

Background

There are five College/Career measures in the Student Information Systems reported to CALPADS for all students and the following two measures from SIRAS are reported to CALPADS for the End-of-Year (EOY) 4 data submission, which were updated in [CALPADS Flash #174](#) on 4/1/20.

- **Transition Work-Based Experience** is the new name for Workability I Work-Based Learning Program Completion Indicator
- **Transition Classroom-Based Work Exploration** is the new name for Department of Rehabilitation Student Services Work-based Learning Program Completion Indicator

Data from these indicators *may be* attributed to the College/Career Indicator (CCI) on the CA School Dashboard in the future. The intent of the measures is to document work-based learning activities for students with IEPs while they are in high school. The new names arrived with new definitions of work-based experience and classroom-based work exploration, designed to mirror the accountability measures which are currently part of the College/Career Indicator.

Both measures are cumulative for each student since entering 9th grade and reported in SIRAS for students as 9th, 10th, 11th and 12th graders. Once a student has a 'Yes', on a measure, 'Yes' will be reported for each subsequent year until the student leaves high school. This year (2019-2020), these measures are optional. Check with your Reporting LEA for local guidance.

Transition Work-Based Experience

An indication of whether or not a student successfully **completed a minimum of 100 hours of work-based learning since entering 9th grade** of a program for students with disabilities on an individualized education program (IEP) that offers students work-based learning experiences that develop knowledge and job skills, in compliance with the Fair Labor Standards Act (FLSA) requirements.

These include one or a combination of the following:

- **Work-Based Learning:** Participation in community-based experiences that develop knowledge and job skills through service learning and workplace mentoring experiences. Students may earn entry job certifications/permits (e.g., food handler's permit, forklift operations permit) preparing them for competitive integrated employment (CIE).
- **Employment/Work Experience:** Assists the student to obtain subsidized/unsubsidized work, and on-the-job training experiences.
- **Job Retention:** Provides training on maintaining, upgrading, and leaving employment.
- **Job Coach:** Provides support and assistance either on or off the job. For example, teaching or support for job tasks.

Current year hours may be added to hours in previous school years to determine whether this indicator was met or not. A "Y" indicates the student has completed employment experience (one or more of these activities total a minimum of 100 hours). An "N" indicates the student has not completed 100 hours of employment experience since entering 9th grade.

Transition Classroom-Based Work Exploration

An indication of whether or not a student **successfully completed the equivalent of 4 courses of college and career exploration/preparation designed to prepare a student with an IEP for employment and independent living since entering 9th grade.**

These include a combination of the following:

- Career Awareness/Exploration Activities: Provides opportunities to engage in activities that increase knowledge of career options and enhance informed decision making (e.g., career fairs, tours, job shadowing and use of technology to explore choices).
- Post-Secondary Education Planning: Instruction/counseling/guidance that supports career decision making. This includes using student interest, abilities, and goals to develop a course of study, which culminates in an individualized education/career plan.
- Career Preparation/Job Search: Provides job readiness – basic job skills (soft skills, 21st Century Skills, SCANS skills), such as seeking and obtaining CIE, developing applications, interviewing, creating and updating resumes, maintaining a portfolio, using labor market information, utilizing social media responsibly to search and apply for employment opportunities.
- Career/Vocational Assessments: Provides formal and/or informal Career assessment which help students identify post-school career interests, abilities and goals.
- Curriculum Integration of Work-Readiness Skills/Contextual Learning: Career curriculum integration: Common core college/career readiness instruction integrated with career development and work-readiness, including soft skills.
- Destination/Transportation Training: Training to use transportation resources, and support student independence (including use of public transportation and/or obtaining driver's license).
- Life Skills/Independent Living: Training in the use of community resources, domestic skills, money management, finding and maintaining housing, identification of post-school support. Training may include benefits planning.
- Family Participation & Support of Transition: Involves and trains parents/family and supportive adults to support and mentor youth as they transition. This includes knowledge of disabilities, accommodations, rights and access to programs and services.

The courses may have been completed during any grades 9 through 12. Current year courses may be added to courses completed in previous school years to determine whether this indicator was met or not. A “Y” indicates the student has completed the equivalent of 4 courses since 9th grade. An “N” indicates the student has not completed 4 courses since 9th grade.

This help sheet will cover how to use SIRAS to track Work-Based Learning activities and how to record the Work-Based Learning Measures in SIRAS.

Tracking Work-Based Learning in SIRAS

The activities that fulfill the requirements of these measures can be documented using the Service Log in SIRAS. Some are IEP services and some are not. Some are provided by school staff and/or agency support. It is important for the case manager/teacher to document these activities. SIRAS created menu options in the Service Log that coordinate with the activities required for each indicator.

Transition Work-Based

- Community Work-based instruction
- Employment/Work Experience subsidized/unsubsidized
- Job Retention Support
- Job Coaching

Transition Classroom-Based

- College/Career Exploration/Preparation Course (quarter)
- College/Career Exploration/Preparation Course (trimester)
- College/Career Exploration/Preparation Course (year-long)

Service	Goals	Type	Progress	Date/Time	Duration
Specialized Academic Instruction - 330		Work-based instruction on the school campus (SAI or Transition services)		1/8/2019 12:00 PM-1:00 PM	1 hour
Specialized Academic Instruction - 330		Work-based instruction on the school campus (SAI or Transition services)		1/15/2019 11:00 AM-12:00 PM	1 hour
Career Awareness - 840		Work-based instruction in the community (SAI or Transition services)		2/5/2019 12:00 PM-1:00 PM	1 hour
Specialized Academic Instruction - 330		Work-based instruction in the community (SAI or Transition services)		2/19/2019 12:00 PM-1:00 PM	1 hour
Specialized Academic Instruction - 330		Subsidized (not placed by DOR) placement in competitive integrated employment (min wage or higher)		3/5/2019 12:00 PM-1:00 PM	1 hour
					Total: 5 hours

These activities *may be* associated with IEP services or supported by the programs from your local Department of Rehabilitation or Regional Center.

330	Specialized Academic Instruction: Adapting, as appropriate, to the needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children. (34 CFR 300.39(b)(3))
820	College Awareness Preparation: College awareness is the result of acts that promote and increase student learning about higher education opportunities, information and options that are available including, but not limited to, career planning, course prerequisites, admission eligibility and financial aid.
830	Vocational Assessment, Counseling, Guidance, and Career Assessment: Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions. (Title 5 §3051.14).
840	Career Awareness: Transition services include a provision in paragraph (1)(c)(vi), self-advocacy, career planning, and career guidance. This comment also emphasized the need for coordination between this provision and the Perkins Act to ensure that students with

	disabilities in middle schools will be able to access vocational education funds. (34 CFR-§300.29).
850	Work Experience Education: Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree. (34 CFR 300.26)
855	Job Coaching: Job coaching is a service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled, and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance
860	Mentoring: Mentoring is a sustained coaching relationship between a student and teacher through on-going involvement and offers support, guidance, encouragement, and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal as in planned, structured instruction or informal that occurs naturally through friendship, counseling and collegiality in a casual, unplanned way.
865	Agency Linkages (referral and placement): Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as Title I of the Rehabilitation Act of 1973 (vocational rehabilitation), Title XIX of the Social Security Act (Medicaid), and Title XVI of the Social Security Act (supplemental security income). (34 CFR §613).
870	Travel Training (includes mobility training): Orientation and mobility services-- (i) Means services provided to blind or visually impaired children by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community
890	Other Transition Services: These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and postsecondary agencies.

Recording the Work-Based Learning Measures In SIRAS

Once the services have been recorded in the Service Log, staff will need to determine whether the student has met either or both indicators. This must be completed at the end of each school year prior to leaving for summer break, as the indicators must be marked prior to the CALPADS End of Year 4 data submission (6/30). There are two places (Transition tab and MIS Summary) to record whether or not the student has accumulated either a total of 100 hours and/or completed 4 courses. The case manager should collaborate with the SIRAS Administrator under the direction of the Special Education Director to indicate Yes/No in the Transition tab or the MIS Summary. The data will appear in both areas after entered once in either area. The indicators are to be completed for students in grades 9-12. If a student already has a yes in either indicator from the year prior, do not change it.

1) Student Info menu / Special Ed Profile / Transition tab

IEP/Referral Dates	Program/Transportation	Services	Assessment Info (CAASPP) (ELPAC)	Transition
Transition Regulation Questions - Required for age 15 and above				
<p>1. Is there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living? <input checked="" type="radio"/> Yes <input type="radio"/> No</p> <p>2. Is (are) the postsecondary goal(s) updated annually? <input checked="" type="radio"/> Yes <input type="radio"/> No</p> <p>3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment? <input checked="" type="radio"/> Yes <input type="radio"/> No</p> <p>4. Are there transition services in the IEP that will reasonably enable the student to meet his or her post secondary goal(s)? <input checked="" type="radio"/> Yes <input type="radio"/> No</p> <p>5. Do the transition services include courses of study that will reasonably enable the student to meet his or her post secondary goal(s)? <input checked="" type="radio"/> Yes <input type="radio"/> No</p> <p>6. Is (are) there annual IEP goal(s) related to the student's transition services needs? <input checked="" type="radio"/> Yes <input type="radio"/> No</p> <p>7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed? <input checked="" type="radio"/> Yes <input type="radio"/> No</p> <p>8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority? <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A</p>				
<p>Clear</p> <p> <input checked="" type="radio"/> Work-Based Experience <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> Classroom-Based Work Exploration <input type="radio"/> Yes <input type="radio"/> No </p>				

2) MIS Summary page/ Special Ed. Information

Special Ed. Information

Private School Follow-up

Plan Type: Eligible- No IEP- other reason - 800

Meeting Delay Reason:

Had Infant Services:

Special education data not required.

Entry Date: 5/1/2008

Last IEP Date: 4/3/2019 [Edit](#)

Last Evaluation Date: 11/9/2018

Primary Residence: Parent or legal guardian - 140

Primary Disability: Intellectual Disabilities - 210

Secondary Disability: None - 200

Program Setting: General class/Public school - 400

% Time in Gen. Ed.: 100

Transition Indicators: 1. Yes 2. Yes 3. Yes 4. Yes 5. Yes 6. Yes 7. Yes 8. Yes [Edit](#)

Special Transportation: Yes No

Parent Input: Yes

Work-Based Experience: Yes No

Classroom-Based Work Exploration: Yes No