreement [here](#).

The next section is an description of each of the 5 required Pre-ETS Activity areas, including some examples. This will be helpful as you talk through and decide which areas the student may be interested in and/or benefit from as you are planning for Pre-ETS involvement.

Finally the document closes with step by step instructions for how to complete the agreement form.

It is our hope that, by including this information in ACHIEVE, it will make the process of getting the agreement completed and signed an easier process for families and educators, resulting in more students having access to the Pre-ETS services!



Activity

What *challenges or advantages* do you see with completing this form at the IEP meeting?

OR

What *questions* do you have about completing this agreement form?

Expected Outcome and Goal: Participants will have an opportunity to talk with others and process information about Pre-ETS and helping students to access these services.

Digging Deeper: Discussions at tables, with a partner or in breakout rooms. Share out with large group - facilitator decision as to level/degree/type of share out.



Postsecondary Summary for Living, Learning and Working

Expected Outcome and Goal: Participants will gain background and information about the Postsecondary Summary and the resources available within this section of ACHIEVE.

Digging Deeper:

The Postsecondary Summary for Living, Learning, and Working is the final area of secondary transition that we will be covering in this training. There are lots of similarities in this version from the old version, but there are a few enhancements we want to share.



Learning Objectives

(specific to the Postsecondary Summary for Living, Learning and Working)

Participants will be able to...

- Describe how the Postsecondary Summary of Living, Learning and Working connects with the transition planning process.
- Describe the value of student engagement in the Secondary Transition process, including the Postsecondary Summary.
- Identify how integrating the Postsecondary Summary early in the transition process can be beneficial.
- Complete the Postsecondary Summary, including linkages and connections, to align with individual student needs.

Go through each objective for this training



Overview of Postsecondary Summary

- Required under IDEA
- Summary of the student's academic achievement and functional performance
- Recommendations on how to assist the student in meeting PSEs
- Intent is to be a support in communication with postsecondary providers

Expected Outcome and Goal: To help participants gain an understanding of why the PSS is required and valued

Digging deeper: Under IDEA, a summary of performance (SOP) is required for each student with an IEP whose eligibility for services under IDEA terminates due to graduation from secondary school with a regular high school diploma or due to exceeding the age of eligibility for FAPE under State law. The Postsecondary Summary (PSS) for Living, Learning and Working has served as Iowa's Summary of Performance or SOP. There is no change in the intent of the PSS. It has and will continue to be a document that serves as a communication tool between secondary and postsecondary environments. When done well, it can be an incredibly useful tool for the student and family, as well as for any postsecondary supports/services that the student may be receiving. The school district must provide the student with a summary of the student's academic achievement and functional performance that includes recommendations on how to assist the student in meeting their postsecondary goals. This summary of the student's achievement

and performance can be used to assist the student in accessing postsecondary education and/or employment services, as can the recommendations.

We can not stress the importance of this intent enough. The requirement is there because, if done well, this can be, as we stated before, a huge support to the student, family and their adult providers/educators/etc. It stops them from having to start over by being able to learn from all that we have been doing over the past 4-6 years. Sadly, in the development of the new components of PSS in ACHIEVE, we have learned that many adult providers don't even know that the PSS exists, so we know that merely writing out this form is not enough. This is the student's form! Sharing it with future providers is critical, whether that sharing happens through the student/family or through the school (with releases, of course!).

This form is required when a student graduates or ages out; it is optional and encouraged for a student who drops out or for other secondary exits.



Six Primary Changes

- One form for all Postsecondary Summary Reporting.
- PSS is open when transition planning starts.
- ACHIEVE will pull goal areas from last 3 years.
- Separate section for each of the three areas of Living, Learning and Working.
- Student voice is specifically included.
- Supports for Linkages - information and resources included.

Expected Outcome and Goal: This slide, along with the series that follow, will provide an overview, followed by some details about the specific changes around the PSS in ACHIEVE.

Digging deeper: While the PSS in ACHIEVE is very similar to the previous PSS, there are a few changes that should be noted:

Review the six changes listed on the slide.

Now let's take a little deeper look at each of these changes.



One form for all Postsecondary Summary reporting

Expected Outcome and Goal: Participants will learn that there is just one form for the postsecondary summary.

Digging Deeper:

In past years, there was a Postsecondary Summary (PSS) and a Supports for Accommodations Request (SAR) form. There will now be just one form.



Resource Section Open When Transition Planning Starts

- Purpose of the PSS
- Accurate documentation
- Users will have access to information aligned with the resource options listed on the PSS

Expected Outcome and Goal: Participants will learn about the features of the PSS that open when transition planning starts.

Digging Deeper: In the past, the Postsecondary Summary was accessible when we began the process of exiting a student from high school. We could then summarize all that had occurred. In ACHIEVE, the PSS will be accessible as soon as transition planning starts within the IEP process (by age 14 and earlier as the IEP team determines appropriate). You will obviously not want to begin the summary process at that time, but it will be really helpful to have access to the resources and linkages section right away. You will be able to begin recording any resource and linkage connections that occur and notes and updates can be made each year while the IEP is open.

The primary purpose of the PSS form is to use as a **communication tool** for the student to take to their next environment. It is designed for the student to share information with future providers about current levels of functions, accommodations they may have used,

what worked for the student, and linkages that were made. A lot happens in 4 - 8 years from age 14 - 18 or 21. Having access to this section at age 14 will allow the team to document **Postsecondary Adult / Community Support Needs and Service Connections** that have been developed throughout high school.



ACHIEVE will pull goal areas from last 3 years

Postsecondary Summary for Living, Learning, and Working

Describe Lula's current functional or academic achievement on the above goal areas *

- Include information directly related to student's postsecondary expectations and their current level of performance.
- Include results from formal and informal assessments.

Expected Outcome and Goal: Participants will learn about goal area reporting in the PSS.

Digging Deeper: When the determination has been made that the student will graduate or exit, and this process begins, the ACHIEVE system will populate the goal areas that the student had in their IEP over the past 3 years for the IEP facilitator to summarize current levels of performance on each of the goal areas.

Include type of assessment, date of administration, and results. Information included here is directly related to the postsecondary expectations on the IEP and “current levels of performance” on each goal page. Assessment information may come from formal or informal assessment techniques. This section should not exclusively be scores or percentages: it could include observations and situational assessment information.

Separate section for each of the three areas of Living, Learning and Working

Postsecondary Expectation for Living from Last IEP: ^

Changes to the Postsecondary Expectation at exit, if any

Describe the functional impact of the disability as related to living *

Describe Lula's response to instruction and accommodations as related to living *

When considering specific services and supports, consider the learner's needs across multiple areas, such as Behavior supports, Assistive technology, Modifications, Communication, Accommodations, Specially designed instruction, Braille instruction, ESL services, Health, Speech and Language, Occupational therapy, Physical therapy, Accessibility devices, tools, and equipment, Transportation, etc.

What specific services and supports were most effective for Lula in developing their current skills? *

Field is required

In Lula's words, what are their thoughts, as they prepare to leave school, about their next steps related to their postsecondary expectation for Living? *

Ideas for Lula's future steps in Living

Expected Outcome and Goal: Participants will learn about the changes in summarizing student performance in Living, Learning, and Working.

Digging Deeper:

Current practice has us summarizing all 3 areas of Living, Learning and Working in one space. In ACHIEVE, the 3 areas will be separated so that the team is able to thoroughly summarize each of the 3 areas and the plans for future supports.

You can see that the content of this documentation is very similar to our current postsecondary summary. In the example, you can see that the PSE will be pulled in from the current IEP. If there has been a change, you can note that. We then describe the functional impact of the student's disability related to, in this case, Living, followed by response to instructions and accommodations, current level of performance and services and supports. The student's

thoughts are added, and finally, any ideas for future steps. It is a very comprehensive look at what has happened, what current levels are and what may need to happen in the future. You will move on to Learning and Working from here, following the same format. The specific fields for this section are below:

- **Describe the functional impact of the disability as related to the PSE:** How does the disability impact the application of the skill and the completion of tasks in learning, living, and working? Information to complete this section may be found in transition assessments, the effect of the disability section, and goals, services, supports addressed in the IEP.
- **Describe response to instruction and accommodations as related to the PSE:** Describe accommodations/instructional strategies that have and have not worked. Progress monitoring, teacher input, and the IEP review should provide the necessary information to know when a student is or is not responding to an accommodation or instructional strategy. This section may help adult service providers and other organizations or agencies that are developing a plan or program for the student to identify service or support needs
- **What specific services and supports were most effective for the student in developing their current skills:** Describe the accommodations, supports, assistive tech, or linkages to adult services that student benefits from.
- **Specifically categorized in this form is Student Voice** - There is an added emphasis on student voice in the PSS. While it was included on the SAR in the past, it has not been included in ACHIEVE to prompt, promote and encourage us to always include the student's voice within their IEP, and specifically, within the PSS. In this section, the student may share specific plans they have, fears or concerns, experiences that have prepared them thus far. It is completely up to them and should be their words.

- **Ideas for Future Steps** - This section should include any ideas about activities, linkages, connections, etc. that may be good for continuing to move the student toward achievement of their PSE.



Student Voice is Specifically Included

In Melanie's words, what are their thoughts, as they prepare to leave school, about their next steps related to their postsecondary expectation for Living? *



Expected Outcome and Goal: Participants will explore ways to include and emphasize student voice in the PSS.

Student Voice - Student voice is encouraged and expected. There is a designated space within each area of Living, Learning and Working to ensure that we capture the student's thoughts, concerns, and ideas for transition in each area. While this is an optional field, it is a critical part of the process. Student involvement/voice should not be limited to this one text box, and should be included throughout the PSS and the entire IEP process.

Digging Deeper:

Discuss with a partner and put ideas in the chat box.

- What are ideas for ensuring that student voice is an authentic and valued part of the IEP process?
- What are ways to prepare the student for the PSS at graduation and in the years prior?



Discussion Questions

- **What are ideas for ensuring that student voice is an authentic and valued part of the IEP process?**
- **What are ways to prepare the student for the PSS at graduation and in the years prior?**

Supports for Linkages - information and resources included

Postsecondary Adult / Community Support Needs and Service Connections

Adult / Community Contacts

Resource Options*

Field is required

Agency or Resource

Status

Name / Position

Phone

Date Connected

Website

Focus of Service Needs

Identified Next Steps

Complete

Expected Outcome and Goal: Participants will become familiar with the Supports/Resources section of the PSS.

Digging Deeper:

Finally, we will look at the supports and resources section. This is a peek at the screen. This section is designed to assist students and families in connecting with or staying in contact with community agencies or organizations. Remember, this is the section that will be open and accessible as soon as transition planning starts, so we can record linkages and connections that are made each year, rather than waiting until the student exits. You will be able to choose a resource from a drop down menu and then note details about the linkage and how it will be used to support the needs of the student. Each of the resources provided in the drop down menu will have a sister document that includes details about the resource, eligibility and how to access. All linkages/resources that are added will be shown on the PSS in table form.



Supports/Resources for Linkages Topics

- Assistive Technology
- Centers for Independent Living
- Decision Making Services & Supports
- Postsecondary Education & Training
- Financial, Physical & Personal Wellness
- IowaWORKS
- Job Corps Services
- Connecting with Adult Services Providers
- HCBS Long-Term Services and Supports
- Military Considerations
- Social Security & Work Incentives
- Transportation Services & Supports
- Vocational Rehabilitation Services
- Other

Expected Outcome and Goal: Participants will learn about the topic areas and variety of resources that have been developed to support the transition planning process.

Digging Deeper:

The drop down menu will include the agencies/services/options listed here. As you can see, it is pretty comprehensive. The information contained in the document for each of these topic areas will include details about how to access the service, who may access it, and what types of services they could receive will be included. There will also be links to supporting information and resources.

These resources were all developed with input and feedback from our partners in the transition planning process. All materials are representative of statewide perspectives, not regional or specific areas.



Resource Examples

PSS Resources on the Iowa Secondary Transition Learning Community

Expected Outcome and Goal: Participants will learn about the process/resource guides that were developed to help teams in supporting students with meeting their PS expectations.

Digging Deeper:

These resources are currently housed on the [Iowa Secondary Transition Learning Community website](#).

Each resource document is a bit different, depending on the resource and the information being provided. The format, however, is very similar for each one, providing an overview of the resource area, tips for self advocacy in this area, followed by information about access, eligibility and deeper details, special considerations, and additional resources and information.



Wrap Up and Closer

- How do some of the newer features on the PLAAFP help support effective practice for quality transition planning?
- How will you plan to use the Pre-ETS Agreement with students and families within the development of the IEP?
- How do we empower and provide student skills to use the PSS tool to help them achieve their postsecondary goals after leaving school?

Expected Outcome and Goal: Participants will participate in a 5 Minute Processing Activity regarding the Secondary Transition components of implementation of the new ACHIEVE system. The closer does three things as you finish training:

Allow for Action Planning

Celebrate

Tie things together

(ACT)

Activity: With a partner, table group or breakout room, participants will discuss each of the questions:

- How do some of the newer features on the PLAAFP help support effective practice for quality transition planning?
- How will you plan to use the Pre-ETS Agreement with students and families within the development of the IEP?

- How do we empower and provide student skills to use the PSS tool to help them achieve their postsecondary goals after leaving school?

Facilitator may ask participants to share 1, 2, 3 or all three questions.

Digging deeper: Participants develop a personal implementation action plan incorporating new learning from this learning session.



Thank you!

We will look forward to seeing you at the follow up meeting on April 6 from 1 - 2. We will also be having monthly sessions that will be held in May and August through December:

May 10 3:00-4:00
Aug 9 3:00-4:00
Sept 13 3:00-4:00
Oct 11 3:00-4:00
Nov 8 3:00-4:00
Dec 13 3:00-4:00

These sessions will not have pre-determined content. Rather, they will be designed to respond to any questions or concerns you may be experiencing in the field.

RIOT for Secondary Transition

Introduction

When working through the assessment process related to transition, it would be helpful to utilize the RIOT process. RIOT stands for **R**eview, **I**nterview, **O**bservation, and **T**ask/Tool/Test.

RIOT Examples

Examples of each area are as follows:

Review Existing Information

- Transcript, cum file, attendance records, previous test scores, etc.
- Existing services/outside agency involvement
- Current skill levels/abilities via IEP goals and progress monitoring data

Interview Student, Teachers, Employer, Family Member(s), and Other(s)

- Strengths, interests, and preferences
- Skill levels and abilities related to living, learning and working

Observe Student

- Classroom, work setting, and home/life skills setting

Test/Task/Tool

- Interest inventories
- Formal and informal skill or knowledge assessments

Helpful Links

When utilizing RIOT, it is good to evaluate the setting, curriculum, environment, and learner performance within each area (as needed). One should also consider collaboration with the student, other teachers, other relevant staff, parents or caregivers, Iowa Vocational Rehabilitation Services, and/or other community providers. Some tools to help implement RIOT are available here.

- [Blank RIOT Matrix](#)
- [RIOT Matrix with source examples](#)
- [Article - The RIOT/ICEL Matrix: Organizing Data to Answer Questions About Student Academic Performance and Behavior](#)





Secondary Transition

ACHIEVE Professional Learning

Facilitation Guide for Trainers

To ensure consistency across the state with the rollout, this content may **NOT** be modified or altered. AEA/LEAs may elect to provide additional training or support beyond what is provided in these modules. Training materials are only to be provided to and utilized by those who have received training in the specific content area.

TRAINING OVERVIEW

Purpose

This professional learning opportunity will be broken into two modules and participants will be able to:

- Describe how the ACHIEVE system will support the design of effective secondary transition services.
- Share with others how the Pre-ETS agreement is accessed and used within the ACHIEVE system to support students in accessing Pre-ETS services through Vocational Rehabilitation.
- Describe the purpose of the Postsecondary Summary and identify how to access resources from the Postsecondary Summary during the transition planning process.
- Describe the components of the Iowa Transition Model.
- Share one way they could use the Model to support the transition planning process.

Intended Audience

All staff involved in secondary special education should receive this information. This content can supplement or be used in conjunction with your agency's current secondary transition training.

Prior to Training

- It may be useful to meet with discipline-specific leadership to determine what differentiation may be needed moving forward.
- Review optional activities and make adaptations based on need.
- Review the pacing guide and determine when it might be appropriate to take a short break.
- If time allows, feel free to add additional information or activities. There will be additional training opportunities following the launch of ACHIEVE in the area of Secondary Transition.
- Be aware of the sequence of ACHIEVE training. If your group has already had the IEP Development session for ACHIEVE, there may be some portions of the Secondary Transition session that can be approached with less time than what has been allocated.
- [Jamboard](#): Throughout the session, as questions arise, please put them on the jamboard that is linked. It is divided into sections, by AEA/DMPS. Please direct your questions to the page for your region.
- Consider doing Module 2 first.

Additional Considerations for trainers:

- Reiterate how and where these training components overlap with current trainings and their significance.
- Embed this training into your Agency's secondary transition training.
- Understand the role of collaboration between LEA and AEA staff in planning for transitions after high school in the areas of living, learning, and working.
- Consider inviting LEA and community stakeholders to secondary transition training if pertinent to partnerships.
- Have a Google form/document created or an FAQ in which discipline leads can give ideas or share follow-up comments.
- Consider and review the [FAQ document](#) that has been created to questions asked following the training on March 1.
 - [ACHIEVE PL Links for Participants](#) across all focus areas.
 - Links for professional learning leads [i+](#) [Technical Assistance](#) [Sandbox](#) [Learner List](#)
 - [Train the trainer recording](#)
 - [COP Recording April 6, 2022](#)
 - [FAQ](#) from Professional Learning Leads

CONTENT

Module 1 - Part 1: Transition Assessment & Postsecondary Expectations

Summary of section:

- This section will orient learners to the Transition Assessment definition and process.
- Emphasis will be placed on the Iowa Transition Model, including the RIOT/SCIL process to gather and collect assessment information.
- Learners will understand the importance of collaboration as they engage in best practices around transition assessment.

Considerations for trainers:

- The Iowa Model is a framework for IEP teams to use in the planning, delivery, and evaluation process of a student's Individualized Education Program (IEP).
- Transition Assessments in the areas of living, learning, and working should answer a question the team has regarding the next setting or the student's current skills compared to the demands of the next setting.
- The development of the postsecondary expectation should be based on the assessment information and be a reasonable expectation for the future.

Materials

- [Professional Learning Slide Deck](#) to project
 - [PDF of presentation for presenters with notes](#)
 - [Handout: Slidedeck pdf for participants](#)
- [Pacing Guide](#)
- [RIOT for Secondary Transition](#)
- [SCIL/RIOT Matrix](#)
- [Transition Inventories for Interests and Preferences](#)
- [Case Study](#) (slide 13 -- Quality Assessment is Best Practice)
- [Individual Career and Academic Plan \(ICAP\)](#)
- [Iowa Model Framework and SDI](#)

Module 1 - Part 2: Interests/Preferences, Strengths/Skills, Needs/Concerns

Summary of section:

- This section will address identifying students' interests/preferences, strengths/skills, along with needs/concerns.

-
- Teams will identify needs or concerns found through RIOT/SCIL process (section above) as well as list skills students may already demonstrate.
 - Each section should be educationally-focused and related to the postsecondary expectations of living, learning, and working.

Considerations for trainers:

- Can start with broader statements in middle school; however, teams should focus on tighter alignment as students progress through HS and graduation.
- Conversations can focus on discussion of skills/needs in relation to postsecondary expectations of the chosen path: do current skills align, what needs are there to work towards, are postsecondary expectations of the student aligned with assessment data?

Module 1 - Part 3: Course of Study

Summary of section:

- Learners will be exposed to the new components of the course of study within the ACHIEVE system.
- Learners will explore the process for determining if a student is working toward a diploma or certificate.
- Learners will explore the courses and activities section of ACHIEVE and learn about the new features for designing courses and activities to support students in meeting their postsecondary expectations.

Considerations for trainers:

- Learners will be in different places as it pertains to their knowledge and understanding of Diploma for Students Eligible for Special Education Services.
- It is a new option to not have to record ALL courses and activities required for graduation.

Materials

- [Graduation Guidance for IEP Teams](#)
- [Administrative Consideration for Changes in Definition of Diploma](#)
- [Graduation Information and Guidance for Families](#)

Module 1 - Part 4: Pre-ETS Agreement

Summary of section:

- Participants will be provided with details about Pre-ETS (Pre- Employment Transition Services) that are provided in schools by VR staff.
- Participants will learn how to fill out the Pre-ETS Agreement to be signed by a parent so that it can be completed during an IEP meeting, if desired.

Considerations for trainers:

- This form may be brand new to some educators. The IVRS counselor assigned to their high school may be able to help if they have specific questions.
- This is not required for all students, but it is required for a student to participate in Pre-ETS activities with their local VR counselor.

Materials

- [Pre-ETS Agreement](#)
- [Pre-ETS Instructions](#)
- [Iowa Secondary Transition Learning Community](#)

Module 1 - Part 5: Postsecondary Summary for Living, Learning, and Working

Summary of section: A summary of performance (SOP) is required for each student with an IEP whose eligibility for services under IDEA terminates due to graduation from high school with a regular high school diploma or due to exceeding the age of eligibility for FAPE under State law. The Postsecondary Summary (PSS) for Living, Learning, and Working serves as Iowa's Summary of Performance or SOP. The school district must provide the student with a summary of the student's academic achievement and functional performance that includes recommendations on how to assist the student in meeting the student's postsecondary goals. This summary of the student's achievement and performance can be used to assist the student in accessing postsecondary education and/or employment services.

Considerations for trainers:

- Having a portion of the PSS open early in the transition planning process is new. Be sure to have intentional conversations with your teams about how this can support effective transition planning practices.

-
- Help teams process the value of student's voice in the entire transition planning process, not just within the PSS. Support them in finding ways to improve and increase their students' involvement.
 - The PSS is only valuable in postsecondary environments if it is shared with agencies, postsecondary education, and other post-high school providers. Work with teams to develop ideas/practices for sharing this with postsecondary partners where the students, themselves, are involved in the sharing.

Materials

- [Iowa Secondary Transition Learning Community](#) - PSS resources

Module 2: Overview of Iowa Transition Model

Summary of section: This section will provide a review/overview of the Iowa Transition Model and the transition planning process. The focus will be on how to use the model to develop a comprehensive plan for each student's transition to postsecondary environments within the IEP process. Application of this focus will be within the ACHIEVE system.

Considerations for trainers:

- Recognize that while this is not a new model, there are varying levels of knowledge and use across the state.
- Recognize that the Iowa Transition Model is not a linear process and that some looping and backtracking are usually necessary.

Materials

- [Iowa Transition Model Slidedeck](#)
 - [PDF of presentation for presenters with notes](#)
 - [Handout: Slidedeck pdf for participants](#)
- [Iowa Transition Model](#)
- [Iowa Transition Model in Return to Learn](#)

[Iowa Transition Model cards](#)- print and cut these apart before presenting

Transition Inventories/Surveys for Interests/Preferences

Resource	Summary
Student Interview	<ul style="list-style-type: none"> • This interview addresses strengths, interests, and preferences, as well as provides questions related to living, learning, and working. • Interviews can be done in-person, virtually, or through a printed/shared document.
Future Ready Iowa Interest Inventory	<ul style="list-style-type: none"> • This is an online tool that can be done in a series of six questions or series of 60 questions to help students identify their interests related to work.
Questionnaire for Parents	<ul style="list-style-type: none"> • These parent questionnaires provide two options for a structured interview or conversation with families about their child's transition into postsecondary expectations in the areas of living, learning, and working.
Parent Questionnaire for Transition Planning	<ul style="list-style-type: none"> • Either of these could be shared with a family member or could be done through a phone or virtual conversation.
Washington Sensory Disabilities Services Likes/Dislikes	<ul style="list-style-type: none"> • This is a worksheet students fill in regarding their likes and dislikes based on the topic areas identified. • This free PDF is appropriate for students with significant disabilities.
Photo Career Quiz	<ul style="list-style-type: none"> • This free, online tool has students look at pairs of pictures and choose which one appeals to them the most. The results show the individual's career interest areas. • This information is used to assist the individual in searching the career database available on the website.
Picture Career Interest Inventory	<ul style="list-style-type: none"> • The free, two page document is for students to choose work preferences connected to six career areas.
Advance CTE Career Clusters Interest Surveys: English and Spanish	<ul style="list-style-type: none"> • This is a Career Clusters Interest Survey that students complete and then use to narrow down their top three career cluster areas. • This free PDF survey is available in English and Spanish.

<p>Positive Personal Profile Directions and Response Form</p>	<ul style="list-style-type: none"> ● This Positive Personal Profile (PPP) PDF provides directions to identify attributes of youth that will be relevant to their job search, employability, job match, retention, and long-range career development. ● The blank form is a one page PDF to record information gathered through the PPP process. ● These documents are free, available online, and are appropriate for students with significant disabilities.
<p>Transition Tennessee Assessment Database</p>	<ul style="list-style-type: none"> ● This database offers a variety of transition assessment options. ● This online resource is free and appropriate for students with significant disabilities.
<p>Indiana Secondary Transition Resource Center Transition Assessment Matrix</p>	<ul style="list-style-type: none"> ● This matrix provides different transition assessment options based on the parameters that you select. ● This online resource is free and appropriate for students with significant disabilities.