

# 4+ Services Review & Update

Secondary Transition – February 2020



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# Transition Basics

## **Transition planning begins by age 14**

- Based on age-appropriate transition assessments
- Ongoing development/refinement of transition planning throughout the students high school career
- Should NOT wait until student's senior year
- Needs may be addressed in many ways and in many locations
- One answer is not right for every student

## A quality transition IEP includes:

- Transition assessments to determine student needs, interest and preferences
- Goals/services for each of the transition areas (living, learning, working) that are aligned to the results of the transition assessments and the student's postsecondary expectations (PSEs)
  - Document if there is not a need in a specific area
- Course of study that aligns to transition assessments and PSEs
- Linkages to the student's next environment (e.g., IVRS, disability services on a college campus, long term supports through an adult services agency)
- A plan for data collection and progress monitoring



## **Transition assessments should include:**

- Information about the student from multiple sources – student, family, teachers
- Formal and informal assessments – could ask IVRS for help with any assessments related to employment


## **Results of transition assessments should:**

- Be used to create and inform goals and services related to PSEs
- Assist in the development of transition services



# IEP Team Decisions

- All placement decisions are made by the IEP team, not by any one person
  - If someone on the team has a strong feeling about placement, ensure that person will be in attendance at the meeting
- Determine all student needs then determine how and where those needs will be met
- Once a decision is reached, it cannot be reversed without another IEP meeting
- Decisions about placement for services and supports need to be included in the Prior Written Notice (PWN)
  - Describe placement decision and reason for that decision
  - List all other options that were considered and describe why the team decided against each one

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- A decorative graphic consisting of a blue circle in the top-left corner and a vertical blue bar extending downwards from its bottom edge, set against a dark blue background.
- An IEP team must use the following to inform the need for 4+ services:
    - Student's Present Levels of Academic Achievement and Functional Performance (PLAAFP)
    - Results of student's transition assessments
    - Student's post-secondary expectations
    - Student's status within the course of study

# When should a 4+ program on a CC campus be considered?

## Three reasons:

- The student will go on to college, but her or his learning characteristics and generalization skills necessitate time in the actual setting to be successful.
- The student will go on to college, but needs to learn specific study/accommodation skills in the actual setting.
- The student may not be successful independently at a college setting, but with support he/she will gain specific career and technical skills that will provide for a stronger employment outcome.

# Nine 4+ Programs on CC Campuses Around the State

ACCESS – Eastern Iowa CC, Mississippi Bend

RISE – Indian Hills CC, Great Prairie

SAVE – Iowa Lakes CC, Prairie Lakes

SPAN II – NW Iowa CC, Northwest

STEP – Southeast CC, Great Prairie

STRIVE & STRIVE Academy – DMACC, Heartland

SUCCESS – Western Iowa Tech CC, Northwest

VITAL – Kirkwood CC, Grant Wood



# Review – What 4+ Services ARE

## Definition

- Secondary services
- Intended to fulfill unmet needs as identified in the student's IEP
- Provided through the district's continuum of services
- Located in a variety of settings
  - High school setting
  - Alternate location in district
  - In the community
  - On a community college campus

# Living Scenario

- Student has unmet needs in the area of living (e.g., needs assistance in independent living skills such as cooking, taking care of personal hygiene needs)
- Where can these needs be met?
  - LEA provides Specially Designed Instruction (SDI) to assist in obtaining these skills
  - 4+ program on CC campus may have assistance in a dorm situation
  - Supported community living (SCL) options in the community where the student will live
- IEP considers all options available and makes the decision that best fits the situation



# Learning Scenario

- Student has unmet needs in an academic area (e.g., reading, math)
- Where can these needs be met?
  - LEA could provide additional academic instruction
  - 4+ program on CC campus could provide the instruction and services
- IEP team considers all options available and makes the decision that best fit the student's needs

# Working Scenario

- Student has unmet needs in the area of working
- Where can these needs be met?
  - LEA could provide work experience services
  - 4+ program on CC campus could provide training related to the career of the student's choice
  - School district could contract with a Community Resource Program (CRP) or connect with Vocational Rehab (IVRS)
- IEP team considers all options available and makes the decision that best fits this student

# Review – What 4+ Services are NOT...

- College programs
- Only located on a college/community college campus
- Based on a decision made by one person
- Provided to students who have graduated
- Provided for a pre-determined length of time
- Provided for the purpose of earning postsecondary credit, a certificate or degree

# Responsibilities of the Local Education Agency


## 4+ Services Are Part of the District's Secondary Program

- 4+ services are IEP-driven so student cannot graduate prior to receiving these services
- LEA continues to have responsibility for the IEP
- IEP team develops the IEP, including goals and ensures FAPE
  - Comprehensive
  - Individualized, based on student need and postsecondary expectations (PSEs)
  - Progress monitoring and data collection
- Provided when:
  - The student needs them
  - For as long as the student needs them
  - As long as the student is eligible for special education services

# Financial Considerations

## Financial Implications for the LEA

- 4+ services are one option of the district's secondary program
- Must ensure the IEP is completed and appropriately implemented
- IEP team determines the goals and services
- Not appropriate to change the IEP to match a program
- Not appropriate to change the student's financial weighting based on service costs

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- Cost for books, supplies and other materials to provide FAPE must be covered by the district
    - Must be a direct connection between the costs and the IEP
  - Books, supplies and other materials purchased by the district are the property of the district
  - General supplies are the responsibility of the student, the same as for students without disabilities
  - District has responsibility for transportation to location of program unless:
    - Student is open-enrolled
    - Districts opts to cover the living cost for the student on campus in lieu of providing transportation
    - This is a district decision



## Residential costs, if applicable


- If 4+ services are being provided at a community college, living on campus is a student choice and parent cost with 2 exceptions
  - Specially designed instruction related to living skills are necessary according to the IEP and residential costs are necessary to provide FAPE
  - The program is too far away from home, as determined by the district, for the student to return home daily

# Responsibilities of 4+ Service Providers

- Ensure individualized student's IEP is implemented as it is written, including services, supports and linkages
- Notify IEP team if there are concerns about student's goals, services or supports as they are currently written in the IEP
- Ensure progress monitoring is being documented as outlined in the student's IEP
- Take part on the IEP team

# IEP-related Concerns

- IEPs did not always appear to be individualized
  - All students in a program had the same testing and classroom accommodations
  - All students had the same number of SDI minutes
  - All students were receiving tutoring
- Linkages to support transition to next environment were missing or hard to connect
- Progress monitoring data was sporadic or missing
- Rubrics used to monitor progress not always included as part of IEP
- Services, supports or activities for each identified need were not always described
- Annual goals did not always appear to represent skills/behaviors that aligned to student assessment

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- Changes made to goals/services with no supporting evidence documented
  - Accommodations did not appear to have been reviewed and/or updated as student goals/environments changed
  - Room and board provided without:
    - Documented need of living goal; or,
    - Documentation of district decision to provide room and board due to distance from home district

# Contract-related Concerns

- Student names not included on contracts
  - Multiple students from the same district can be included on the same contract rather than a separate contract for each student
  - Student name(s) need to be included on the contract
- Items specific to a program (e.g., purchased services) listed but no detail provided

\*\*Reminder: Sample contract available [here](#)

# Contract checklist

Description	Included in contract
Student name(s)	
District name	
Community College name/Name of Program	
Process outlined for progress monitoring	
Room & board delineated, if applicable	
Transportation delineated, if applicable	
Specific and/or purchased services delineated, if applicable	
Conditions for payment outlined	


# Invoice-related Concerns

- “Professional costs” did not show the breakdown of costs for salary and benefits of staff
- No breakdown of costs provided by the community college to the districts they invoiced
  - Providing this information to the district allows them to then code the costs correctly when reporting to the DE

# Invoice checklist

Line Item Description	Line Item on Contract
Individualized invoice for each student	
Tuition costs	
Salary/benefits of program staff	
Room & board, when applicable	
Individualized costs (e.g., translator), detailed description needed	



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As a reminder, a state guidance document and webinar can be found [here](#).

**Questions?**

