

To be able to succeed in post secondary life students must have a well thought out transition plan that targets career oriented outcomes. It is mandatory that transition plans have annual IEP goals in the areas of Education/Training and Employment Development.

Districts must ensure that students are able to meet post secondary challenges by developing procedures that foster compliant transition plans. It is important not only to have transition procedures but districts must also ensure that all staff members are appropriately trained. Districts must also have a method to monitor procedural implementation. The result of a well thought out method of transition plan development will be evidenced by the product of compliant transition plans.

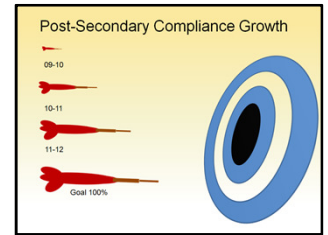
Remember:

Transition plans are required for students:

- 1) before entering the ninth grade,
- 2) before turning 16 years old, or
- 3) before either criteria (1 or 2) if the IEP team decides a transition plan is appropriate.

This presentation will be broken into three sections;

- 1) Writing a Transition Plan
- 2) Checking a Transition Plan
- 3) Reporting Transition Plan



The Federal requirement for students with transition service plans is that 100% of the plans are compliant. Here's how Georgia has done on meeting this requirement.

In the school year 2009-10 only five and a half percent of Georgia's transition plans were compliant. Georgia increased that number to almost 32% in 2010-11 and to a little better than 60% in 2011-12. That was a remarkable gain over a relatively short period of time. I believe that most of the increase is due to transition teams having a better understanding of the process of writing smarter goals that address the student's transition needs. The state is relying on each district to meet the Federal transition compliance goal of all transition service plans to be compliant.

This section of the presentation will address the use of the GaDOE's Transition Plan Template. This template can be found on the GaDOE website's, Transition and Sample Special Education Forms pages.

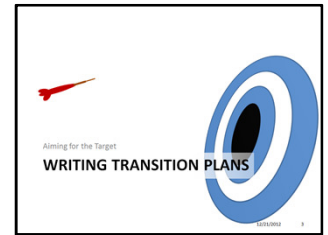
- (<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Transition-.aspx>).
- (<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Sample-Special-Education-Forms.aspx>)

The form can be printed or used as an electronic document.

**Presentation Goals:**

Upon completion of this presentation you will:

- 1) know where to access the GaDOE model Transition Plan,
- 2) understand the components of the plan,
- 3) identify student strengths, interests and course of study (Career Pathway),
- 4) distinguish between post secondary outcomes and annual transition IEP goals,
- 5) write post secondary outcome goals
- 6) use the components model to write measurable annual transition IEP goals



Materials you will need for this section of the presentation:

- 1) Blank Transition Service Plan (Checklist Aligned) Provided with this training
- 2) GAcademy411 Career Pathway List

If you are completing a transition plan for a student you will need their Individual Graduation Plan or the information about the assessment on which their career interest is based and the Career Pathway for which they are scheduled.

Do not continue this training without these materials. Materials completed in this section will be used in the following section, Checking Transition Plans

The image shows a 'Transition Service Plan' form. At the top, there are fields for 'Name' and 'Date of Birth'. Red arrows point to these fields. Below these are sections for 'Present and Anticipated Postsecondary Goals', 'Present and Anticipated Postsecondary Outcomes', and 'Present and Anticipated Postsecondary Activities'. There are also sections for 'Present and Anticipated Postsecondary Services' and 'Present and Anticipated Postsecondary Supports'. The form is divided into several columns and rows, with some cells containing text and others being empty.

The Transition Plan begins with filling out the student’s name and projected graduation date. Since this form will be updated at least annually by adding new IEP goals that address Post Secondary Outcomes, transition teams should list the date the initial transition plan was written and record any dates that the plan is updated.

We will use the student Taylor Smith

Taylor will graduate 2015-16

This plan was written in the 2011-2012 school year

**Please pause this presentation to complete these instructions:**

Fill in the student’s information on your form using the information provided. You may use your own student if you wish.

This section of the transition plan is the foundation on which the rest of the plan is built because it identifies the student’s interests. The Student’s interests can be assessed by both formal and informal instruments.

Formal assessments are usually done in cooperation with additional personnel.

There are a number of ways to informally assess the interests of a student. Informal assessments can be as simple as a conversation or drawing from previous information that the student has shared. One assessment that is mandatory for GA students is participation in the GACollege411. Information from this resource will be included in the student’s Individual Graduation Plan. All students must have an Individual Graduation Plan by the second semester of 8<sup>th</sup> grade if the student entered the 8<sup>th</sup> grade during or after the 2010-11 school year. The student’s Course of Study (Career Pathway) can be found on this plan. Information on Career Pathways for students that do not have Individual Graduation Plans can be found by having the student complete GaCollege411 or by consulting with the student’s counselor. Checklists and interest inventories can also be used as career/transition assessments.

A team may list General Education Diploma as the student’s course of study. However, if the team uses the Course of Study/Career Pathway found on the Individual Graduation Plan it is easier to develop the rest of the plan.

The Career Pathway information document accompanying this presentation will be used to fill in the Course of Study/Career Pathway for this example.

The student in this example,

Taylor indicated that he wants to operate a MARTA train. His interest inventory from GaCollege411 indicate that he shows interests in the Architecture, Construction, Communications and Transportation – Transportation Logistical Operations (Ground/Marine). Here the team used information from his GaCollege411 assessment and interview to determine his interests.

All important information about the student’s interest should be included in this section. However it is necessary to include:

- 1) The student’s Course of Study/Career Pathway and
- 2) GACollege411 information

Examples of Personal Interest may be:

Operating a public transit train, animal care, or nursing (health care)

**Please pause this presentation to complete these instructions:**

Copy the information about Taylor’s ..... interests into this section of the transition plan (Remember you can use your own student’s information)

**NOTE:**

Students participating in access courses (GAA) will be assessed using other measures. These assessment measures are to be determined by each district and included in the district’s transition procedures.

The image shows a sample 'Transition Service Plan' form. A red arrow points to the 'Postsecondary Goals' section, which is a table with columns for 'Education/Training', 'Employment', and 'Independent Living'. The table contains several rows of text, including 'After graduation Taylor will attend on the job training classes related to operating a subway train.', 'After graduation Taylor will secure a job with a public transportation agency.', and 'N/A'.

Measurable post secondary goals are defined as what the student will do after graduation from high school. A good way for teams to remember that this section refers to what the student will do after graduation is to use the phrase, “After graduation (insert name of student) will” ..., when writing these *post* secondary outcome goals.

**Education/Training:** This goal is to be written in measureable terms and address the Education/Training after high school the student needs to reach the desired employment goal.

**Employment:** The goal is related to the job that the student expects to have after the post secondary training goal has been completed.

**Independent Living:** A post secondary outcome goal for independent living should be written only if it is necessary for the student to acquire skills to be able to live independently or if other living arrangements are required. If any information is entered here other than “N/A” or a statement that negates the need for a goal then the team is required to write an annual measureable transition IEP goal for Adult Living Skills & Post School Options and/or Daily Living Skills.

The post secondary outcome goals for Taylor are:

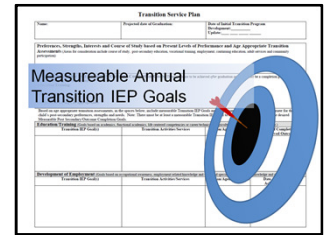
**Education/Training:** After graduation Taylor will attend on the job training classes related to operating a subway train.

**Employment:** After graduation Taylor will secure a job with a public transportation agency.

**Independent Living:** “N/A”

**Please pause this presentation to complete these instructions:**

Fill in the post secondary goals from the example or write your student’s measurable post secondary outcome goals for Education/Training and Employment Development. If using your own information decide whether an Independent Living goal is appropriate.



It is mandatory each year to write a goal addressing the two areas of

- 1) Education/Training
- 2) Development of Employment

Before writing the mandatory and optional goals for this training it is important to understand that all the annual goals written are clear and measurable. To ensure the goal meets these criteria the following component model will be used in this training.

**Component Model:**

The Student:

Behavior:

Amount:

Condition(s):

Time Frame: This is stated unless it is obvious that the goal will be completed during the school year.

Measured by:

**Remember:**

Goals that are written must be able to be completed within the school year the plan is implemented.

**This is a mandatory transition IEP goal.**

Using the below component model we will write an annual goal for this example. The components are as follows.

**Components:**

The Student: Taylor

Behavior: Will identify and register for elective classes of interest

Amount: 2 elective classes

Condition(s): Completion of interest inventory pre-assessment

Time Frame: 5/16/2013 (last day of next school year) This is stated unless it is obvious that the goal will be completed during the school year.

Measured by: 2012-2013 student transcript.

If the goal includes all necessary information it can then be written on the plan.

Goal: Based upon interest inventory pre-assessment results, Taylor will identify, register, and successfully complete as evidenced by student transcript 2 elective classes of interest during the next school year.

**NOTE:**

One elective class that Taylor could identify is a driver's education course. However, this would not be appropriate because Taylor will not be old enough to get a learner's permit during the year this plan is implemented. If you specify a course title be sure the student is eligible to enroll in that class.

**Please pause this presentation to complete these instructions:**

Complete the goal on your transition plan with the information provided or construct your own measurable goal.





**This is a mandatory transition IEP goal.**

Using the same Component Model as we did in writing the Education/Training we have:

**Components:**

The Student: Taylor

Behavior: complete a trip using public transportation

Amount: 24 trips

Condition(s): by using a public transportation map/schedule

Time Frame: 5/16/2013 (last day of next school year)

Measured by: check off of trips completed

The Goal can be written: Taylor will complete 24 public transportation trips using a public transportation map/schedule by 5/16/2013. This will be measured by a goal completion checklist.

**Please pause this presentation to complete these instructions:**

Insert either the example goal or your student's onto the Transition Plan



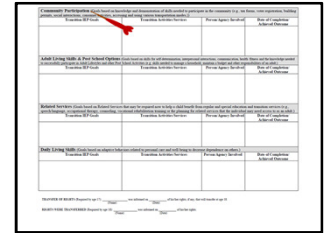
Outcome	Measurement	Frequency	Responsible Party	Start Date	End Date
Community Participation	Participate in community activities	Quarterly	Student	9/1/12	8/31/13
Adult Living Skills & Post School Options	Apply for post-secondary education	Quarterly	Student	9/1/12	8/31/13
Daily Living Skills	Manage personal finances	Quarterly	Student	9/1/12	8/31/13

Other annual goals in the areas of Community Participation, Adult Living Skills & Post School Options, Related Services, and Daily Living Skills of the transition plan are completed based on the needs of the student and the team’s determination. Samples of completed goals and activities in these areas for this example are listed as follows in this presentation.

**Remember (see page 6 for explanation)**

If the student has a post secondary outcome goal for Independent Living then the following annual transition IEP goals are needed:

- 1) Adult Living Skills & Post School Options *and/or*
- 2) Daily Living Skills



## Community Participation

### Components:

The Student: Taylor

Behavior: Will job shadow a transportation worker

Amount: twice

Condition(s): Completion of job shadowing check list

Time Frame: 5/16/2013 (last day of next school year)

Measured by: Did Taylor complete 2 job shadowing experiences?

Goal: Taylor will job shadow a transportation worker twice during the next school year as evidenced by his two completed job shadowing checklists.

### Remember

Goals should have activities that will enable the student to complete the goal. These “activities” can be thought of as objectives or time lines. They could be incorporated into a checklist to be used to keep the student on track throughout the school year. Activities for this goal could be as follows.

- 1) CTI Coordinator set-up job shadowing experience.
- 2) Taylor (with CTI support) contact transportation job shadowing experience to setup and complete initial interview.
- 3) Schedule dates for job shadowing experience.
- 4) Complete experiences (including check sheet)
- 5) Evaluate with CTI Coordinator job shadowing experiences.

### Instructions:

Follow along with the examples on the next three goal writing activities.

Component	Performance	Measurement	Frequency	Responsible Party	Start Date	End Date
Adult Living Skills - Post Secondary Outcome	Annual goal is required for Adult Living Skills and/or Daily Living Skills if Post Secondary Outcome Completion goal of Independent Living is indicated on the front page of the transition plan.					
Annual Goal						
Behavior						
Amount						
Condition(s)						
Time Frame						
Measured by						

## Adult Living Skills and Post School Options

### Note:

Annual goal is required for Adult Living Skills and/or Daily Living Skills if Post Secondary Outcome Completion goal of Independent Living is indicated on the front page of the transition plan.

### Components:

The Student: Taylor

Behavior: attend and complete a money management workshop

Amount: once

Condition(s): held by the counseling department

Time Frame: 5/16/2013 (last day of next school year)

Measured by: a 3 month budget for after school earnings and expenses

The Goal can be written: Taylor will attend and complete a money management workshop held by the counseling department by 5/16/2013. This will be measured by the completion of a 3 month example budget using sample earnings and expenses.

Activities for this goal could be as follows.

- 1) Taylor will register for Money management workshop (w/help of CTI Coordinator-times, etc).
- 2) Taylor (with CTI support) will attend workshop and complete all activities.
- 3) Taylor will complete 3 month budget
- 4) Taylor and CTI Coordinator will evaluate budget

Component	Performance Objectives	Measurement	Assessment	Assessment	Assessment
1. Contact Vocational Rehabilitation Services	...	...	...	...	...
2. Meet with VR Counselor	...	...	...	...	...
3. Obtain and complete application process	...	...	...	...	...
4. Follow up with VR Counselor	...	...	...	...	...
5. Receive letter of VR status	...	...	...	...	...

## Related Services

### Components:

The Student: Taylor

Behavior: Will determine his eligibility for Vocational Rehabilitation Services

Amount: complete application and interview and all other aspects of the referral process

Condition(s): Contact Vocational Rehabilitation Services

Time Frame: 5/16/2013 (last day of next school year)

Measured by: acceptance or rejection from Vocational Rehabilitation for VR services

Goal: Based upon Taylor contacting Vocational Rehabilitation, Taylor will successfully complete an application and interview with Vocational Rehabilitation and all other aspects of the referral process as evidenced by acceptance or rejection of services during the next school year.

Activities for this goal could be as follows.

- 1) Contact Vocational Rehabilitation Services (information available CTI).
- 2) Meet with VR Counselor
- 3) Obtain and complete application process
- 4) Follow up with VR Counselor
- 5) Receive letter of VR status

Component	Performance	Measurement	Frequency	Location	Start Date	End Date
Adult Living Skills - Post-Secondary	Independent Living Skills	Independent Living Skills	Weekly	Home	5/16/2013	5/16/2013
Adult Living Skills - Post-Secondary	Independent Living Skills	Independent Living Skills	Weekly	Home	5/16/2013	5/16/2013
Adult Living Skills - Post-Secondary	Independent Living Skills	Independent Living Skills	Weekly	Home	5/16/2013	5/16/2013
Adult Living Skills - Post-Secondary	Independent Living Skills	Independent Living Skills	Weekly	Home	5/16/2013	5/16/2013
Adult Living Skills - Post-Secondary	Independent Living Skills	Independent Living Skills	Weekly	Home	5/16/2013	5/16/2013

## Daily Living Skills

### Note:

Annual transition IEP goal is required for Adult Living Skills and/or Daily Living Skills if Post Secondary Outcome Completion goal of Independent Living is indicated on the front page of the transition plan.

### Components:

The Student: Taylor

Behavior: Will wash, dry, fold and put away clothes

Amount: once a week

Condition(s): At home

Time Frame: 5/16/2013 (last day of next school year)

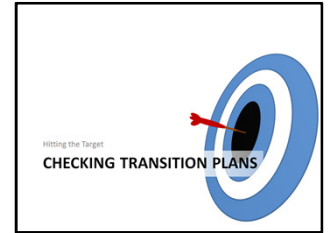
Measured by: Successful completion of Chore Chart

Goal: While at home, Taylor will successfully wash, dry, fold, and put away clothes as evidenced by successful completion of student's chore chart.

Activities for this goal could be as follows.

- 1) Parent and Taylor will develop a chores chart (include laundry)
- 2) Taylor and parent practice laundry steps once a week for 6 weeks
- 3) Evaluate
- 4) Modify as needed and Taylor complete laundry steps weekly
- 5) Complete chart weekly
- 6) Evaluate with parent to determine success and completion of goal.





Materials you will need for this section of the presentation:

- 1) Completed Transition Service Plan (Checklist Aligned) from previous section
- 2) GAcollege411 Career Pathway List
- 3) Blank GaDOE Transition Documentation Checklist

Additional materials for completing the Checklist for a student in your district

- 4) Copy of the meeting invitation
- 5) Copy of parent notification if outside agency is invited to meeting
- 6) Transition IEP meeting attendee list

Upon completion of this section presentation you will:

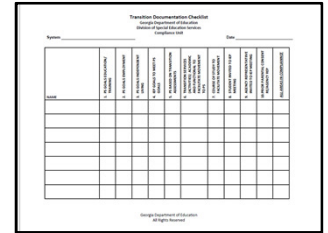
- 1) Identify required components for a compliant transition plan
- 2) Verify appropriate career pathways and interest assessments
- 3) Determine if post secondary goals address education and employment after high school
- 4) Confirm appropriate family and/or student involvement

**NOTE:**

Do not begin this section without the required materials

Transition Service Plan		
Name	Request date of initiation	Revised/Updated Transition Plan
Problems, Strengths, Interests and Career of youth based on Normal Levels of Performance and Age Appropriate Transition Experiences. (This information is collected from youth, parents/caregivers, teachers, transition planning committee, and other stakeholders)		
Checklist #1 and #7		
Record of measurable Post-Secondary Outcomes/Completion Goals. (This goal is the student's own problem or need and is completed by the student/transition committee)		
Transition Plan Checklist #1		
Transition Plan Checklist #2		
Transition Plan Checklist #3		
Transition Plan Checklist #4		
Transition Plan Checklist #5		
Transition Plan Checklist #6		
Transition Plan Checklist #7		
Transition Plan Checklist #8		
Transition Plan Checklist #9		
Transition Plan Checklist #10		
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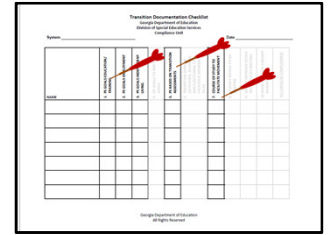
This is a blank copy of the Transition Service Plan (Checklist Aligned) that was completed in the first training in this series, Writing Transition Plans. The completed copy will be referenced in this training session.



The GaDOE has created a Transition Documentation Checklist to help districts ensure that their student's transition plans meet the post secondary needs of their students. Districts must also ensure that every transition plan is compliant with state and federal laws. The checklist will also serve to facilitate part of districts monitoring of its student's transition plans. The Checklist is found on the GaDOE website's Transition webpage:

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Transition-.aspx>

Before you begin using the checklist with your transition plans it is important to know how to use it. The following is a description of how the checklist columns relate to the various sections of the transition plan.



The checklist columns 1, 2, 3, 5, and 7 help reviewers verify the completeness of post secondary outcome goals: These goals (1, 2, and 3) are to be based on the transition assessments (5) and course of study (Career Pathway) (7). Please refer to the Transition Service Plan (Checklist Aligned) for a detailed view on where to locate this information.

**What to look for:**

To ensure that the student’s needs are addressed post secondary outcome goals are to be written in measurable terms. Remember the goals in this section are considered measurable by using a prediction of what the student will do *after* high school. These goals may be written with the phrase, “After graduation (student) will”... The goal must align to the strengths and interests identified in the student’s assessments.

**Note:**

*Required Goals.*

- 1) Education/Training
- 2) Employment

*Optional Goals*

- 3) Independent Living

**Instructions**

- 1) Look at the transition plan you completed in the previous training

*Post Secondary Transition Assessment and Course of Study (Career Pathway) (Checklist #5 and #7)*

- 1) Locate the Preferences, Strengths... section of the transition plan
  - a) Look for evidence of career/transition assessment was completed
- 2) Answer “yes” on the checklist (column 5) if the transition plan section (Checklist #5) has this component. Answer “No” if these components are not evident.
  - b) Verify that course of study (Career Pathway) is listed
- 3) Answer “yes” on the checklist (column 7) if the transition plan section (Checklist #7) has this component. Answer “No” if these components are not evident.

*Post Secondary Outcome Goal Education/Training*

- 4) Find the post secondary outcome goals for Education/Training (Labeled “Checklist #1) on the sample transition plan.
  - a. Check that there is a measurable goal related to after high school training and
  - b. the training after high school is directly related to the desired employment goal
- 5) Answer “yes” on the checklist (column 1) if the transition plan section (Checklist #1) has these components. Answer “No” if these components are not evident.

*Post Secondary Outcome Goal Employment*

- 6) Find the post secondary outcome goals for Employment (Labeled “Checklist #2) on the sample transition plan
  - a. Check that there is a measurable goal related to after high school desired employment\*
- 7) Answer “yes” on the checklist (column 2) if the transition plan section (Checklist #2) has these components. Answer “No” if these components are not evident.

*Post Secondary Outcome Goal Independent Living*

- 8) Find the post secondary outcome goals for Independent Living (Labeled “Checklist #3) on the sample transition plan.
  - a. Check that there is a measurable goal related to after high school living.
- 9) Answer “yes” on the checklist (column 3) if the transition plan section (Checklist #3) has this component. Answer “No” if these components are not evident or “N/A” if the goal is not applicable. \*\*\*

**Note:**

\*Post secondary outcome employment must directly relate to the indicated employment to be obtained after the post secondary outcome training is completed.

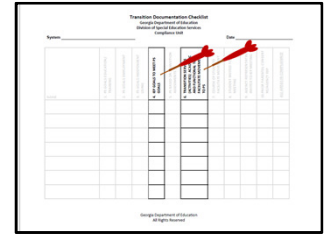
**Transition Documentation Checklist**  
 Georgia Department of Education  
 Division of Special Education Services

Student Name: \_\_\_\_\_

Item	Education/Training		Employment		Independent Living		Assessment		Course of Study (Career Pathway)	
	1	2	1	2	1	2	1	2	1	2
Transition Plan	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Transition Assessment	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Transition Services	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Transition Goals	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Transition Evaluation	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Transition Plan Review	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Transition Services Report	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Transition Services Plan	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Transition Services Evaluation	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Transition Services Report	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Transition Services Plan	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Transition Services Evaluation	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Georgia Department of Education  
 2018-2019

For this example the checklist looks like this. Taylor’s transition plan contained all the necessary components for post secondary goals for Education/Training (1) and Employment (2). Post secondary goals for Independent Living (3) were not applicable. Additionally, there was evidence of assessment (5) and Course of Study (Career Pathway) (7) was documented.



Columns 4, and 6 focus on the *annual* transition IEP goals and associated activities. Please refer to the transition plan for a detailed view of where to locate this information.

All annual transition IEP goals (4), whether required or optional, must be clear and measurable. The components identified in the previous section, Writing Transition Plans can be used to verify that the goals written in this section truly reflect clear and measurable goals. Chances are that if the goal contains each of these elements, it can be counted as an appropriately written goal.

**Instructions**

- 1) Locate the required annual transition IEP goals
  - a) Is there a goal written for Education/Training (checklist #4)
    - 1) does the goal have the components of a complete goal?\* (Is the goal measurable?)
  - b) Is there a goal written for Development of Employment (checklist #4)
    - 1) does the goal have the components of a complete goal?\* (Is the goal measurable?)
  - c) Check for a post secondary outcome goal for Independent Living (checklist #3)
    - 1.) if so is there a transition IEP goal written for Adult Living Skills & Post School Options and/or Daily Living

Skills?

a) does the goal have the components of a complete goal?\* (Is the goal measurable?)

2) Answer “yes” on the checklist (column 4) if the transition plan section(s) include a measurable goal. Answer “No” if these components are not evident.

3) Find the Transition Activities (checklist #6) associated with the annual transition IEP goals above.

4) Do the activities support the step by step process to successful completion of the annual transition IEP goals?

5) Answer “yes” on the checklist (column 6) if the transition plan section(s) include activities to support successful completion of the measurable goal components. Answer “No” if these components are not evident.

**Components:\***

The Student:

Behavior:

Amount:

Condition(s):

Time Frame:

Measured by:

The activities (6) that support the annual goal should be a linear process that when completed will move the student toward successfully completion of the goal.

**Reminder:**

*Mandatory Transition IEP Goals*

Education/Training

Development of Employment

*Conditional Transition IEP Goals (At least one is required if there is a post secondary outcome goal for Independent Living)*

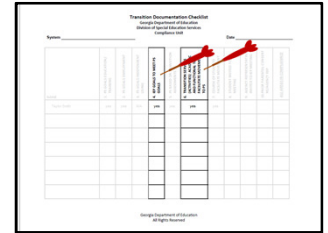
Adult Living Skills and Post School Options

Daily Living Skills

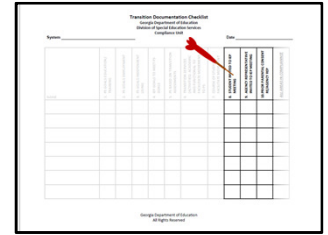
*Optional Transition IEP Goals*

Community Participation

Related Services



For this example the Checklist looks like this. Taylor’s transition plan contained all the necessary components for annual transition IEP goals for Education/Training and Employment (4). Post secondary goals for Independent Living (3) were not applicable. So there were no Adult Living Skills & Post School Options and/or Daily Living Skills annual transition IEP goals. Additionally, there were activities (6) aligned to each goal that supported a step by step successful completion of the associated annual transition IEP goals.



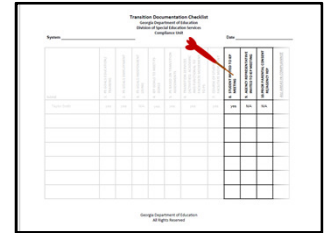
The remaining columns on the checklist pertain to information that is not found directly on the transition plan. These checklist items involve documentation in three areas: student participation (8), additional representation from other agencies (9), and parent or student consent for that representative to attend the meeting (10).

The location for documentation of these items should be included in your district’s transition procedures. The most common areas where this documentation is found are in the meeting minutes and/or the invitation to the meeting.

**Note:**

Column 9 and 10 are columns and can be marked as N/A.





An examination of the invitation to Taylor’s transition IEP plan meeting shows that he was invited to the meeting (8). Therefore for the answer is “yes” on the checklist. There were no outside agencies (9) needed at the meeting, so there was no parent notification (10). Mark these columns (9, 10) as “N/A”

If you are completing the checklist for one of your students follow these steps

**Please pause this presentation as needed to complete these instructions:**

- 1) Check the invitation to the transition IEP meeting or the list of meeting attendees.
- 2) Answer “yes” on the checklist (8) if there is evidence that student was invited to the transition IEP meeting. Answer “No” if these components aren’t evident.
- 3) Answer “yes” on the checklist (9) if there is evidence that an outside agency was invited to the transition IEP meeting. Answer “N/A” if there is no evidence at the an outside agency was invited to the meeting.
- 4) If there was an outside agency at the meeting, is there evidence that the parent and/or student was notified of that representation prior to the meeting.
- 5) Answer “yes” on the checklist (10) if there is evidence that an outside agency was invited to the transition IEP meeting and there was evidence that the parent(s) and/or student were notified. Answer “No” on the checklist (10) if there is evidence that an outside agency was invited to the transition IEP meeting and there was no evidence that the parent(s) and/or student were notified. Answer “N/A” on the checklist if you answered “N/A” for (9).

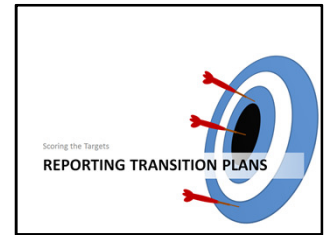
**Transition Documentation Checklist**  
 Georgia Department of Education  
 Division of Special Education

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Item	Yes	No	N/A
1. IEP developed	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. IEP implemented	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. IEP reviewed	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. IEP updated	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. IEP revised	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. IEP terminated	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. IEP suspended	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. IEP re-evaluated	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. IEP re-eligible	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. IEP re-eligible	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. IEP re-eligible	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. IEP re-eligible	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. IEP re-eligible	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. IEP re-eligible	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. IEP re-eligible	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. IEP re-eligible	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. IEP re-eligible	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. IEP re-eligible	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. IEP re-eligible	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. IEP re-eligible	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Georgia Department of Education  
 2018-2019 School Year

All the appropriate areas of the example checklist are marked “yes” or “N/A” therefore the transition plan example is compliant in all areas.

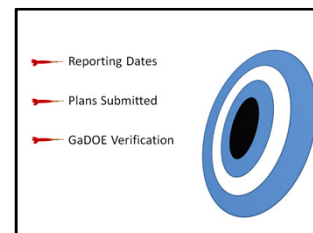


The GaDOE has created a new Portal application to collect district information on transition. It is important for districts to enter the transition information between the dates of January 15 and March 15, 2013.

Upon completion of this presentation you will know:

- 1) where to locate and access the Transition Plan Survey
- 2) when to enter transition data in the Portal
- 3) the number of plans selected for your district
- 4) the number of plans reviewed by the GaDOE

Additionally, you will be provided with instructions to complete the data entry in the Portal.



**Reporting Dates:**

January 15 – March 15, 2013

**Required Submissions:**

The GaDOE is providing a randomly selected *prepopulated* list of students for which transition checklists must be completed. The student list is representative of the categories of race/ethnicity, gender and disability within the district’s students with disabilities (SWD) subgroup. Students will be selected from various schools in districts with more than one high school\*. The number of checklists that districts will be required to submit is based on the district’s group size.

<b>Size Group</b>	<b>Number of Plans</b>
A (>3,000)	50
B (1,000 -2,999)	40
C (500-999)	30
D (250-499)	15
E (0-249)	05*

After districts submit the required amount of transition data, the GaDOE will randomly select a subset to review. District’s will be notified of the selected subset and are required to provide copies of the original transition plan for GaDOE review. The GaDOE will review approximately 10% of the total number of transition plans that are submitted in the Portal. Results from the GaDOE review will be reported to the districts by May 2013.

**Note:**

\*Districts having fewer than 5 students are required to submit plans for all their students who have transition plans.



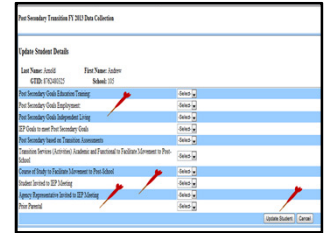
Data reporting will be done on the GaDOE portal.

To report the data for transition plans log into the portal as you normally do and select the Transition Planning Survey menu item on the left side of the screen. This is the same location where you find the other Portal report applications.

**NOTE:**

Before entering the reporting information you may want to go to the reporting application to get the names of the students listed. You can then pull the transition plans for those students and complete the Transition Documentation Checklists. At this point return to the application to enter your data.





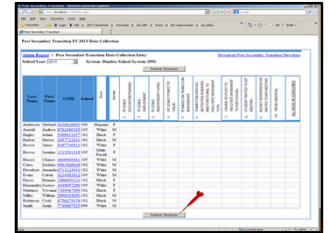
You are then directed to the Transition Planning Survey reporting page. Use the drop down boxes to indicate Yes, No, or N/A. The reporting page directly corresponds to the order on the transition checklist.

**Note:**

*Only 3 Fields can be marked as N/A*

1. Post Secondary Goals Independent Living (3)
2. Agency Representative Invited to IEP Meeting (9)
3. Prior Parental Approval (10)

After you finish entering the transition report data for the student use the “Update Student” button on the bottom right side of the screen. When you click this button student information is automatically saved and you will be returned to the student list screen.



Use the “Submit Students” button at the bottom of the page to complete the transition data reporting process. This button will only work when all of the students’ transition plan information has been entered. Once the data is submitted the district’s results will be tabulated in a report that you are able to view on the Portal. Once the information is submitted it cannot be changed.

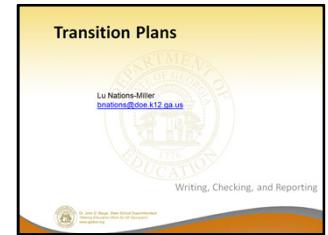


Lvl	Post Type	CSD	School	Met	Not Met	Total	Met %	Not Met %
Total				100	0	100	100%	0%
Met				100	0	100	100%	0%
Not Met				0	0	0	0%	0%
Total				100	0	100	100%	0%

The report shows percentages in transition plan areas of the that are in compliance. The report indicates that it has been submitted and your name will appear as having signed off on the report. Please print a copy of this report for your records. This is the only verification that you will need that you have completed the report successfully.

**Remember:**

- 1) GaDOE will be asking Districts to send copies of completed transition plans for approximately 10% of the total number of entries reported to the State.
- 2) Print a copy of your final report



Thank you for completing this short course on transition service plans. It is the hope of GaDOE that districts will redeliver this information to transition team members to support effective transition planning in your district. Please find additional resources on the GaDOE website to assist in learning more about transition planning.

If you need any additional information please contact:

Lu Nations-Miller Ph.D.

Transition Specialist

Georgia Department of Education

Division for Special Education Services and Supports

1770 Twin Towers East

205 Jesse Hill Jr. Drive SE

Atlanta, Georgia 30334

Phone: 404-657-9955

Fax: 404-651-6457

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