

Welcome



Region One Guest Password: Texas1845



Lunch: 11:30am – 1:00pm

Log onto

Slido.com

event#: B373



Community Guidelines



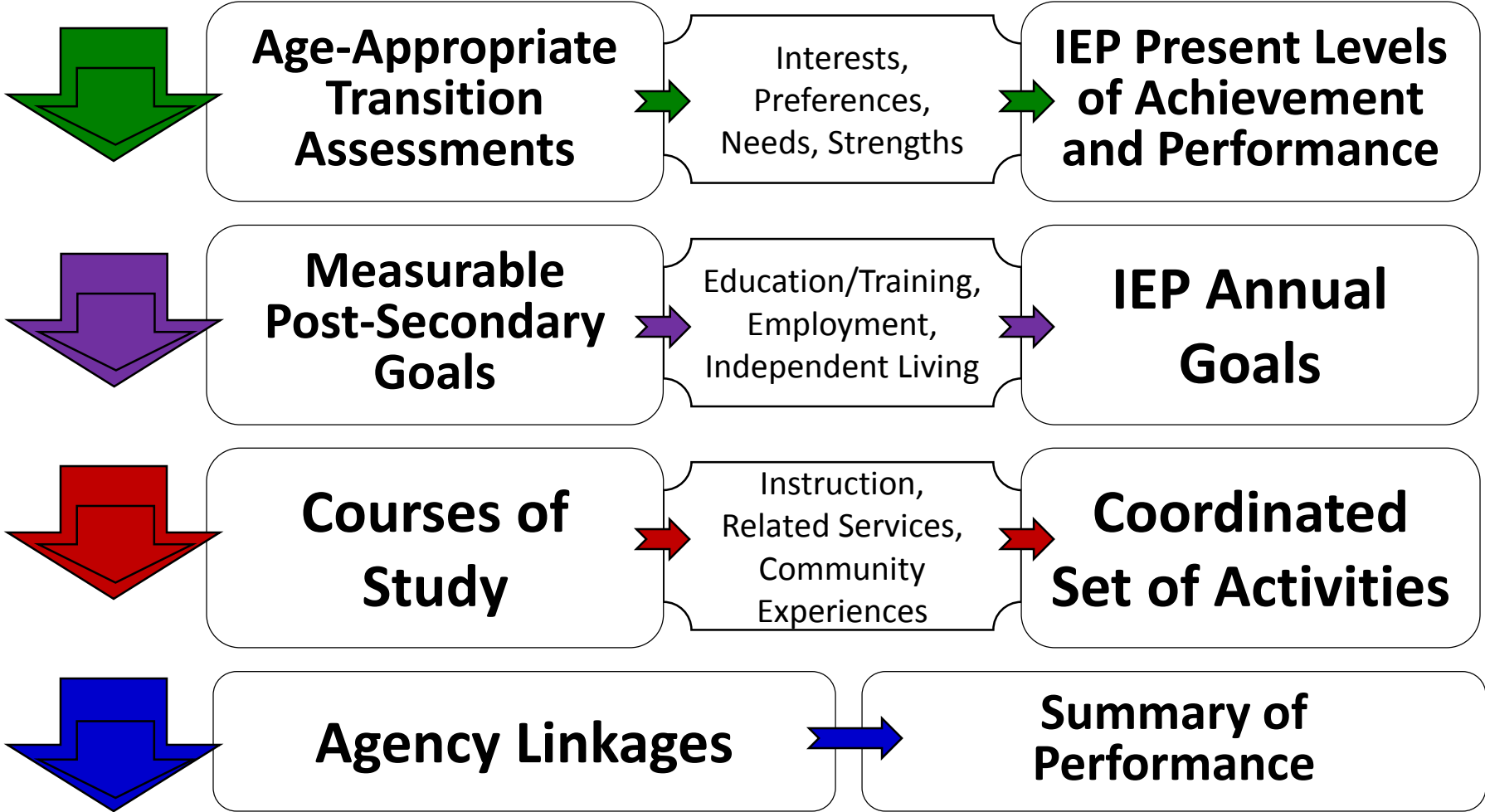
- Limit side conversations
- Step outside for text, calls, and conversations
- Move anytime, take care of your needs
- Be honest, willing to share, and encourage others to participate
- Send questions to:
Slido.com
Event #: B373



Understanding the Summary of Performance



The Transition Process



Summary of Performance IDEA 2004

“For a child whose eligibility terminates under circumstances described in paragraph (e)(2) of this section, a public agency must provide the child with a summary of the child’s academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child’s postsecondary goals..”



IDEA 2004 §300.305(e)(3)

Summary of Performance Texas Administrative Code



- All students receiving special education services and graduating from high school shall be provided with a summary of academic achievement and functional performance

TAC §89.1070(c)



Summary of Performance Texas Administrative Code

- Consider, as appropriate
 - the views of the parent and student
 - written recommendations from adult service agencies on how to assist the student in meeting postsecondary goals
- Shall include results of an evaluation

TAC §89.1070(c)



Summary of Performance IDEA 2004

- Four Components
 - Postsecondary Goals
 - Academic achievement
 - Functional performance
 - Recommendations

SOP

IDEA 2004 §300.305(e)(3)





TWC Memorandum of Understanding

- Effective September 1, 2017
- Help improve the dissemination of information about TWC's Vocational Rehabilitation (VR) services and TEA services to students
- Interagency agreements concerning transitioning services
- VR and schools are required to offer pre-employment transition services (Pre-ETS) to students with disabilities ages 14-22
 - Job exploration counseling
 - Work-based learning experiences and readiness training
 - Counseling-transition & post-secondary programs
 - Self-advocacy instruction



Summary of Performance Purpose

- ◎ To give all students with IEPs a useful tool to use after graduation to help them meet their postsecondary goals
 - Enhance postsecondary outcomes for students with disabilities
 - Enhance access to postsecondary education and employment through collaboration
 - Opportunity to analyze data and input from various sources
 - Opportunity for student to apply self advocacy skills



Summary of Performance Completion



- Completed during the final year of a student's high school education
- Timing of the SOP may vary depending on the student's postsecondary goals



Postsecondary Goals

- Education/training
- Employment
- Independent living, if appropriate

Begin with the end in mind!



Present Levels of Academic Achievement and Functional Performance

- Present levels of academic achievement and functional performance identifies where the student is functioning in relation to where he or she wants to go and what he/she wants to do beyond school.

PLAAFP



Academic Achievement

- English/Language Arts
 - Reading
 - Writing
- Mathematics
- Science
- Social Studies
- Enrichment courses
 - Career and Technical Education
 - Other languages
 - Fine arts

PLAAFP



Functional Performance

- Self determination
- Social skills
- Behavior
- Employability
- Independent living / daily living skills

PLAAFP



Summary of Performance Recommendations

- Student
- Parents/family
- Teachers/school personnel
- Employers
- Adult agencies (as appropriate, in writing)



Summary of Performance Recommendations

- Steps or activities that need to take place when a student leaves high school to achieve postsecondary goals
- Accommodations/supports the student may need after graduation from high school



Summary of Performance Effectiveness

- Student involvement is critical
 - Input – concerns, needs
 - Understanding of recommendations
 - How to use the SOP
- “User-friendly” for the student and their parents/family
- Purpose explained to parents



Summary of Performance Examples from Other States

- Connecticut

<http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/ED635.pdf>

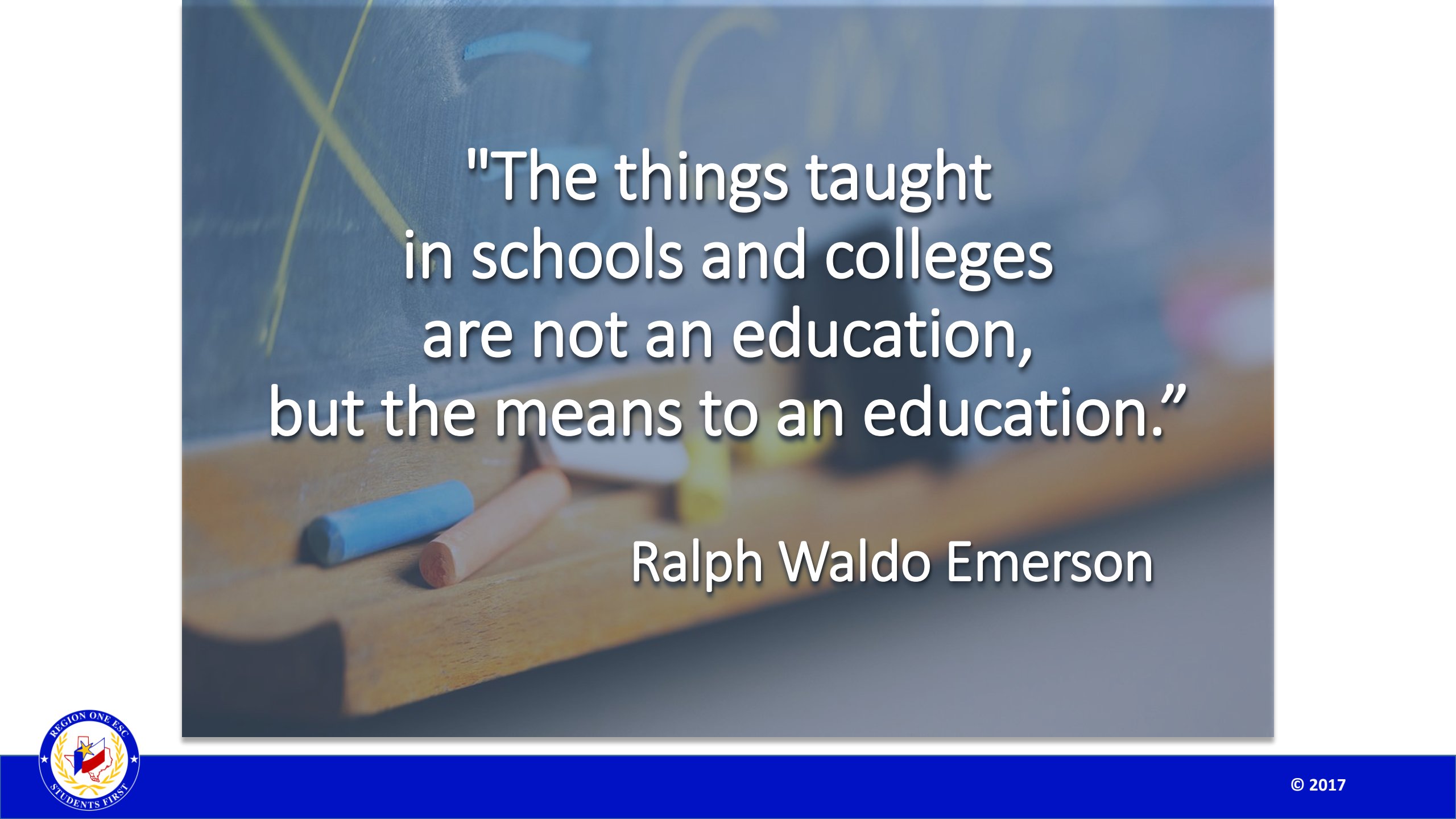
- Massachusetts

http://www.doe.mass.edu/sped/IDEA2004/spr_meetings/eval_exit_summary.pdf

- Oregon

<http://www.ode.state.or.us/pubs/forms/schoolage/1278-P.pdf>





"The things taught
in schools and colleges
are not an education,
but the means to an education."

Ralph Waldo Emerson



Questions.....



- Why should I go to college?
- How is college different from high school?
- How do I decide if college is right for me?
 - Which college is the right college?
 - What should I do to prepare for college?
- How do I pay for college?
- Who can help me succeed in college?

Why should I
go to
college?



Why should I go to college?

- The U.S. has changed from a manufacturing-based economy to a ***knowledge-based economy***
- A college education today is comparable to a high school education forty years ago.
- College opens doors to better employment ***options and opportunities***

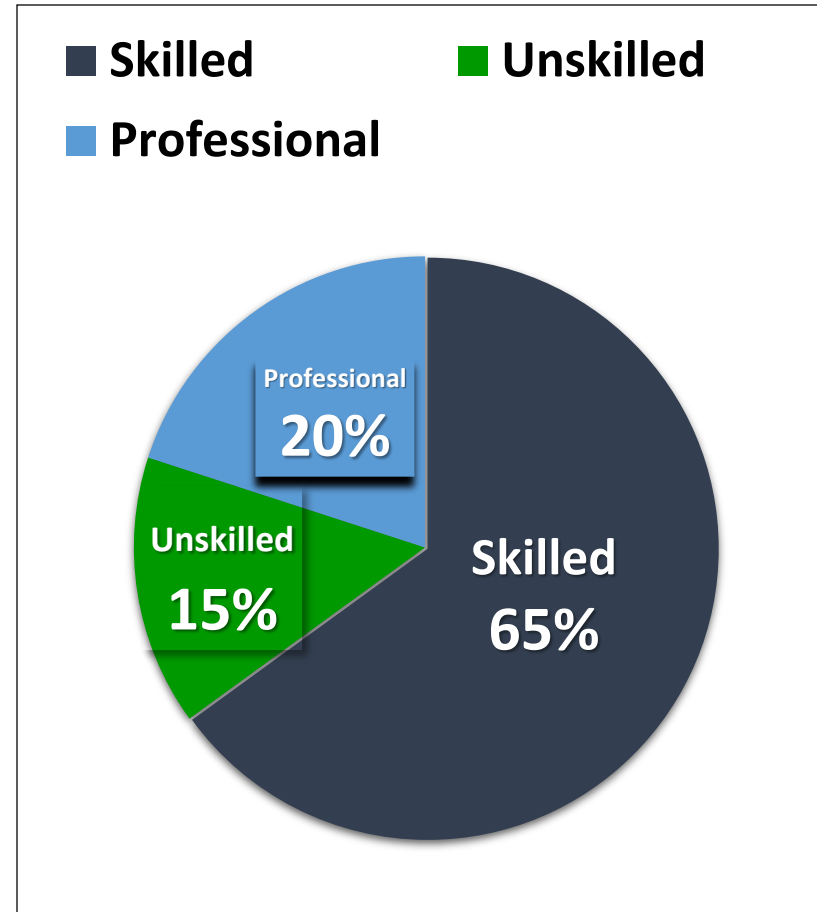
CollegeView: Importance of College Education

http://www.collegeview.com/importance_of_college_education.html



Where the Jobs Are

- **Unskilled Jobs** – Require a high school diploma or less
- **Skilled Jobs** – Require some training beyond high school such as a 2 year degree, certification, license, specialized training
- **Professional Jobs** – Require a 4 year degree or better.



Why should I go to college?

Jobs vs. Careers

A Job...

- Is a regular activity in exchange for payment
- Provides stability of work and income
- May or may not require special training
- May be short- or long-term

U.S. Department of Education. www.college.gov

A Career...

- Is a lifelong pursuit of a passion, an ambition, a profession, and/or goals.
- May require risk and may not provide stability of work
- Typically requires higher education or special training
- Is long term (years)



Why should I go to college?

Employment Options



- **Competitive employment**
 - Working for pay at or above federal/state minimum wage
- **Self-employment**
 - Individually defined work activity and pay



- **Volunteer**
 - Working without pay for personal growth or acquisition of new skills

Why should I go to college?

Earning Potential

- A college degree increases your chance of employment by 50%

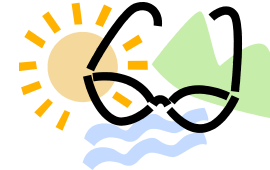
Higher earnings

- 4-Year Degree – **\$53,000**
- 2-Year Degree – **\$39,000**
- High School – **\$32,000**
- No High School – **\$24,000**

U.S. Department of Education. www.college.gov

More/better benefits

- Vacation
- Health insurance
- Retirement plans



Why should I go to college?

Self-Discovery

- College is about more than training for a career
- College is an opportunity to discover who you are and what you want from life
 - Meet new people
 - Visit new environments
 - Explore new ideas
 - Learn to think and live independently



U.S. Department of Education. www.college.gov



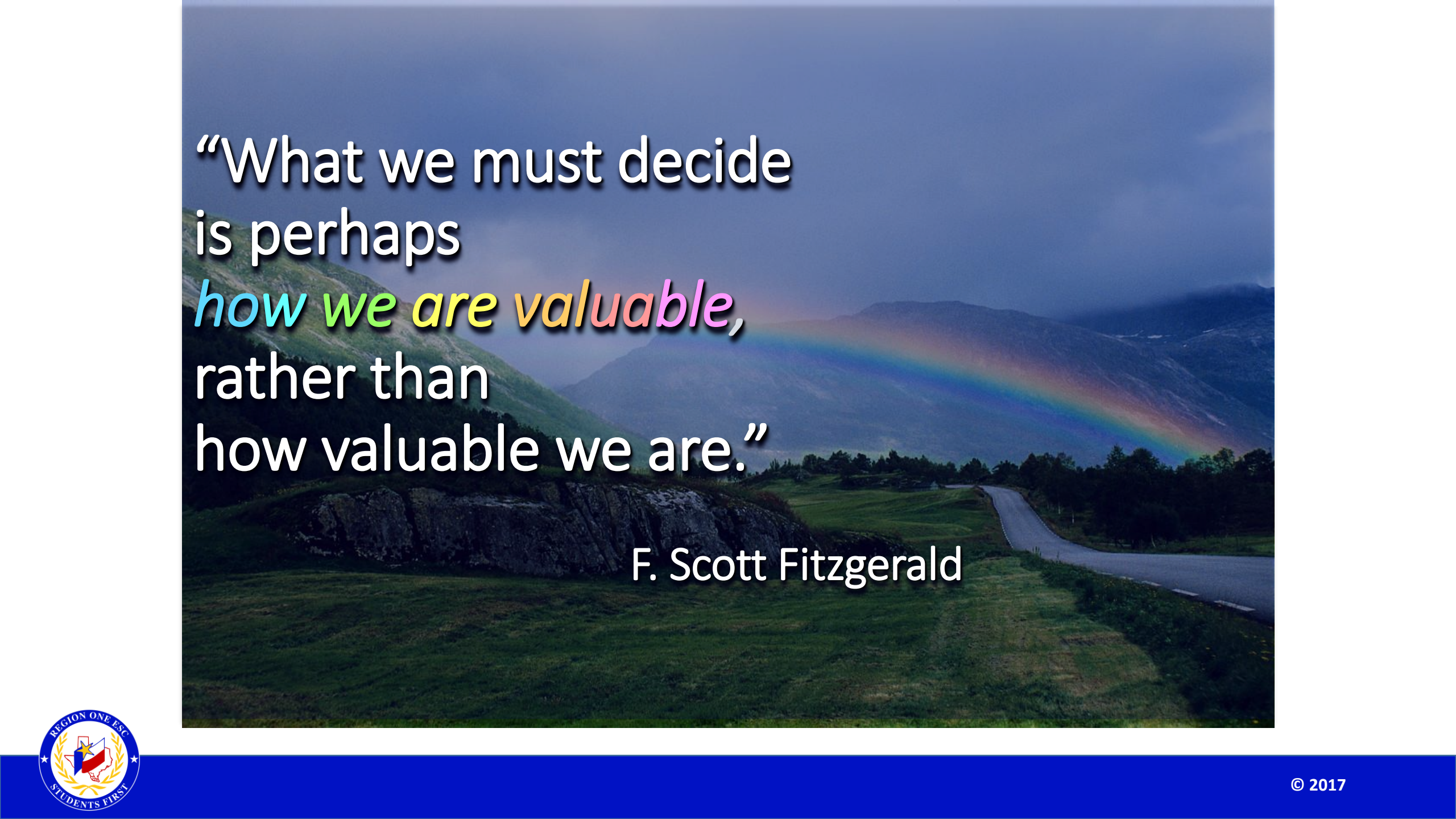
Why should I go to college?

Paying it Forward

- Statistics show that the children (and grandchildren) of college graduates are more likely to go to college
 - Higher levels of education can provide a better standard of living for you and your family
 - More earning potential means you can give back to your parents and help your siblings
 - More education for you can mean your children will be better prepared for school



U.S. Department of Education. www.college.gov

A scenic landscape featuring a winding asphalt road that curves through a lush green valley. In the background, a vibrant rainbow arches across the sky, set against a backdrop of misty, rolling mountains. The foreground shows a large, dark rock formation on the left side of the road. The overall atmosphere is serene and majestic.

“What we must decide
is perhaps
how we are valuable,
rather than
how valuable we are.”

F. Scott Fitzgerald



How is college different from high school?

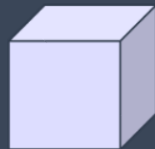


Changing Environments

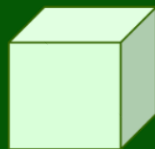
High School



Structured Learning
content, time, place



**Monitored
Environments**



**Controlled
Decisions**

College



Learning Choices
content, time, place



**Open
Environments**



**Self-determined
Decisions**

Changing Environments

High School vs. College

- Attendance and Schedules
- Classes and Instruction
- Student Learning
- Testing and Grades
- Accommodations and Supports
- Other Factors





How do I decide if college is right for me?



What are your goals?

- What is your big vision of your future?
- How and where do you want to live?
- What kind of job/career do you want?
- How do you want to spend your time?



How and where do you want to live?



- Think about people who live the way you want to live someday.
- What is it about their life that appeals to you?
- How do you think they got to where they are?



- How much education do they have?
- What kind of special skills or talents do they have?
- How long did it take them to get to where they are today?
- What jobs did they have on their way to success?

What kind of job/career do you want?



- **What do you like to do?**
 - What activities do you most enjoy?
 - What activities make you feel good about yourself?

What kind of job/career do you want?

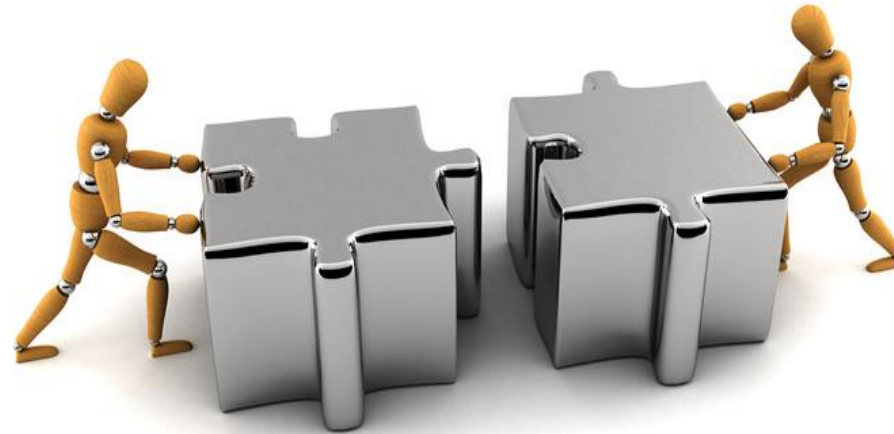
- **What do you know?**

- Information
- Understanding of specific subjects

- **What can you do?**

- Skills, talents, expertise
- Ability to put knowledge or talents into practice

What activities or achievements earn you praise from other people?



Explore your career options

- Analyze your abilities and interests and identify careers that match what you have learned about yourself
- Learn more about specific jobs that you think are interesting within those career areas
- Determine how much education will be needed for those jobs and careers





Achieve Texas
www.achievetexas.org



How do you want to spend your time?





Which college
is the
right college?



How do I select a college?

- Talk to counselors, teachers, family, and friends about programs and schools that match your interests
- Talk to people who have graduated from your school and have gone on to postsecondary study



How do I select a college?

- Explore programs at several potential institutions to determine if they match career interests and goals.
- Investigate the college and arrange for a tour
 - Admission requirements.
 - Available services and history of
 - “Climate” and setting

providing accommodations



College Lingo



Higher Education

Universities and Colleges

- **Undergraduate programs**

- Associates degree – typically 2 years of study
- Bachelor's degrees – typically 4 years of study

- **Graduate programs**

- Master's degrees – typically 2 years of study beyond Bachelor's degree
- Doctoral degree – may require 5 – 10 years to complete beyond Master's degree



Higher Education

Universities and Colleges

- Certifications may be part of or in addition to degree plan
- Some courses may be completed at other institutions and transferred into degree plan
- Entrance requirements
 - College entrance exams (SAT, ACT, etc.)
 - Specific high school grade point average



Higher Education

Community and Junior Colleges

Associate's degree

- Typically 2 years of study
- State/locally defined entrance exams
- May incorporate certification courses into degree plan
- Courses may apply towards completion of Bachelor's degree

Certificate program

- Typically 12-18 months of study
- Locally defined entrance requirements
- Provide certification for employment
- Some courses may apply to other degrees



Other Post-Secondary Options

Trade and Technical Schools

- Locally defined entrance requirements
- Focus on **certification** for a **specific occupation**
 - Typically 12-18 months of study
 - May be partnered with an apprenticeship program or internship to provide hands-on experience
- Some may offer coursework that will transfer to a degree program



Other Post-Secondary Options

Online and Distance Learning

- Available options include stand-alone courses, professional certificates, and undergraduate, graduate and post-graduate degree programs
- Allows students to participate in classes on their own terms
 - At home or anywhere with internet access
 - Individually defined schedule worked around other obligations (such as work, family, etc.)



Other Post-Secondary Options

Adult Continuing Education

- Non-degree short-term courses (from one-week to six months)
- Offered on-campus and/or online
- Focus on personal and professional growth
 - Career related training
 - Knowledge and skills for personal or professional development
 - Personal enrichment



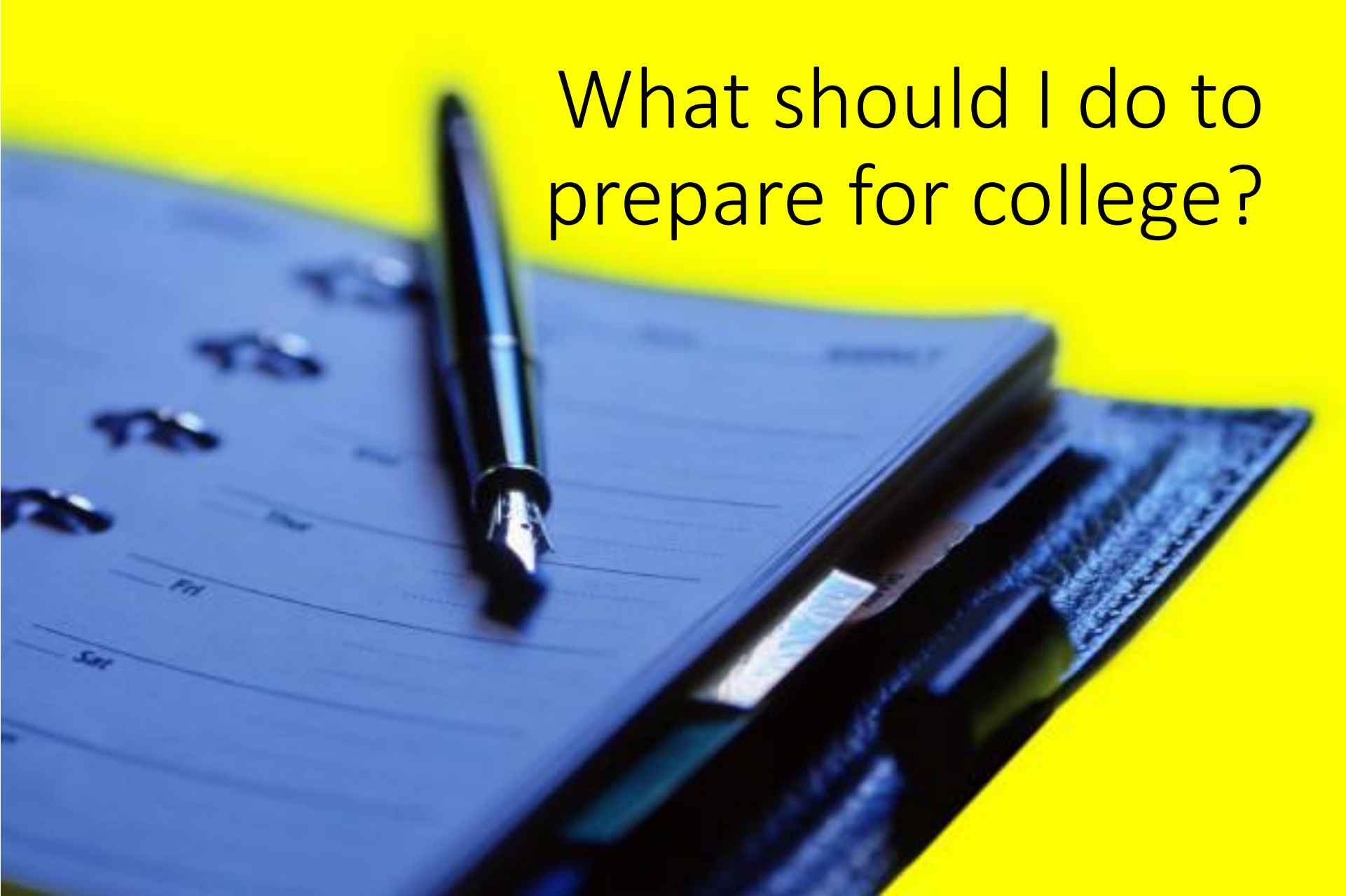
Other Post-Secondary Options

Transition Skills Programs

- Designed to meet the needs of students with more significant cognitive disabilities
- Generally developed by continuing education departments or as a joint agreement with a specific school district
- Require high level of student independence
- Include basic literacy and communication skills instruction and
- May include occupational specific instruction and/or a work-study component



What should I do to
prepare for college?





Getting started

- Start planning early and create a planning calendar with timelines
- Get to know your guidance counselor and resources available in their office
- Make sure you receive and read all information provided to juniors and seniors in your school



Post-secondary Goals



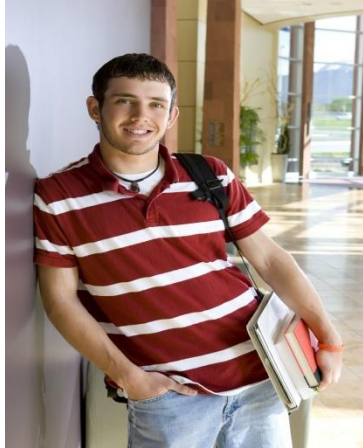
- Identify appropriate postsecondary goals and establish a tentative career goal
- Explore career options and identify academic requirements
- Focus on matching interests/abilities and career goals to appropriate postsecondary education choice

Academic Preparation



- Work with your guidance counselor to select courses that best prepare you for college
- Review your transcript and take ownership of your grades
- Identify academic areas where you may need remediation, accommodations or assistive technology
- Take courses or participate in groups that promote skills in time management, studying, assertiveness training, stress management, and exam preparation

Develop Self-Advocacy Skills



- Develop a clear understanding of the nature of your disability and how it affects your learning
 - Find effective ways to explain your disability and your specific needs
-
- Develop self-advocacy skills such as asking for help, communicating learning needs to instructors, etc.



Students and Parents as Partners

- Talk to your parents about your post-secondary goals and opportunities
- Ask your parents for their support but take responsibility for doing the work necessary to find a school, complete applications, etc.
- Practice your self-advocacy skills and ask your parents to help you validate your instincts



Actively participate in your IEP meeting

- Share your interests and postsecondary goals with the ARD committee
- Communicate strengths and learning strategies that work for you
- Communicate weaknesses and accommodations or extra help that would help you be more successful



Self-Management Skills

- Time management skills
- Organizational skills
- Study skills
- Goal setting skills



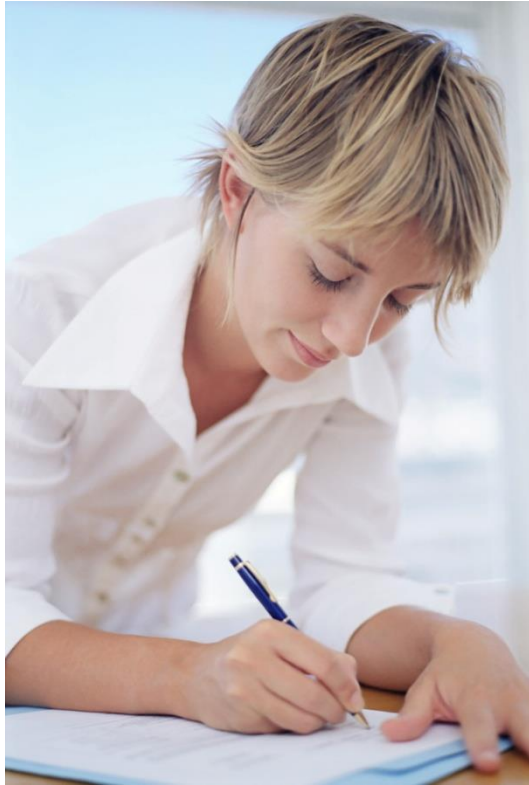
Strategies for Self-Monitoring Time-Management

Encourage students to monitor their study habits, understand types of resources/supports needed to meet course load requirements

- Creating a semester schedule
- Assessing and planning work load each week
- Adjusting plan daily
- Evaluating schedule regularly
- Locating places to study suitable to their learning styles
- Locating tutoring services on campus
- Studying an average of 2-4 hours daily
- Reviewing the syllabus and taking advantage of faculty office hours



College selection and application



- Meet with your guidance counselor to discuss colleges and college requirements
 - Application deadlines
 - Types of courses necessary for admission
 - Assessment requirements (PSAT, SAT, and/or ACT with or without accommodations)

College selection and application

- Attend college fairs and visit postsecondary institutions of interest
- Prepare a transition packet for disability documentation: evaluation reports, transcripts, test scores, current IEP, medical records, writing samples, and letters of recommendation



College entrance exams: SAT

- Achievement test that measures critical reading skills, math problem-solving skills, and writing skills
- Does penalize for wrong answers
- Given seven times a year
- Reports scores on a scale from 200 to 800 for each section (total maximum score of 2400)
- Accommodations for students with disabilities

The College Board

<http://www.collegeboard.com/ssd/student/index.html>



College entrance exams – PSAT

- Preliminary SAT given annually at high schools in mid-October to students in grade 10 and 11
- Measures critical reading skills, math problem-solving skills, and writing skills
- Predicts performance on the SAT
- Determines eligibility for the National Merit Scholarship program

The College Board

<http://www.collegeboard.com/ssd/student/index.html>



College entrance exams: ACT

- Achievement test that measures learning in English, math, reading, science, and writing (optional)
 - Does not penalize for wrong answers
 - Given six times a year
 - Reports scores on a scale from one to 36
 - Accommodations for students with disabilities

ACT, Inc.

<http://www.act.org/aap/disab/index.html>



College entrance exams: Texas Success Initiative

- [The Texas Success Initiative \(TSI\)](#) is a state mandate that requires students to be assessed in reading, writing and math skills prior to enrolling in college, and to be advised based on the results of that assessment.
 - Before students take the TSI Assessment, they must participate in a Pre-Assessment Activity. The college or university is required to provide the Pre-Assessment Activity.
- Exemptions
 - Have met the minimum college readiness standard on SAT[®], ACT, or a statewide high school test;
 - Have successfully completed college-level English and math courses;
 - Have enrolled in a Level-One certificate program (fewer than 43 semester credit hours);
 - Are not seeking a degree; or
 - Have been, or currently are, in the military



How will I
pay for
college?



Paying for College



- Student/parent college savings accounts rarely cover the full cost of a college education
- Most students utilize multiple resources to pay for college
- Financial aid is based on a partnership among the student, parents, postsecondary educational institutions, state and federal governments, and available private resources

Paying for College

- **Scholarships** – gifts and awards based on merit, grades, activities, relationship, etc.
- **Grants** – money awarded based on need
- Both are considered “free” money and do not have to be paid back
- **Loans** – borrowed money based on need and credit worthiness; must be paid back
- **Work-Study** – student employment in exchange for tuition



Paying for College

Local Options

- Community organizations frequently offer scholarships for high school students

(American Legion, Rotary Club, Jaycees, booster clubs, etc.)

- Often overlooked and may have less competition than national awards
- May require applicants to have a relative or friend who is a member of the organization



Paying for College Federal Options

- The federal government awards more financial aid to college-bound students than any other resource
- Most commonly available in the form of grants, loans, and work-study
- First step is to fill out the Free Application for Federal Student Aid (FAFSA)



Paying for College

Merit-Based Options

- Scholarships awarded based specific criteria determined by the award sponsor
 - Academic merit and other achievements
 - Talents and abilities (such as athletics)
 - Interests and career plans
 - Ethnicity, family background, religious affiliations, and other relationships




Paying for College

Corporate Options

- Many corporations and other businesses offer financial aid to college-bound students
- Scholarships or grants are typically awarded to children of employees
- May have specific enrollment or career path criteria





Who can help me
succeed in college?



Disability Support Services



- Gather information about college programs and services offered for students with disabilities
 - Contact vocational rehabilitation providers to determine eligibility for services
 - Talk with students who are receiving services at colleges and other postsecondary education training settings about their experiences

Disability Support Services

- Services are intended to provide access to educational services and do not guarantee success
- Students are responsible for requesting services and maintaining contact with service providers
- Some services are provided at no cost but many must be paid for by the student
- Services are provided based on eligibility under ADA and 504, availability, funding, and client preferences



Typical Services

- Tutors
- Notetakers and/or tape recorders
- Interpreters (for deaf and hard of hearing)
- Alternative testing
- Preferential seating in classrooms (location)
- Printed materials and assessments in alternative formats (such as Braille or computer-based)
- Special seating (tables and chairs vs. desk)
- Assistive technology



Disability Rights

- Federal civil rights: prohibit discrimination based on disability

- Civil Rights Act of 1964
- Americans with Disabilities Act of 1990 (ADA)

- Section 504 of the Rehabilitation Act of 1973 (504)
- Family Educational Rights and Privacy Act of 1974



Disability Rights and Responsibilities



Rights

- Confidentiality
- Receive appropriate accommodations in a timely manner

Act as your own advocate!

Responsibilities

- Follow campus procedures for providing disability documentation and requesting accommodations
- Make an appointment with instructors when requesting accommodations
- Provide for your own personal independent living

Finding Other Resources and Supports

Networking

- Parents
- Other students with similar needs
- Disability support offices
- Local, state, and national organizations, associations, and conferences

Research

- Libraries
- Internet
- Community organizations
- Telephone
- Published literature





Make a Plan – Work the Plan

Activities	Resources	Timelines
		
<p>What do I need to do?</p>	<p>Who can help me?</p>	<p>When do I need to do it?</p>

Education = future



Online Resources: College Guides

- College.gov (U.S. Department of Education) <http://nces.ed.gov/collegenavigator/>
- Colleges.com <http://www.colleges.com/index.html>
- Youth Rules <http://youthrules.dol.gov/index.htm>
- My College Guide <http://mycollegeguide.org/>
- Heath Resource Center <http://www.heath.gwu.edu/>
- Peterson's Colleges and Universities <http://www.petersons.com/>



Online Resources: Texas

- Texas Higher Education Coordinating Board
<http://www.thecb.state.tx.us/>
- Minnie Stevens Piper Foundation www.mspf.org



Online Resources: Entrance Exams

- College Board (PSAT/SAT)

<http://www.collegeboard.com/ssd/student/index.html>

- Texas Success Initiative

<http://accuplacer.collegeboard.org/sites/default/files/accuplacer-tsi-assessment-student-brochure.pdf>



Online Resources: Financial Aid

- FAFSA (Federal Application for Student Aid)
<http://www.fafsa.ed.gov/index.htm>
- FinAid <http://www.finaid.org/>
- FastWeb <http://fastweb.monster.com/>



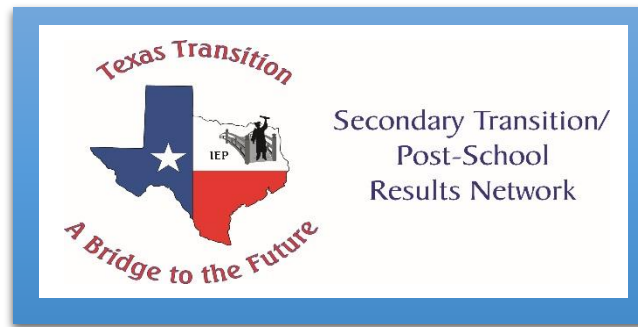
Online Resources:

- Secondary Texas Transition Network
www.transitionintexas.org
- Texas Transition and Employment Guide
<http://www.transitionintexas.org/Page/1>
- Texas Education Agency
www.tea.state.tx.us



For more information, visit the
Transition in Texas website

www.transitionintexas.org



Texas Education Agency

Division of Federal and State
Education Policy

Austin, Texas

www.tea.state.tx.us

ESC Region XI

Statewide Leadership

Fort Worth, Texas

www.esc11.net



Thank You



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Region One
EDUCATION SERVICE CENTER
"Students First"

