

CBTO

Community-Based
Transition Options
for 18- to 21-year old
Students with
Disabilities

A Framework for Discovery



Community-Based Transition Options (CBTO) for 18-21 year old Students with Disabilities

A Framework for Discovery

ABSTRACT

This guide shares a framework for planning community-based transition options for 18-21 year old students with disabilities. This tool will assist local districts in assessing needs and developing transition-focused options within a community-based environment. In addition, the guide assists districts to create a step-by-step process using practical activities and user-friendly forms. The forms have been created to identify student needs, analyze in-school and community resources, set priorities, develop meaningful action plans, and establish the process for evaluation.

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Credits

This guide was created in part by using the following resources;

Neubert, D.A., & Moon, M.S. (2006. College Park, MD: University of Maryland, Department of Special Education. © 2002. Postsecondary education and transition services for students ages 18-21. <http://www.education.umd.edu/oco/>

The Community Transition Program - Experiences Starting a Community-based Program for Students Ages 18-21. Llara Baska, Anne Kaufman and Amy Gaumer (edited by Mary Morningstar, Dana Lattin and Tony Peterson). Transition Coalition, University of Kansas, Lawrence, KS.
http://transitioncoalition.org/transition/file.php?path=files/docs/47365_FINAL_WEB1213214133.pdf

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www.transitioncoalition.org

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Sharon Kolb,, Ph.D. UW-Whitewater, kolbs@uww.edu, phone (262) 472-4831, and Debra Adrian Heiss, Ph.D., Professor, Cardinal Stritch University conducted and compiled the "Survey of Educational Services for Students Aged 18-21 in Wisconsin," March 2005.

Zarrow Center for Learning Enrichment, University of Oklahoma, James Martin, Ph.D., is an expert in student involvement and the IEP, self-determination, assessment tools.
<http://www.ou.edu/content/education/centers-and-partnerships/zarrow.html>.

Tri State Transition Slide Guide, developed as a joint effort between the Delaware, Pennsylvania, and Virginia Departments of Education. This guide, which is indexed by age of students, focuses on Self-Determination, Postsecondary Education and Training, Employment, and Independent Living, and lists questions to consider and available resources. Cathy Cowin, M.S., Transition Specialist, phone (608) 454-2047 extension 204, email cowinc@christina.k12.de.us.

The Community Advantage Program was the original resource for this product. It was organized and developed by consultants Sandy Berndt and Steve Gilles, with funds from the Wisconsin Statewide Transition Initiative (CFDA #84.027).

Editors and creators of the Community Services Option: Evelyn Azbell, CESAs 9 and 12; Jennifer Christopherson, Kiel School District; Wendi Dawson, Wisconsin Department of Public Instruction; Chris Jackson, Wauwatosa School District; Liz Kennedy, Sauk Prairie School District; Robyn Spencer Beck, Hudson School District; Kim Swenson, CESA 11; and Raquel Thorsen, Oak Creek School District;

Reviewers: Barbara Buffington, Racine Area School District; Pam Jenson, CESA #2; and Katherine Strong, CESA #3.

This guide is a combination of the Community Services Option (CSO) and Community Advantage Program (CAP) guides.

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Background

- Through DPI, Sandra Berndt initiated change for 18-21 year old programs.
- Steve Gilles, with Sandy Berndt, contracted for survey regarding 18-21 year olds.
- 2005 Survey of Educational Services, 18-21, by Sharon Kolb, UW-Whitewater, identified key elements and locations of programs.
- Effective practice programs were identified (i.e., University of Maryland and Community Transitions Kansas, Transition Coalition).
- Wisconsin Statewide Transition Initiative (WSTI) presented trainings and identified programs, services, and approaches for 18-21 year old programs.
- Collection of 18-21 year old programs, 2009, Lori Turim and Cheri Sylla, CESA 1, part of WSTI trainings and surveys regarding 18-21 year olds
- WSTI website included effective practice resources for moderate to severe disabilities.
- Contracted a survey review and program development, 2011.
- Compiled survey results of 18-21 your old programs and compiled lists of schools program elements of 18-21 yr old programs, 2011.
- Sandy Berndt and Steve Gilles developed the Community Advantage Program (CAP) guide, and revised in 2012.
- WSTI created the Community Services Option (CBO) guide and had editors and reviewers make changes and rebranded CAP to be CSO guide with a broader base of students to be served. Kim Swenson coordinated workgroup.
- WSTI, 2013, Steve Gilles in collaboration with Sandy Berndt, Liz Kennedy, Pam Jenson, and Wendi Dawson combined the CSO and CAP guides to create a single new guide, Community-Based Transition Options (CBTO) for 18-21 Year Old Students with Disabilities.

Community-Based Transition Options (CBTO) For 18-21 Year old Students With Disabilities

Introduction

The reauthorization of the Individuals with Disabilities Act (IDEA) in 1990 and the subsequent reauthorizations, including the latest in 2007, mandate school districts to provide transition services for students with disabilities in order to improve post-school outcomes. To help meet the transition requirements, some school districts have developed community-based transition options. These service options are designed to support students who need to continue to work on their transition goals and have completed academic requirements/credits for graduation.

Use this document as a framework. Do not let the document limit your thinking—rather, use this document to discover the many possibilities of community-based transition options for students with disabilities.

18-21 Year Old Transition Services

Definition

18-21 year old transition services are developed by local school districts. They provide opportunities for students to gain independent living skills, social skills, employment, and self-advocacy in real-life settings and to participate in age-appropriate activities in their communities. These services ideally are located outside of the high school, in community settings such as vocational-technical colleges, houses/apartments, offices, and/or businesses.

Rationale

Some students with disabilities remain in high school until they are 21 years old. This means they are often receiving services in classrooms with much younger students. In some cases, students with disabilities may be repeating classes they have taken in the past. Since most high school students typically graduate at 17 or 18 and go onto higher education or employment, students with disabilities who remain in high school until the age of 21 have fewer opportunities to interact with same-age peers without disabilities. These services are developed to increase the opportunity to interact with same-age peers in age-appropriate settings and provide further transition skills and employment opportunities in the community. Furthermore, they should provide a continued connection to a student's home community.

Serving Students with Significant Disabilities

Federal definition:

Students

- (1) who are within one or more of the existing categories of disability under IDEA [Individuals with Disabilities Education Act] (e.g., autism, cognitive disabilities, multiple disabilities, traumatic brain injury, etc.);
- (2) whose cognitive impairments may prevent them from attaining grade-level achievement standards, even with the very best instruction.

(U.S. Department of Education, 2005, p.23)

Students with significant disabilities who remain in school until the age of 21 may need more options to interact with same-age peers without disabilities. Therefore, CBTO increases further transition skills and employment options. Students with a significant disability have a wide range and level of abilities. The challenge is to determine how to provide the maximum benefit from the community all the way to employment. For students with significant disabilities, Community-based Transition Options (CBTO) may be designed to support students with disabilities who have not met their IEP goals/requirements for graduation and who may need to continue to work on their transition goals. For students with significant disabilities, CBTO may be an alternative special education opportunity, developed by public school systems, in a community setting.

An overview of your district's current services and consideration of each student's individual needs and review of community resources can assist personnel in determining if students with disabilities need different educational services in order to reach their postsecondary goals. This evaluation may identify the need to provide students with greater access to community environments, inclusive experiences, and additional employment opportunities. In some cases, this evaluation may determine that students would benefit from receiving their final years of education in a community setting (*Moon, Grigal & Neubert (2002)*).

Guiding Questions:

- What are the expectations of 18-21 year old students, their parents, school and community?
- What is needed for students to successfully live and work in their community?
- What is the school's responsibility in meeting transition needs?

More in depth questions to assist in the needs assessment process can be found on pages 14-17 of this document. They may be used to direct the district to determine whether or not there is a need for a change to create or expand CBTO for 18-21 year old students and/or improve transition services being offered. Additional questions are designed to focus on community participation and involvement.

Community-Based Transition Options (CBTO) for 18-21 Year Old Students with Disabilities



Goal

The goal is to provide students with disabilities, ages 18-21, transition-focused services within a community environment based on each student's Individualized Educational Program (IEP).

Objectives

1. Give students the opportunity to increase their level of independence.
2. Provide opportunities for paid or volunteer (unpaid) work experience in integrated community settings.
3. Develop natural supports within community environments.
4. Increase mobility in the community.
5. Improve social and communication skills across environments.
6. Increase daily living/life skills.
7. Improve and practice self-advocacy/self-determination skills.
8. Develop age-appropriate, integrated leisure and recreation skills.
9. Develop friendships with same-age peers.
10. Communicate and establish a relationship with adult services agencies before leaving high school.
11. Identify and provide transition services and supports needed to transition into community life.
12. Provide opportunities for parent engagement.
13. Facilitate connections to postsecondary education and/or training
14. Increase awareness of and develop connections to community service organizations, such as Lion's Club, Kiwanis, Rotary and Knights of Columbus

The Community-Based Transition Options (CBTO) program is for students with disabilities ages 18-21. The students IEP team will consider participation in the CBTO program after the student has met their graduation requirements unless the target group to be served has significant disabilities and may need an alternative program. They will remain in high school with a desire to engage in the program requirements as set by the school district and advisory team. The IEP team must consider the postsecondary goals of each student and determine if the student's individual needs will be addressed through such a program.

Location of the CBTO Program for 18-21 year old students

CBTO programs/services for 18-21 year olds are not a continuation of the same program a student has been in for the last three to four years in high school. CBTO programs are ideally located outside of the high school setting, either at postsecondary institutions or in other community settings. Some programs have a designated room at the high school as their base, with the majority of the day spent in the community. For students with significant disabilities, the majority of the day is not spent in a self-contained separate classroom at their high school with little interaction with general education peers. In addition, academic skills are not the focus of a CBTO program for 18 to 21 year old students. For students with significant disabilities, community options will provide opportunities to become a part of the community. Some students with significant cognitive and physical disabilities will need to start out in the high school and engage in limited community involvement at first. However, the goal will be to increase this over time.

CBTO Transition Program Elements

Transition program elements are listed on the next page and connect to program objectives. These transition elements are the foundation of the guide and the basis for the needs assessment of students, the school setting and community resources. Program elements focus within the community.

Using the Guide: Activity 1 - Program Elements and Objectives

As you review program elements and related objectives, identify:

- What objectives are most meaningful to you, the students' families and the district?
- What added objectives are still needed or missing?

Use the chart, CBTO Transition Elements, in Appendix 1 to identify elements of your CBTO Program for 18-21 year olds.

- Check the **New** column if your CBTO program has just started.
- Check the **Developing** column if your CBTO program is in its first year of existence.
- Check the **In Place** column if your CBTO program has been in place for more than one year.

Program Elements

Program elements have possible components for each listed element. Program elements connect to program objectives and are the basis for the needs assessment of students, the school setting, and outside-of-school resources.

Program Elements	Possible Components
1. Independent living	<ul style="list-style-type: none"> <input type="checkbox"/> Community living options considered <input type="checkbox"/> Access to resources (adult services ILC, ADRC, DVR, IRIS) <input type="checkbox"/> Funding identified <input type="checkbox"/> Domestic skills <input type="checkbox"/> Meal planning <input type="checkbox"/> Medication management <input type="checkbox"/> Money management <input type="checkbox"/> Vulnerability to others
2. Employment within the community	<ul style="list-style-type: none"> <input type="checkbox"/> Integrated employment options <input type="checkbox"/> Functional vocational assessment <input type="checkbox"/> Cost sharing resources across agencies (if applicable) <input type="checkbox"/> Funding for paid employment experiences <input type="checkbox"/> Volunteering in the community <input type="checkbox"/> Job coaching <input type="checkbox"/> Soft skills
3. Transportation/mobility within the community	<ul style="list-style-type: none"> <input type="checkbox"/> Systemic instruction on using transportation options <input type="checkbox"/> Mobility instruction <input type="checkbox"/> Problem solving when difficulties occur (clear back-up plans)
4. Social/communication skills across environments	<ul style="list-style-type: none"> <input type="checkbox"/> Instruction <input type="checkbox"/> Use of environmental inventories <input type="checkbox"/> Functional behavior assessments <input type="checkbox"/> Functional academics <input type="checkbox"/> Social skills social stories <input type="checkbox"/> Communication devices <input type="checkbox"/> Coping strategies for anger/frustration
5. Daily living skills/life skills	<ul style="list-style-type: none"> <input type="checkbox"/> Using natural supports <input type="checkbox"/> Self-care skills/grooming <input type="checkbox"/> Personal safety <input type="checkbox"/> Vocational skills <input type="checkbox"/> Transfer of knowledge to new environments <input type="checkbox"/> Teaching skills in natural environments

6. Self-determination and self-advocacy skills	<input type="checkbox"/> Instruction in self-advocacy skills instruction (outside the school setting) <input type="checkbox"/> Full participation in inclusive settings <input type="checkbox"/> Using personal centered planning models <input type="checkbox"/> Discovery process <input type="checkbox"/> Removing Automatic Negative Thoughts (ANTS) <input type="checkbox"/> Time of special education teacher to coordinate curriculum with school programs and community agencies/ common planning time built into the day
7. Community recreation and leisure	<input type="checkbox"/> Social connections within the community <input type="checkbox"/> Participation in community activities <input type="checkbox"/> Training and support to access community activities <input type="checkbox"/> Use of interest inventories to determine training
8. Transition	<input type="checkbox"/> Customized employment process <input type="checkbox"/> Understanding measurable postsecondary goals <input type="checkbox"/> Service coordination across agencies <input type="checkbox"/> Funding shared among schools and adult service agencies
9. Friendships with same-age peers	<input type="checkbox"/> Appropriate greetings/salutations <input type="checkbox"/> Initiating, maintaining, and ending conversations <input type="checkbox"/> Initiating social outings <input type="checkbox"/> Anger management <input type="checkbox"/> Understanding the importance of group dynamics and being considerate of others <input type="checkbox"/> Develop or join social club/organization
10. Adult service agency involvement	<input type="checkbox"/> DVR <input type="checkbox"/> ADRC <input type="checkbox"/> Family Care, IRIS <input type="checkbox"/> DD county services <input type="checkbox"/> Related services
11. Family engagement	<input type="checkbox"/> Partner in all aspects of the process <input type="checkbox"/> Planning for adulthood <input type="checkbox"/> Advocacy <input type="checkbox"/> Employment <input type="checkbox"/> Healthcare

Getting a CBTO Program Started

Assembling the Advisory Group

Assemble a committee and determine times to meet.

Things for committee members to consider:

- familiarity with students
- potential to provide services or supports
- availability to attend meetings
- willingness to create change
- support from administration

Teams could consist of administrator(s), teachers, transition specialist, job coaches, paraprofessionals, adult service agency representatives, family member/natural supports, and students or others who are familiar with the service activities of the student population. Team leadership roles and responsibilities should be shared (e.g., taking minutes, chairing the meetings, sending out information, etc.). Use the committee contact sheet (see page 9).

The committee should develop a purpose statement during the first meeting. Members must agree on the purpose for the district needs assessment. The purpose may be to:

- conduct a review of transition services
- discuss possible services and facility needs/accessibility
- identify priorities for needed changes
- review the need for alternative community-based services outside of the high school
- review district policy and impact on service implementation
- define unfamiliar terms
- other

The committee should set up a meeting schedule and establish a timeline for completing the self-assessment and reviewing the data collected.

Using the Guide: Activity 2 - Committee Members

Use the committee contact sheet on the next page and list committee members.

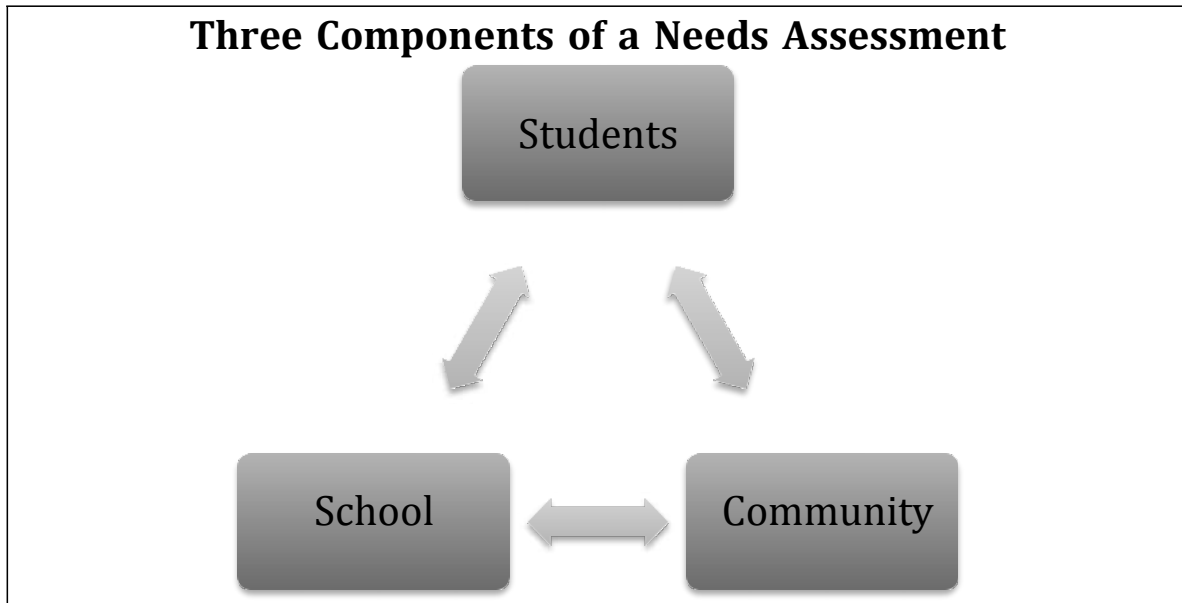
What will be your timeline for implementing your CBTO program for 18-21 year old students?

Who would provide administrative support for needed resources and ongoing supports?

Committee Contact Sheet

Name	Position	Organization	Address	Phone	Email
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Needs Assessment/Data Collection



Purpose (To Analyze the Data and Identify Needs)

The purpose of a CBTO needs assessment is to provide a school district with a tool that can be used to evaluate community and educational services received by students ages 18-21 with disabilities to determine if changes are needed. This assessment will address students' educational settings, supports, inclusive opportunities, employment, recreation, adult agency eligibility, and ability to travel independently. Once completed the data from this assessment is reviewed to determine areas where changes are needed to improve services to students with disabilities.

Using the Guide: Activity 3 - Prioritize Objectives

After you have completed your data collection, have the advisory committee go back to the objectives on page 3, and identify those that have the highest priority for the district.



Use the needs assessment data to:

1. Identify the population:
 - ages of the students
 - disability classification
 - types of services in which students participate
 - number of years students have participated in high school
 - type of diploma, alternative diploma (certificate), or certificate of attendance the student will receive upon exiting school.
2. List students.
3. Assess student needs.
4. Identify needed changes in the high school program structure and the community (sample questions):
 - Is there a need for integrated community-based transition services?
 - How will services for students ages 18-21 differ from the programs or services currently available in high school?
 - Which students should participate in CBTO (e.g., students who will exit with a certificate, those moving onto postsecondary options)?
 - How will families and students find out about the CBTO program?
 - Where will the CBTO program be located, and how will it be staffed?
 - What is the maximum capacity?
 - How will transportation be provided to community environments?

Using the Guide: Activity 4 - Needs Assessment of Students

Use the tables on pages 12 and 13 to list students and identify current services assessed for each student.

See Appendix 2, for an example of Sauk Prairie School District’s student assessment using program elements, and adding details based on available services within the district

See Appendix 3, an example of Sauk Prairie School District’s parent or family survey to engage families in the process.

Identify the target group of students that you intend to work within your CBTO. This can be the most challenging part of the process to establish the target group to be served.

Student List

(Table A1)

Students enrolled in school and identified as appropriate participants/candidates for CBTO

Student List

Name	Age	Contact information
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		

***Discuss program capacity based on staffing and CBTO location.**

Current Services Assessed for Each Student
(Table A2)

Service	Description	Need(s)
1. Independent living		
2. Employment within the community		
3. Transportation/mobility within the community		
4. Social/communication skills across environments		
5. Daily living skills		
6. Self-determination/self-advocacy skills		
7. Recreation and leisure participation within the community		
8. Friendships with same-age peers		
9. Adult service agencies involvement		
10. Connections to postsecondary training and/or education		

Using the Guide: Activity 5 - Needs Assessment of School and Community

Identifying Key Questions for Your District

Use in depth key questions for starting or expanding a CBTO program. Included are questions targeted for students with disabilities; who either leave school ready for competitive employment or postsecondary education or training and questions related to students who have more significant disabilities. In addition, questions are provided for expanding an existing program or service.

The overarching questions for starting any CBTO include the following;

- Which of the changes identified should be given the highest priority?
- What other, added question(s) should be used or developed based on assessment data findings related to student, district, and community needs?

Three Sets of Suggested Key Questions

Sample questions for a new CBTO program for 18-21 year old students with disabilities

- for a new CBTO program and/or services, targeted for 18-21 year old students with disabilities who have met graduation requirements and will leave school ready for competitive employment or postsecondary education or training

Sample questions for a new CBTO program for 18-21 year old students with significant disabilities

- for a new CBTO program and/or services for students with significant disabilities who may need an alternative program or services

Sample questions to expand an existing 18-21 year old program or the options available for students with disabilities

- for existing 18-21 year old programs and/or services to develop or expand the program/services.

The local district can use key questions and/or identify questions specific to their district to help focus on the target group served, needed changes for that group, and resources in the school and community. Use the chart provided on page 19 for listing questions that are most useful.

Additional questions specific to reviewing local district transition services are also provided in Appendix 6.

Sample Questions for a New CBTO Program for 18-21 Year Old Students with Disabilities

1. Are changes needed for a particular age group (18-21 year olds)?
2. What kinds of changes are needed? (Note: answering this question assists in forming goals for the program and/or services.)
3. What services does the district provide that contribute to youth becoming competitively employed once they exit school (e.g., does the district provide job coaches; is there an interagency agreement between the school district and the local vocational rehabilitation office)?
4. What district barriers limit competitive employment for youth with disabilities? How is the district addressing the barriers or preparing students to overcome them?
5. What barriers outside of the district may limit competitive employment opportunities for youth with disabilities? How is the district working to eliminate the barriers or prepare students to overcome these barriers?
6. How are youth with disabilities provided specific opportunities to learn about a variety of post-high school learning opportunities, including vocational and training programs, trade schools, and community and adult learning programs (i.e., not just 2- or 4-year colleges)?
7. When do youth who are interested in attending a vocational, training, or trade school program have opportunities to visit the school, apply for scholarships, and receive help with admittance procedures? Are youth with disabilities specifically targeted to participate in these activities? Do youth with disabilities have the opportunity to visit and speak with representatives from disability services at the postsecondary education institutions?
8. Do youth with disabilities have the skills, services, and supports to successfully complete their high school education, thereby preparing them to enroll in and complete postsecondary education or training programs?
9. How are youth with disabilities encouraged and supported to take general education classes that will prepare them for success in postsecondary education and training programs?
10. How are youth with disabilities taught the self-advocacy and self-determination skills they will need to successfully avoid or overcome the variety of challenges they may face once they leave high school and seek further education?

11. What may be barriers within the district to youth with disabilities enrolling in a post-high school education program? How is the district working to eliminate the barriers or prepare students to overcome these barriers?
12. What district services contribute to youth enrolling in a post-high school education program (e.g., district promotion of further education training for programs other than 2- and 4-year colleges, establishment of interagency agreements between the school district and local adult education and training programs, and encouragement and support of dual enrollment to help students with disabilities transition from high school to college)?

Sample Questions for a New CBTO Program for 18-21 Year Old Students with Significant Disabilities

1. Are changes needed for a particular age group (18-21 year olds)?
2. What kinds of changes are needed? (*Note: answering this question assists in forming goals for the program.*)
3. Does the issue of student application for adult service agencies or supports need to be addressed by current school personnel?
4. Does the amount of self-contained instruction for students need to be changed?
5. Does the frequency or variety of inclusive experiences need to be increased?
6. Should more students have paid, integrated work experience in the community?
7. Do students need increased opportunities to participate in recreational or leisure activities with same-age peers?
8. How could the frequency and level of independence for students be improved by increasing their mobility within the community?
9. What changes need to be made to provide a transition-focused program within a community-based environment?
10. Do students need additional time in community settings to improve social and communication skills?
11. Could the changes identified in questions 1-10 be addressed in the current high school setting?
12. Do the changes identified in questions 1-10 require the development of new services in a postsecondary setting, such as an off-campus setting or community site?
13. How will services provided in the off-campus setting be different from what is currently available?
14. What setting is best equipped to meet students' needs?

Sample Questions to Expand an Existing 18-21 Year Old Program or Options for Students with Disabilities

1. Based on current program assessments and evaluation, are changes needed for your 18-21 year old students?
2. What kinds of changes are needed? (Note: answering this question assists in forming additional goals for the program and or services.)
3. Are students applying for and entering into adult service agencies when leaving school?
4. Are students participating within the community setting? If yes, what percentage of time are they in the community?
25%___, 50%___, 75%___, 100%___, Other ___
5. Are students participating in integrated work experiences within the community? List types of work experiences and time involved.
6. Are students participating in leisure time or recreational activities within the community?
7. Are there any transportation or mobility issues for students within the community program?
8. What transition services best help students in your 18-21 year old program? List most effective practices and possible needs.
9. Are social and communication skills developed within your community-based 18-21 year old programs? List most effective practices and possible needs.
10. What settings are currently equipped to best meet student needs in your 18- 21 year old programs? In school? In the community? What additional needs do you have to develop the program?
11. What future needed changes for your program were identified in questions 1-10? What changes were identified through the review and prioritizing of your goals and objectives and current assessment and evaluation data?

List key questions to assist in assessing district needs and determine top priorities. Use questions listed on pages 15-18.

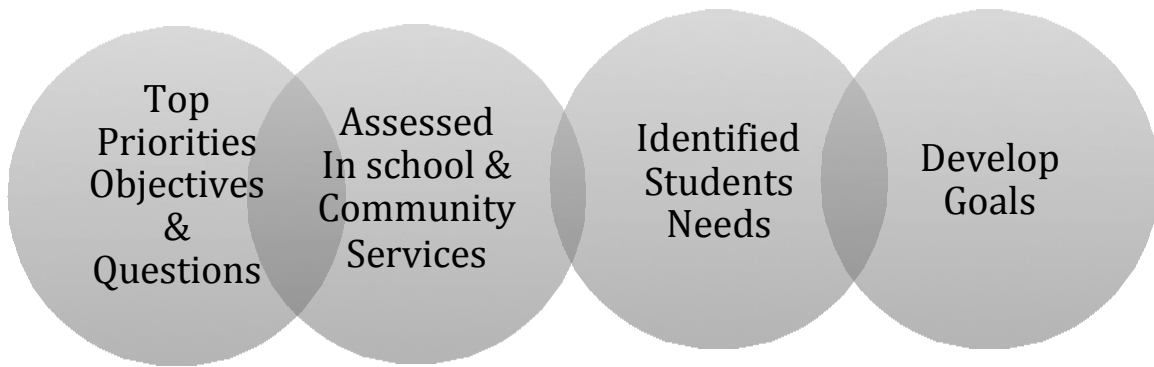
Question	Listed by top priority
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Using the Guide: Activity 6 - Analyze Needs Assessment Data

Analyze your needs assessments information, including student service needs related to transition elements/objectives. Also look at in school and community service needs. Use top identified questions focusing on needed change. In addition use Appendix 5 to identify resources outside the school.

What do we know from the data collected?

What do we still need to consider?



Identifying Clear Goals for the CBTO Program

Once the needs assessment is completed and data is analyzed, it is important to establish clear, measurable goals. If you develop clear goals for the program, you will be able to determine if you are meeting the needs of students and accomplishing the intended goals of the CBTO program. Here are some examples:

"All students in the CBTO program will participate in integrated community-based employment experiences."

"All students in the CBTO program will participate in recreational activities."

"Students in the CBTO program will explore postsecondary education/training options." Identify clear goals and list in the table below.

Goal	List Goals Starting with Top Priority
1.	
2.	
3.	
4.	
5.	

Action Planning

Goals

Key Questions, Assessment Data, Priorities

Tasks

Timelines and Responsibilities

Barriers/Effective Practice Solutions

Communication and Collaborative Partners

Using the Guide: Activity 7 · Tasks, Timelines, and Responsibilities

Use the Tasks, Timelines, and Responsibilities table for the CBTO program to identify responsibility for implementing CBTO. Clear understanding of who is going to do what, by when, is essential for moving forward with activities and measuring progress.

Tasks, Timelines, and Responsibilities for the CBTO Program
(Form A3)

Tasks Needed to Start a Program	Timeline	Person(s) Responsible	Activity/Product, Date Completed
Develop Needs Assessment			
Assemble Committee			
Review and Develop Questions			
Conduct Needs Assessment			
Compile and Review Results			
Develop Action Plan			

Person(s) completing needs assessment

Name	Email address
1.	
2.	
3.	
4.	
5.	

Using the Guide: Activity 8 - Communication

Identify effective ways to communicate with stakeholder groups. Use list below and/or modify for your own purposes.

Communications Strategies for a New Plan (Table A4) <i>Kathleen Paris, Bring Your Strategic Plan to Life, 2011</i>	
Stakeholder Groups	Best Way to Communicate with Them
Clients/users/students	
Leadership team	
Board	
All Employees	
Satellite locations	
Donors	
Members	
Volunteers	
Service providers and subcontractors	
Community Representatives	
Advocacy groups	
State or national chapters	
Government bodies	
Elected officials	
Regulatory agencies	
Funding Agencies	
Parents	
Others	

Using the Guide: Activity 9 - Create an Action Plan

After analyzing tasks, timelines, responsibilities, and communication strategies, use the next several pages to create your CBTO action plan. Include top priority goals, changes within the school, and changes in resources and supports outside the school/within the community.

Use the Effective Practice and Solutions Chart on pages 29-31 to assist in removing barriers. Lastly, use the Chart on page 31 to identify collaborative partners in the process.

Tips for starting a program

- **Define need.** For example, there will be a large population of 18-21 year old students with disabilities enrolled in the district next year.
- **Create a reasonable timeline.** Plan for six months to a year before you start the program. In January, start by pulling a workgroup together. In February identify student need and schedule monthly meetings with planning committee. By spring, March/April, collect assessment data, identify staffing and prepare a budget. In June, establish location and finalize funding issues. In summer, develop the curriculum. Start the program in the fall.
- **Determine Funding.** Funding a program is always a challenge—special education money is used to fund most 18-21 year old services and/or programs. This may include reallocation of existing staff and resources and the use of supports outside the district.

Action Plan
(Form A5)

Create a plan for changes **in high school** to move toward community participation. Start with highest priority first.

Priority/Goals	Activity	Person Responsible	Date Completed
1.			
2.			
3.			
4.			
5.			

List resources and supports needed:
(See Appendix 5, Community Assessment)

Effective communication plan:

- Who?
- How?
- When?
- How often?

Create a plan for changes to occur **outside of high school** for successful community participation. Start with the highest priority first.

Priority	Activity	Person Responsible	Date Completed
1.			
2.			
3.			
4.			
5.			

List resources and supports needed:

Effective communication plan:

- Who?
- How?
- When?

Identify strategies to remove **barriers** to implementing your plan for changes to improve community participation.

Priority	Barrier	Strategy
1.		
2.		
3.		
4.		
5.		

List resources and supports needed:

Effective communication plan:

- Who?
- How?
- When?

**Effective Practice and Solutions
to Remove Barriers for CBT0 Development
(Table A6)**

Issue	Barrier	Solution
Administrative Support	<ul style="list-style-type: none"> • Lack of outward support by administration 	<ul style="list-style-type: none"> • Involve administrator on advisory committee • Establish ongoing communication with the director of special education • Use and share data regarding program results • Discuss with school board
Funds Available	<ul style="list-style-type: none"> • Cost of community programs 	<ul style="list-style-type: none"> • Form a collaborative with other school districts to share costs • Look for grants and community resources • Fundraising • Collaborate with adult service agencies • Team with businesses
Community Options	<ul style="list-style-type: none"> • No public transportation • Employment experiences not available in community • Few leisure and recreation choices 	<ul style="list-style-type: none"> • Use Community Assessment tool • Appeal to the school board for support to meet transportation issues • Contact Division of Vocational Rehabilitation (DVR) or other adult service agencies • Use the Wisconsin Statewide Transition Initiative (WSTI) website, www.wsti.org, to identify county resources and supports
Time to Work and Collaborate	<ul style="list-style-type: none"> • Not enough time to work with individual students in the school and community • Lack of consistent curriculum • Lack of time in daily schedule to team 	<ul style="list-style-type: none"> • Use the Transition Coalition as a resource www.transitioncoalition.org • Use para educators and family members to support scheduling • P.A.C.E. is a two-year, postsecondary certificate program offered by the acclaimed National College of Education (NCE) at National-Louis University (NLU). The program, located at the new NLU campus in Skokie, Illinois, is designed to meet the transitional needs of students with multiple learning disabilities. www.nl.edu/pace/. • Project 10 STING RAY is a university/college-community-based collaborative program which offers young adults with cognitive disabilities, age 18-22, placements in postsecondary education. Contact the Project 10 Transition Education Network at the University of South Florida, St. Petersburg, and (727) 873-4661. www.project10.info/StingRay.php • Build collaboration times into weekly schedule

Parent Awareness	<ul style="list-style-type: none"> • Families unaware of options • Few resources and supports available 	<ul style="list-style-type: none"> • Wisconsin Family Assistance Center for Education, Training, and Support (WI FACETS) website www.wifacets.org/ • Wisconsin Statewide Parent-Educator Initiative (WSPEI) website http://wspei.org/ • Department of Public Instruction (DPI) website http://sped.dpi.wi.gov/sped_parent • Transition Improvement Grant (TIG) website http://www.wsti.org/ • Contact DVR, Aging and Disability Resource Center, (ADRC) or managed care organization, IRIS, for information. • Open Houses/Transition Fairs
Professional development for teachers and staff	<ul style="list-style-type: none"> • Lack of awareness of professional development options 	<ul style="list-style-type: none"> • The Community Transition Program: Experiences starting a community-based program for students aged 18-21, James Martin, Ph.D. http://transitioncoalition.org/transition/section.php?pageId=72 • WSTI Calendar of events and E-newsletters www.wsti.org • Zarrow Center for Learning Enrichment, University of Oklahoma www.ou.edu/content/education/centers-and-partnerships/zarrow.html
Interagency Coordination	<ul style="list-style-type: none"> • Inconsistent message from adult service agencies • Constant changes in timelines/ services offered 	<ul style="list-style-type: none"> • Use State Interagency Agreement between DVR, DPI, and DHS, including the Transition Action Guide (TAG), which describe roles and responsibilities of the agencies http://dwd.wisconsin.gov/dvr/pdf_files/dpi_interagency_agreement.pdf • Transition Action Guide (TAG) http://dwd.wisconsin.gov/dvr/pdf_files/tag.pdf
All of the above		<ul style="list-style-type: none"> • The Wisconsin Let's Get to Work project www.letsgettoworkwi.org/ • Tips for Transition, Division of Career Development and Transition, 2009, University of Kansas Transition Coalition http://transitioncoalition.org/transition/tcfiles/files/docs/Tips_Sep09_final1254168142.pdf/Tips_Sep09_final.pdf • NSTTAC (National Secondary Transition Technical Assistance Center, http://www.nsttac.org/, Summary of Predictors of Postsecondary Success: Predictor Categories, Outcome Areas, Levels of

		<p>Evidence, and Descriptions http://www.nsttac.org/sites/default/files/assets/pdf/SummaryOfPredictorsCategories.pdf</p> <ul style="list-style-type: none"> • Wisconsin Post-High School Outcomes Survey http://www.posthighsurvey.org • Transition Improvement Grant (TIG) resource website: http://www.wsti.org/
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Collaborative Partners (Table A6)

Use this form to identify key collaborative partners to support and sustain program efforts by sharing in the work, creating partnerships and communities of practice.

Name/Group Represented	Role/Responsibility Shared Work	Contact Information Email/Phone
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		

One Year After Program Implementation, Evaluation of Community-based Transition Options, Services and/or Programs

To ensure major goals of the CBTO programs are being met, you need to continually evaluate components and modify elements that are not working. Evaluation should be completed one year after full implementation of the program or services.

Look at the goals created and determine how you will evaluate whether or not they have been met. The evaluation will assist you in: (a) documenting the success of the services offered (i.e., do they work); (b) identifying what and how services should be expanded or reconfigured; and (c) increasing the likelihood administrative and school boards support the CBTO programs.

The CBTO program uses the Wisconsin Personal Development Model (WPDM) for the structure of the evaluation. The WPDM provides a process that focuses on improving student learning and engages all teachers in collective professional development. Go to http://sped.dpi.wi.gov/sped_wpds

Step One (WPDM) - Collecting and Analyzing the Data

For the CBTO program, look at data collected related to needs assessment

1. Establish school committee
2. Define population
3. List students
4. Assess students
5. Identify needed changes in the high school and the community (sample questions)
 - Identify if there is a need for the program and the goals of the program
 - How will this program differ from the program(s) currently available in the high schools for students ages 18-21?
 - Which students should be targeted for this program (e.g., students who will exit with a certificate; those with previous experience in unpaid employment sites)?
 - How will families and students find out about the program?
 - Where will the program be located, and how will it be staffed?
 - How will the program accommodate the flux in numbers and supports needed as service needs increase?

Step Two (WPDM) - Goal Setting for Student Learning

Identify clear, measurable goals for the CBTO program

Once a need assessment is completed, it is important to establish clear, measurable goals. If you develop clear goals for the program, you will be able to determine if you are meeting the needs of students and accomplishing the intended goals of the program. Here are some examples:

"Every student in the program will participate in at least one community-based employment experience."

"Every student in the program will participate in at least one recreational activity in the community."

Step Three (WPDM) - Setting Content (Form D)

Program elements for the CBTO program

1. Independent living
2. Employment within the community
3. Transportation/mobility within the community
4. Social/communication skills across environments
5. Daily living skills/life skills
6. Self-determination/self-advocacy skills
7. Community recreation and leisure
8. Transition
9. Relationships with same-age peers
10. Adult service agency involvement

Step Four (WPDM) - Designing Action Plans

Action planning for the CBTO program

1. Create plan for changes in high school to move toward community participation
2. Create plan for changes to occur outside of high school for successful community participation
3. Identify strategies to remove barriers

Use action-planning form to set priorities, identify activities, person responsible, and completion dates.

Priority	Activity	Person Responsible	Date Completed
1.			
2.			
3.			
4.			
5.			

List resources and supports needed:

Effective communication plan:

- Who?
- How?
- When?

Step Five (WPDM) - Collaboration and Implementation

For the CBTO program, identify all collaborative partners including their roles/responsibilities always asking the question, who is not at the table? Use advisory committee to identify ways to share work. Start with logistics and topical workgroups, and share back with the larger community. Use community of practice strategies.

Step Six (WPDM) - Develop Ongoing Data Collection and Data Analysis (Formative Assessment)

Data monitoring for CBTO: Is the CBTO program operating as planned?

Whether you have established community service options or are just starting to set them up, you need to determine if the services being offered include what was planned. This involves keeping track of the activities and determining if you are providing the services and activities that are targeted in your goals. You may also want to keep track of activities staff undertake, the hours that staff work and the types of interagency efforts that are made. This information will help you determine at the end of the year if the CBTO program is operating as you originally planned. This information will also help you determine if you need to change the goals, add more staff, or identify more community linkages.

Keeping track of this information can also help you determine if you have met your goals. Have you met your goals? If not, do you need to change the goals? Reviewing your activities each year and determining if you have met established goals can help you monitor your successes/needs and prioritize the services you offer.

Program Impact: How does the CBTO program impact student outcome?

Develop a system that helps you collect evaluation data on an ongoing basis and allows you to compile it when needed. Creating a database or organizing a file for each student may make it easier for you to input and retrieve this information. You will also have to decide who is going to keep track of the information and determine a method for making sure the data is collected on an ongoing basis by everyone involved. Here are some examples of the type of information you want to collect:

- What type of community experiences are students accessing?
- How many hours are students placed in the community?
- Are supported work experiences available?
- How much support do the students need?
- Have functional skill levels increased?
- What type of self-determination activities do you provide to students?
- What happens to students after they exit the program?

Develop a system to monitor satisfaction with the CBTO program

In addition to identifying students' outcomes, it is important to consider other benefits and limitations of the program. Most service option evaluations include information from a variety of people, including students, their families, school staff, community personnel, employers, and adult service providers. In general, you are looking at their satisfaction with the program, what they would like to see changed, and other issues that should be considered during the next year of the program. You may want to develop a short questionnaire or ask participants in small groups the following questions:

- What do you like?
- What would you change?
- Would you recommend this to others? (Why or why not?)
- What do you perceive as barriers?

At some point you may need to justify continuation of the CBTO program. One way to approach this is to determine if the service option is cost-efficient to operate. Start by simply documenting the type and the amount of resources used in the CBTO program for the year. Include staff salaries, monies for materials and equipment, rental space, and transportation costs. Identifying the cost per pupil will most likely require expertise from administrators or researchers within your school system so you may want to include them on the advisory committee from the start. This is an issue that should ideally be discussed during your needs assessment. There may be someone in your school system that is familiar with cost-benefit analyses and be able to undertake this task for you. However, you may still want to keep track of the following information:

- How much time do you and your staff spend on program-related tasks such as planning, student support, employer contacts and instruction?
- How much time do you and your staff spend contacting parents, employers, and community adult service agencies?
- How much of your own personal resources have you used to support the CBTO program? (e.g., cell phones, pagers, car, travel expenses)
- How much of your budget did you spend on materials?
- How much of your budget is contributed by the community agencies?

Step Seven (WPDM) – Program/Service, Evaluation

- Does the program work?
- Plan next steps

Using the information from your CBTO evaluation efforts

Make sure the information you gathered on the CBTO will be used to document the successes, refine or expand, and determine next steps.

Have the advisory committee review the information and determine what, if any, changes should be made to the goals or operation. Your evaluation results should also be shared with key school administrators and other stakeholders (e.g., parent groups, funding agencies, etc.) to demonstrate its successes. Document not only the goals and objectives that were achieved, but also the ones that were not accomplished and why. Providing school administrators with both positive and negative feedback can provide them with a more realistic picture of how the CBTO program actually operates.

Remember to provide feedback to community agencies, employers, students, and families. They can use this information to make improvements. Feedback of information also communicates that you value their input, which fosters positive future working relationships. Publicize your efforts in the WSTI E newsletter or local newspapers.

It will be important to keep track of how and why CBTO evaluation results are used. When new service options or ventures are undertaken in education, it is important to identify why these efforts work, whom they serve, and if this is the most efficient way to use resources. Providing administrators and policy makers with this information is vital to securing more resources, staff, and administrative support for future CBTO efforts for students 18-21 with disabilities.

Using the Guide: Activity 10 – Review and Evaluate Progress

Included on pages 37-44 are evaluation tables, checklists and questions to assist the local district review and evaluate progress of the CBTO program. Use checklists and questions as needed to collect data to identify progress and support continuation of services and/or program

I. Collecting and Analyzing the Data

Look at data collected related to needs assessment. Check all that apply to your 18- 21 year old CBTO program/service:

Check yes if applies	Comments	Data Elements
		Established school committee
		A defined population exists. <input type="checkbox"/> An identified list of students <input type="checkbox"/> Individual Assessments for each student
		A needs assessment has been completed.
		There is an identified need for the program.
		Are students that will exit with a certificate targeted for this program?
		Students have experience in paid or unpaid employment sites.
		Parents are involved in the program.
		The program is located in the community. <input type="checkbox"/> What percentage? ___25%, ___50%, ___75%, ___100%
		Other

II. Goal Setting for Student Learning

Use the following questions to review the goals and objectives that have been established for the CBTO program.

_____(yes or no) Goals are defined and prioritized.

- Specific - What should be achieved?
- Measurable - How will you know if the goal has been reached?
- Action Plan - Which actions will you take to achieve the goals?
- Realistic - Are they achievable?
- Time Frame - By when?

List top 2 goals:

1.

2.

_____(yes or no) Objectives are in place and prioritized.

List top 3 priority objectives:

1.

2.

3.

Other

III. Program Content

Identify the following CBTO program and/or service elements. Provide or attach a brief description of services.

Element	Yes or No	Description
Independent living		
Employment within the community		
Travel ability— transportation/mobility within the community		
Social communication skills within the community		
Daily living skills		
Self-determination and self-advocacy skills		
Leisure and recreation within the community		
Transition		
Friendships with same- age peers		
Work with adult services agencies		
Family engagement		

IV. Action Plan

Answer the following questions related to your Action Plan. **Add** an explanation of program/services if needed.

Answer Yes or No		Description/Explanation
Yes _____	No _____	There is an action plan in place for the program/service.
Yes _____	No _____	The plan includes elements for needed changes in high school to move toward community participation.
Yes _____	No _____	The plan includes elements for needed changes to occur outside of high school for successful community participation.
Yes _____	No _____	Barriers to implement your plan have been identified and strategies to remove barriers are in place to move the program toward community participation.
Yes _____	No _____	An action plan exists that sets priorities and identifies activities, person(s) responsible and completion dates.
Yes _____	No _____	Needed resources and supports are listed.
Yes _____	No _____	A communication plan is in place.

V. Collaboration and Implementation

Identify or attach a list of all collaborative partners, including their roles/responsibilities and shared work

Name/Group Represented	Role/Responsibility Shared work	Contact Information Email/Phone
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

VI. Ongoing Data Collection and Data Analysis

Use the following questions to identify what ongoing data is being collected and used for data analysis.

Is the Program Operating as Planned?

Are the services and activities that are targeted in the program goals being provided?

How is the program staffed?

What types of interagency efforts are being made?

Do you need to change the goals of the program, add more staff, or identify more community linkages?

Do you review program activities each year and determine if you have met the goals established for the program?

Do you monitor program successes and needs and prioritize the goals of your program?

Can you determine at the end of the year if the program is operating as you originally planned? Include examples.

Program Impact: How Does your Program Impact Student Outcomes?

Do you collect information about students in your program that you can use in program evaluation?

Do you have a system that helps you track the information on an on-going basis and allows you to compile it when needed?

Do you have a database or file for each student and can you input and retrieve this information?

Who keeps track of the information and what is the method for making sure the information is collected on an ongoing basis? Possible examples:

- What types of classes do students participate in?
- What type of community experiences are students accessing?
- How many hours are students placed in the community?
- Are supported work experiences available?
- How much support do the students need?

- Have functional skill levels increased?
- What type of self-determination activities do you provide to students?
- What happens to students after they exit the program?
- Do students receive natural supports when they leave the program?
- Do students receive integrated employment?

Do you Monitor Satisfaction for Your Program?

Do you collect information regarding program satisfaction from a variety of people, including students, their families, community personnel, employers, and adult service providers?

What were the recommended changes to the program?

What other issues should be considered during the next year of the program?

Do you use a survey, a short questionnaire or ask participants in small groups the following questions:

- What do you like about the program or services?
- What would you change in the program and services?
- Would you recommend this program to others? (Why or why not?)
- What do you perceive as the barriers to achieving the goals of the program?

Do you document the type and the amount of resources used in your program for the year?

Do you keep track of the following information?

- How much time do you and your staff spend on program-related tasks such as; planning, student support, and instruction?
- How much time is spent by you and your staff contacting parents, employers, and community adult service agencies?
- How much of your own personal resources have you used to support the program? (e.g. cell phones, pagers, car, travel expenses)
- How much of your budget did you spend on materials?
- How much of your budget is contributed by the community agencies?

VII. Program Evaluation

Use the following questions to identify how the program is working and what are the next steps.

- Can you answer the question: Does the program work?
- What is the plan for next steps?

Using the Information from Your CBTO Evaluation Efforts

What information gathered will be used to document the successes of the program and to refine or expand and determine next steps of program efforts?

Have you met with your advisory committee to review the information and determine what (if any) changes should be made to the goals or operation of the program?

Have you shared program evaluation results with key school administrators and other stakeholders (e.g., parent groups, funding agencies, etc.) to demonstrate the successes of the program?

Were the goal and objectives documented, not only those that were achieved, but also the ones that were not accomplished and why?

Have you provided feedback to community agencies, employers, students, and parents?

WE WANT YOUR FEEDBACK

For additional information, effective practice suggestions, and/or ideas to improve this guide, please call or email Wendi Dawson, WSTI Grant Liaison at DPI regarding the CBTO program, 608-266-1146, wendi.dawson@dpi.wi.gov.

1. What do you like about the guide?
2. What would you change in the guide?
3. Would you recommend this guide to others? (Why or why not?)
4. Do you have added services or a program for 18-21 year old students with disabilities to share? If yes please include contact information.

Community-based Transition Options (CBTO)



THANK YOU

We sincerely thank you for reviewing and/or using this guide. The guide is a stepping-stone to building a program or service within your district to meet the individualized needs of your students and create a framework of discovery of community possibilities. Primary authors of the guide include Steve Gilles, Consultant and Sandy Berndt, Consultant.

APPENDIX

Appendix 1

CBTO Transition Elements

Program Elements	Possible Element Components	New	Developing (First year)	In Place (beyond one yr)
1. Independent Living	<ul style="list-style-type: none"> • Community living options considered • Access to resources (adult services ILC, ADRC, DVR) • Funding identified • Meal planning • Domestic skills • Medication management • Money management • Vulnerability to others 			
2. Employment within the community	<ul style="list-style-type: none"> • Integrated employment options • Functional vocational assessment (SOP) • Cost sharing resources across agencies • Funding for paid employment experiences • Volunteering in the community • Job coaching 			
3. Travel ability Transportation/mobility within the community	<ul style="list-style-type: none"> • Systemic instruction on using transportation options • Mobility instruction • Problem solving when difficulties occur (Clear back-up plans) 			
4. Social communication skills within the community	<ul style="list-style-type: none"> • Instruction • Use of environmental inventories • Functional behavior assessments • Functional academics • Social skills/social stories • Communication devices • Coping strategies for anger/frustration 			

Appendix 1

CBTO Transition Elements

5. Daily living skills/life skills	<ul style="list-style-type: none"> • Using natural supports • Self-care skills/grooming • Personal safety • Vocational skills • Teaching across environments • Teaching skills in natural environments 			
6. Self-determination and self-advocacy skills	<ul style="list-style-type: none"> • Instruction in self-advocacy skills • Instruction outside the school setting • Full participation in inclusive settings • Using person-centered planning models • Time of special education teacher to coordinate curriculum with school programs and community agencies. Common planning time built into day 			
7. Leisure and recreation within the community	<ul style="list-style-type: none"> • Social connections within the community into the students' daily schedules. • Participation in community activities • Training and support to access community activities • Use of interest inventories to determine training. Look over previous transition assessments and go from there. 			
8. Transition	<ul style="list-style-type: none"> • Customized employment process (for more information go to www.dol.gov/odep/topics/CustomizedEmployment.htm) • Understanding measurable postsecondary goals • Service coordination across agencies • Funding shared among schools and adult service agencies 			

Appendix 1

CBTO Transition Elements

9. Friendships with same-age peers	<ul style="list-style-type: none"> • Appropriate greetings/salutations • Initiating, maintaining, and ending conversations • Initiating social outings • Anger management • Understanding the importance of group dynamics and being considerate of others • Develop/join a social club 			
10. Work with adult service agencies	<ul style="list-style-type: none"> • DVR • ADRC • Family Care, IRIS • DD county services • Mental Health professionals 			

Use the above chart to identify elements of your 18-21 year old CBTO program.

Check **New** if a program is just started.

Check **Developing** if a program existed for one year.

Check **In place** if the program has been in place for more than one year.

Next steps:

Need for additional administrative support:

Appendix 2

Effective Practice and Solutions to Remove Barriers to CBTO Development

Issue	Barrier	Solution
Administrative Support	<ul style="list-style-type: none"> • Lack of outward support by administration • Lack of time to do job 	<ul style="list-style-type: none"> • Involve administrator on advisory committee • Establish ongoing communication with director of special education • Use and share data regarding program results • Discuss with school board
Funds Available	<ul style="list-style-type: none"> • Cost of community programs 	<ul style="list-style-type: none"> • Form a collaborative with other school districts to share costs • Look for grants and community resources • Fundraising • Collaborate with adult service agencies • Team with business
Community Options	<ul style="list-style-type: none"> • No public transportation • No employment experiences available in community • Little choice of leisure and recreation 	<ul style="list-style-type: none"> • Use Community Assessment tool. Neubert and Moon 2006, University of Maryland, Department of Special Education. Lists questions to identify organizations services and contact information • Appeal to the school board for support to meet transportation issues • Contact Division of Vocational Rehabilitation (DVR) or other adult service agencies • Use the Wisconsin Statewide Transition Initiative (WSTI) website. www.wsti.org. Use county information to contact resources and supports
Time to work and collaborate	<ul style="list-style-type: none"> • Not enough time to work with individual students in the school and community • Lack of consistent curriculum • Lack of time in daily schedule to team 	<ul style="list-style-type: none"> • Use the Transition Coalition as a resource. www.transitioncoalition.org • Use para educators and parents to support scheduling a time • P.A.C.E. is a two-year, post-secondary certificate program offered by the acclaimed National College of Education (NCE) at National-Louis University (NLU). The program, located at the new NLU campus in Skokie, Illinois, is designed to meet the transitional needs of students with multiple learning disabilities. http://www.nl.edu/pace/ • Project 10 transition network University of Florida the Sting Ray Project 727-873-4661, is a university college community based collaborative program which offers young adults with cognitive disabilities ages 18-22 placements in post-secondary education. • Build collaboration times in to weekly schedule

Appendix 2

Effective Practice and Solutions to Remove Barriers to CBTO Development

Parent Awareness	<ul style="list-style-type: none"> • Families unaware of options • Few resources and supports available 	<ul style="list-style-type: none"> • Use parent organizations • Department of Public Instruction, (DPI) website. http://sped.dpi.wi.gov/sped_parent • Transition Improvement Grant (TIG) website. http://www.wsti.org • Contact DVR, Aging and Disability Resource Center (ADRC), managed care organization, or IRIS, for information • Parent liaison • Open house
Professional development for teachers and staff	<ul style="list-style-type: none"> • Lack of awareness of professional development options and Website supports 	<ul style="list-style-type: none"> • The Community Transition Program :Experiences starting a community-based program for students aged 18-21, Dr. Jim Martin. http://transitioncoalition.org/transition/section.php?pageId=72 • Use WSTI calendar of events and E-news letters • Attend the Transition Academy. Registration information available from http://www.wsti.org • Zarrow Center for Learning Enrichment University of Oklahoma http://www.ou.edu/content/education/centers-and-partnerships/zarrow.html
Interagency Coordination	<ul style="list-style-type: none"> • Inconsistent message for adult service agencies • Constant changes in timelines/services offered 	<ul style="list-style-type: none"> • Use State Interagency Agreement among DVR, DPI, DHS, including the Transition Actions Guide (TAG) that describes roles and responsibilities of agencies. http://dwd.wisconsin.gov/dvr/pdf_files/dpi_interagency_agreement.pdf • Transition Action Guide. http://dwd.wisconsin.gov/dvr/pdf_files/tag.pdf
All of the above		<ul style="list-style-type: none"> • WSTI professional development module listing effective transition planning of students with moderate to severe disabilities. www.wsti.org • Tips for Transition, Division of Career Development and Transitions, 2009, University of Kansas, Transition Coalition • National Secondary Transition Technical Assistance Center (NSTTAC) http://www.nsttac.org/ • Summary of Predictors of Post Secondary Success, Categories, Outcome Areas, Levels of Evidence and Descriptions. http://www.nsttac.org/ebp/PredictorResources.aspx • Wisconsin Post High School Outcomes Survey. www.posthighsurvey.org

	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
Independent Living										
Home	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Supported Living Site	Y		N	N	N	N				N
Respite	Y		N	N	N	N			Y	N
Funding Identified	Y	Y	Y	Y	Y/N	Y/N	Y	?	Y	Y
Selecting Living							N	N	N	
Review a Lease			N			N	N	N		
Using Internet/Newspaper						N	N	N		
Review Insurance						N	N	N		
Making Appointments			N	N	N	N	N	N		
Medical History				Y/N	N	N	N	N		
Community Employment										
Integrated Options					N	N	N	N		
Voc. Assessment		Y		Y	Y		Y		Y	
Voc. Community Assessment			Y	Y						
Supported Employment Eval.	Y		Y	Y						
Cost Sharing	Y		Y	Y	N		Y		Y(I)	
Funding for Paid			Y	N	N	N			N	
Volunteer	Y	Y	Y			Y			N	N
Northwoods				Y				N		
VARC										
MARC										
Job Shadowing		Y		N	N	N	N	N		

	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
Community Employment Cont.										
Supervised Work Experience	Y	Y		N	N	N	Y	N	N	
Mentor Program					N					
Internship Program										
Co-op										
Interviewing Skills	Y/N	N	N	N	N	Y	N	N		
Job Site Visit/Tours					N	N	N	N	N	
Write/Update Resume		N	N	N	N	N	N	N		
Applications		N	N	N	N	N	N	N		
Job Search(Internet/News)			N	N		N	N	N		
Speakers										
Portfolio/Update					N	Y				
Interest Inventory				N	N			N		
Travel/Transportation										
Driver's Education							Y	Y		
Wheelchair Access.									N	
Bike	Y			Y/N		N				
Bus	N		N	N	N	N		N	N	
Taxi	Y		Y		N	Y		N		
Mobility Instruction	N	N								
Problem Solving		N		N	N	N				
Plan a trip	N	N	N	N	N	N	N	N	N	N
Driver's Readiness			Y	Y	Y	N				

	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
Social Communication										
Instruction	N			N	N	N	N	N		
Environmental Inventories	N			N	N	N	N	N		N
Functl. Behavior Assessment										
Social Skills	N	N	N	N	N	N	N	N	N	
Express Opinions/Needs	N	N	N	N	N	N	N	N	N	
Daily Living Skills										
Bathing	M	M		M			M	M		
Dressing					M		M	M	M	
Laundry		N				N				
Meal Planning				N	N	N			N	
Cooking	N	N		N		N				
Grocery Shopping	N	N		?	N	N		N		N
Personal Shopping	N	N	Y	N	N	N	N	N		N
Banking	Y		Y	?	N	Y		N		
Budgeting			Y	N	N	N		N		
Personal Safety	N	N	N	N	N	N	N	N	N	
Nutrition				N		N			N	
Packing a lunch	N	N	Y	Y	Y	Y				
Public Utilities			N			N	N	N		
Post Office			N	N	N	N	Y	Y		
DMV			M	M			Y	M		
Theaters	N	N	N	N	N	N	N	N	N	N
Library	Y	Y	Y	Y	Y	Y			N	N

	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
Daily Living Skills Cont.										
Schedule Appointments		N	M	N	N	N	N	N		
Sexual Education/Parenting	N	N	N	N	N	N	N	N	N	
Drug/Alcohol Awareness	N	N	N	N	N	N	N	N		
Time Management	VOC.	Y	Y	M	N	Y	Y	Y		
Self-Determination										
Self-advocacy Instruction	N	N	N	N	N	N	N	N	N	
Person-Centered Planning			Y	Y	Y				Y	
Understanding Rights	M	M	M	M	M	M	M	M	M	
List of Emergency Contacts	N	N	N	N	N	N	N	N	N	N
Explore Cell phone options			Y	N	M	N	N	N		
Cell/Internet Safety		N	N	N	N	N	N	N	N	
Leisure and Recreation										
Martial Arts					Y	Y		N		
Fitness Center	Y	Y	Y	Y						
Special Olympics Bowling	Y		Y	Y	Y	Y			Y	
Special Olympics B-Ball				Y						
Community Center	Y/N	N	N	N		N			Y/N	Y/N
Interest Inventories					N	N		N		
Other Comm. Activities	M	M	M	M	M	M	M	M	M	M

	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
Friendships										
Appropriate Greetings	N		M	Y	N		N	N	N	
Appropriate Conversations	N	N	N	N	N	N	N	N	N	
Anger Management	N		N	M	N	N	Y	Y	N	
Group Dynamics	N	N	N	Y	N	N	N	M	N	N
Related Services										
Speech & Language	Y	Y	Y		Y	Y			Y	
OT									Y	Y
PT									Y	Y
Adult Service Agencies										
DVR	Y		Y	Y	Y	Y	Y	Y		
ADRC	Y	Y	Y	Y	Y	Y				
IRIS			Y	Y	?				Y	
Family Care	Y	Y			?	Y?				
Social Security	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Postsecondary Education										
Explore options	N		N			N	N	N		
Site Visit options	N		N	N	N	N	N	N	N	N
Plan for Option of Choice			N			N	N	N		
Financial Aid			N			N	N	N		
Shadow Classes/Student			N			N			N	
Identify Accom./Supports			N			N	N	N		
Trans. Mtg. Dis. Services			N			N	N	N		
Discuss disability and needs		N	N	N	N	N	N	N		

Student Name: _____

Senior Year: _____

Person(s) completing this survey:

Please look over the following possible elements of your child’s 18-21 year old programming and select 2-3 areas of focus that are important to you and your young adult. Feel free to make comments or present new ideas not listed. This survey is intended to begin dialog within the IEP team as we work to develop a program that is appropriate for your child after he/she has completed the graduation requirements of the high school either by credit or by IEP.

Thank you for your time and efforts as you participate in this planning process.

Independent Living

Additional Comments

	Community living options considered	
	Access to resources (adult services ILC, ADRC, DVR)	
	Funding identified	
	Meal Planning	
	Domestic Skills	
	Medication management	
	Money management	
	Vulnerability to others	

Employment within the Community

Additional Comments

	Integrated employment options	
	Customized employment process *	
	Understanding measurable postsecondary goals	
	Service coordination and cost sharing across agencies	
	Functional vocational assessment (SOP)	
	Funding for paid employment experiences	
	Volunteering in the community	
	Job Coaching	

*For more information, go to www.dol.gov/odep/topics/CustomizedEmployment.htm

Travel Ability, Transportation/Mobility within the Community

Additional Comments

- Systemic instruction on using transportation options
- Mobility instruction
- Problem solving when difficulties occur (back up plan)

Social Communication Skills within the Community

Additional Comments

- Instruction
- Use of Environmental Inventories
- Functional Behavior Assessments
- Social skills/Social stories
- Communication devices
- Coping strategies for anger/frustration

Daily Living Skills/Life Skills

Additional Comments

- Use of natural supports
- Self-Care skills/grooming
- Personal Safety
- Vocational skills
- Teaching across environments
- Teaching skills in natural environments

Self-determination and Self-advocacy Skills

Additional Comments

- Instruction in self-advocacy skills outside school setting
- Full participation in inclusive setting
- Using person-centered planning models

Leisure and Recreation within the Community

Additional Comments

- Social connections with the community into student's daily schedules
- Participation in community activities
- Training and support to access community activities

Friendships with Same-age Peers

Additional Comments

- Appropriate greeting/salutations
- Initiating, maintaining, and ending conversations
- Initiating social outings
- Anger management
- Domestic Skills
- Understanding the importance of group dynamics and being considerate of others
- Develop/join a social club

Working with Adult Service Agencies

Additional Comments

DVR

ADRC

Family Care, IRIS

DD county Services

--

Connections to postsecondary training and/or education

Appendix 5
Community Assessment

Dates of Assessment _____

Compiled by _____

City/County/Community _____

The headings in *Community Assessment* are aligned with postsecondary outcomes specified in the definition of transition services from IDEA 2004. In addition, transportation is included to encourage optimal independence for students with disabilities

Student Identification Information:

Name _____

Telephone(s) # _____

Email Address _____

Mailing Address _____

Appendix 5

Postsecondary Goals:

Training/Education

Employment

Independent Living

1. Community Resources

(List organizations/businesses, services/activities, website/telephone number, and address)

1A. Recreational Resources

Parks and Recreation Services

YMCA, Gym Facilities

Community Theatres/Arts Facilities

Museums, Local Attractions

Movie Theatres

Libraries

Shopping Centers and recreational technical college classes-ex. arts and crafts

Other

1B. Community Support Resources/Charitable Organizations

1C. Consumer Resources

Medical Services

Health Services Social

Services Grocery

Stores Banks/Credit

Unions Housing

Other

Appendix 5

2. Services for Individuals with Disabilities

(State and/or local name, services, website/telephone number, and address)

2A. Vocational Rehabilitation

2B. County Services

2C. Mental Health Services

2D. Social Security Benefits Office

2E. Local Adult Service Providers (Not for Profit Agencies)

2F. Other

3. Employment Resources

(List organization/business, type of services, contact information, and website/telephone)

3A. Sources for Job Openings

One-Stop Career Center/Job Centers

Local Newspapers

Websites for Community or State Listings Employment Offices

Vocational Rehabilitation

Secondary Work-Experience Teachers

Chambers of Commerce

3B. Examples of Businesses within a 5-mile radius of the student's home

3C. Community Adult Service Providers:

Which of the adult service providers (identified in 2E) fund individual job coaching?

Which of the adult service providers (identified in 2E) fund supported employment?

Appendix 5

<u>4. Postsecondary Education, Vocational Education, Adult and Continuing Education</u>		
Type	Programs/Activities	Website or Telephone
4A. Programs or Services for Students Ages 18-21 Funded by Local School Systems		
4B. Community College		
4C. Colleges or Universities		
4D. Continuing Education (Local School System) or Community Centers		
4E. Continuing Education (Community College)		
4F. Public Career-Technical Schools		
4G. Private Career-Technical Schools		
4H. Apprenticeship Programs		
4I. Other		

Appendix 5

5. Independent Living

(List name or organization that provides residential services and website/telephone)

5A. Agencies

Social Services

Department of Housing

Developmental Disabilities

State Medicaid Waivers

Other

5B. Which of the adult service providers (identified in 2E) provide residential options or services to support individuals with disabilities to live independently?

1. Transportation Information

What type of transportation is available to and from employment and community resources?

Start your search on the Internet. Using Google, type city, county, or state and special transportation (also try para transit or specialized transportation for people with disabilities).

Useful Websites:

6A. Public Transportation (attach appropriate information)

(If public transportation is available, please attach appropriate schedule.)

Transportation Option	Yes	No	Website or Telephone Number	Special Fare? Vouchers?
Bus				
Special Public Bus				
Special Public Van				
Para Transit Options (State/county government)				
Other				
How does the student access special services and or fares?				

Appendix 5

6B. Taxi Service

Company	Telephone number	Accommodations or Special Services Voucher Programs

How does the student access special services and or fares?

6C. Other Transportation Services (e.g., carpools)

Appendix 6

Key Questions Assessing In School Transition Services

Sample Questions

General Transition Questions

- When a student turns 14, how does the district provide transition planning services specifically designed to help the student move from high school into work and/or postsecondary education and training opportunities?
- How are social skills which will lead to successful work, education, and training situations taught and incorporated into the curriculum?
- How are self-advocacy and self-determination skills taught and incorporated into the curriculum?
- How do families and youth actively participate in the decision making process relative to identifying post-school goals for education and/or training, employment, and independent living?

Graduation and Dropout Questions

Evaluate the overall graduation and dropout rates for youth with disabilities from your school/district.

- What do you think contributes to the graduation and dropout rates?
- Are some groups of students (i.e., gender, disability groups, race/ethnicity, or age) graduating or dropping out of school at a higher rate?
- What types of classes (academic/vocational) do students who graduate from high school typically take while in high school?
- If you compare the classes taken by students who graduate to classes taken by students who drop out, is there a difference?
- What district-wide policies and/or procedures contribute to students with disabilities graduating from high school? What barriers exist?
- What district-wide policies and or procedures contribute to students with disabilities dropping out of high school?

Appendix 6

Competitive Employment Questions

- Is career awareness part of the curriculum?
- Are job-related social skills part of the curriculum?
- Is job training part of the curriculum?
- How does the district support paid work-based learning opportunities for youth with disabilities while they are in high school (e.g., provide Carnegie unit credit, provide transportation to and from worksites, etc.)?
- What unpaid work-based learning opportunities are available to youth with disabilities while they are in high school?
- Is there a district-wide effort to provide career and technical education courses to youth with disabilities in high school?
- What career and technical education courses are available? Are youth with disabilities enrolling in these classes? Are youth with disabilities successfully completing these classes?
- How does the district provide professional development training to help career and technical educators work successfully with students who have diverse needs?
- How are youth and their families informed about postsecondary employment programs?
- Are youth and their families active participants in the decision making process relative to identifying post-school goals for employment?

Postsecondary Education/Training Questions

- How are youth with disabilities provided specific opportunities to learn about a variety of post-high school learning opportunities, including vocational and training programs, trade schools, community and adult learning programs (i.e., not just 2- or 4-year colleges)?
- How are youth and their families informed about postsecondary education/training programs?
- What professional development opportunities has the district provided to help school counselors, and general and special education high school teachers: (a) recognize the barriers and challenges some youth with disabilities face, and (b) develop the skills to help youth with disabilities make a successful transition to postsecondary education or training settings?



Wisconsin Department of Public Instruction
Tony Evers, PhD, State Superintendent