FY19 Transition Planning Survey
Indicator 13 Compliance

SELDA
Macon Marriott
October 17, 2018
Alignment with State Priorities

Georgia’s Systems of Continuous Improvement
Division Priority

IEP Development and Implementation
State Performance Plan (SPP) Indicator 13

Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition service needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, 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.
Annual Performance Summary


- As a compliance indicator (Indicator 13), the target must be 100%

- Indicator 13 review results are part of the district’s determination
Transition Planning Survey

FY19 Dates

• November 12 – December 3, 2018 – District Record Review
  • Timely and Accurate Reporting – Indicator 20
• December 5 – December 13, 2018 – Verification by GaDOE
  • December 14, 2018 – Districts will be notified of their compliance status
• January 3 – January 18, 2019 – Prong 1
• January 23 – February 28, 2019 – Prong 2
District Record Review

• Email notification of survey will be sent to districts.

• Student names are randomly selected from the October FTE report and provided to districts through the Special Education Dashboard.

• Two to five (2-5) students per district, based on size group. Selected students will be at least 16 years of age regardless of grade placement.
  • AA-A districts - 5
  • B districts - 4
  • C districts - 3
  • D districts - 2
  • E districts – 2
Record Review

- Review and check for compliance each of your plans for the data elements (Items 1-10) on the Transition Documentation Checklist
- Correct any non-compliance prior to submission following due process

Replacing students –
- Because students may withdraw from your school or exit special education by the beginning of the survey, the application allows for a replacement student to be selected.
  - You will be prompted to provide the withdrawal or exit date

10/25/2018
## Transition Documentation Checklist

**Georgia Department of Education**  
**Division of Special Education Services**  
**Compliance Unit**

<table>
<thead>
<tr>
<th>System</th>
<th>Date</th>
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<table>
<thead>
<tr>
<th>NAME</th>
<th>1. PS GOALS EDUCATION/TRAINING</th>
<th>2. PS GOALS EMPLOYMENT</th>
<th>3. PS GOALS INDEPENDENT LIVING</th>
<th>4. IEP GOALS TO MEET PS GOALS</th>
<th>5. PS BASED ON TRANSITION ASSESSMENTS</th>
<th>6. TRANSITION SERVICES (ACADEMIC AND FUNCTIONAL) TO FACILITATE MOVEMENT TO PS</th>
<th>7. COURSE OF STUDY TO FACILITATE MOVEMENT TO PS</th>
<th>8. STUDENT INVITED TO IEP MEETING</th>
<th>9. AGENCY REPRESENTATIVE INVITED TO IEP MEETING</th>
<th>10. PRIOR PARENTAL CONSENT (RE/AGENCY REP.)</th>
<th>ALL NECESSARY COMPLIANCE</th>
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10/25/2018
Transition Service Plan

• Preferences, Strengths, Interests and **Course of Study** based on Present Levels of Performance and Age Appropriate **Transition Assessments**

• Items 5 and 7 of the Transition Documentation Checklist
Transition Service Plan

• Course of study (diploma type and/or career pathway) – Item 7
• Assessment information (name, date and results) – Item 5
• Brief description of the student (grade, age, type of disability)
Transition Service Plan – Postsecondary Goals

- 1 - Education/Training
- 2 - Employment
- 3 - Independent Living

Items 1, 2, and 3 on the Transition Compliance Checklist
Postsecondary Education/Training Goal – Item 1

• Begin with “After graduation...”
• Address the type of training as well as the area or major
• Only one area should be addressed
Postsecondary Employment Goal – Item 2

- Should be “After graduation...”
- Only one job/career/field should be addressed
Postsecondary Independent Living Goal – Item 3

- Should be “After graduation...”
- Addresses where the student will live
- It doesn’t refer to a temporary living situation – should be long-term
- An Independent Living goal is **optional**, depending on student need.
Transition Goals – Postsecondary & Annual

Individualized Education Program

Desired **Post-Secondary Goals** - Long Term (after graduating from high school)

- Education and/or Training
- Employment
- Independent Living

**Annual Transition Goals**

- Education and/or Training
- Employment
- Community Participation
- Adult-Living Skills & Post School Outcomes
- Related Services

**Annual IEP Goals & Short Term Objectives**

- Academic (if applicable)
- Functional (if applicable)

**Preferences, Strengths, Interests & Course of Study based on Present Levels of Performance and Age Appropriate Assessments**

**Present Levels of Academic Achievement and Functional Performance**
Transition Service Plan - Annual Transition Goals -

Item 4 on Transition Compliance Checklist

• Measurable
• Attainable in one year
• Aligned with the Postsecondary Goal

*Must have at least one transition goal for each Postsecondary Goal
## Postsecondary Goals and Annual Transition Goals

<table>
<thead>
<tr>
<th>Postsecondary Education/Training Goal</th>
<th>Development of Employment Goal</th>
<th>Community Participation Goal</th>
<th>Adult Living &amp; Post School Options</th>
<th>Related Services</th>
<th>Daily Living Skills</th>
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<tr>
<td>Post-Secondary Employment Goal</td>
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<tr>
<td>Post-Secondary Independent Living Goal*</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</table>

*Post-Secondary Independent Living Goal includes related services and daily living skills.*
Annual Transition Goal for Education and Training

• Refers to anything that will prepare the student for education or job training (movement towards Postsecondary Goal for Education).

• Goals based on academics, functional academics, life-centered competencies or career/technical or agricultural training needs and job training.
Annual Transition Goal for Employment

• Refers to anything that is related to working while *in school* or will prepare the student for employment (movement towards Post secondary Goal for Employment).

• Goals based on occupational awareness, employment related knowledge and skills, specific career pathway related knowledge and skills.
Annual Transition Goal for Independent Living (optional)*

• Refers to anything that will prepare student for independent living (movement towards Postsecondary Goal for Independent Living)

*If the team has determined that the student needs a Postsecondary Goal for Independent Living, then an Annual Transition Goal for Independent Living is required.
Postsecondary Goals based on Transition Assessment

Item 5 on the Transition Compliance Checklist

• *Appropriate* measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills.

• Name and description of the assessment with results
  • Assessments can include standardized tests, previous information, formal transition assessments and informal transition assessments
Transition Activities & Services

Item 6 on the Transition Compliance Checklist

• The activities and services should include the steps needed to help student reach their transition goals

• Could a be task analysis for the goal - do not repeat the goal, list what the students needs to do to move towards reaching the goal (step by step)
Transition Service Plan – Course of Study

Item 7 on the Transition Compliance Checklist

• Course of study to facilitate movement to Postsecondary Goals
  • Must mention one or more of the following:
    • Diploma Type
    • Course of Study
    • Career Pathway
    • Types of classes
    • List of classes
Transition Service Plan – Student Invited

Item 8 on the Transition Compliance Checklist

• Student invited to the IEP meeting

THE IEP TEAM is a group of individuals that is responsible for developing, reviewing, or revising an IEP for a child with a disability. [34 C.F.R. § 300.23] The LEA shall ensure that each IEP Team meeting includes - (g) Whenever appropriate, the child with a disability. [34 C.F.R. § 300.321(a)(7)]

TRANSITION SERVICES PARTICIPANTS - In accordance with (5)(g) above, the LEA must invite the student with a disability to attend the student’s IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the student and the transition services needed to assist the student in reaching those goals. [34 C.F.R. §300.321(b)(1)]
Student invited to IEP meeting

Document that the student was invited to the meeting -

• Notice of Meeting
Transition Service Plan – Agency Representative Invited

Item 9 on the Transition Compliance Checklist

• Agency representative invited to the IEP meeting

• Documentation that an agency representative was invited to the meeting -
  • Notice of Meeting
Agency Representative

• (b) To the extent appropriate, with the consent of the parents or the adult student who has reached the age of 18, in implementing the transition requirements, the LEA must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services. [34 C.F.R. § 300.321(b)(3)]

• GVRA
• Easter Seals
• DFACS
• Employers
• DJJ
• Goodwill
• Mental Health
• College representatives
• Benefits Navigator
Parental Consent

Item 10 on the Transition Compliance Checklist

• Parental consent for the Agency Representative to attend meeting
  • If an agency representative was invited, evidence is provided of prior parental consent (Notice of Meeting) or student if they have reached the age of majority – 18 years old
Prong 1 and Prong 2

December 14, 2018 – Districts will be notified of their compliance status

*Not 100% compliant?*

- **Prong 1:** January 3 – January 18, 2019
  - Re-submit non-compliant plans with corrections
  - Submit narrative explaining revisions to your Policies, Practices and Procedures which will support systemic transition planning compliance

- **Prong 2:** January 23 – February 28, 2019
  - Submit additional transition plans to demonstrate systemic change
Transition Planning Application

• A detailed guidance document will be provided with instructions and screen shots of the application in the SE Applications Dashboard
Navigating the Transition Dashboard Application

Review the transition plan for compliance prior to upload!
Replacing a Student: Reason

1. Student withdrew from the school system
2. Student exited special education (no longer eligible or parental revocation)
Replacing a Student: Date

Please select one of the reasons to replace the student (Kapoor, Kelly - 9876543210):

Select

Enter date of withdrawal

Date of withdrawal or exit from special education
Prong 1: Policies, Practices, Procedures

Type in your narrative explaining revisions to your policies, procedures and practices which will support systemic transition planning compliance.
Prong 1: LEAs not 100% Re-submit Non-Compliant Transition Plan(s)

- Open to view the transition plan and areas of non-compliance
- Correct non-compliance and re-submit the transition plan(s)
Prong 1: Student no longer in the LEA or a SWD

1. Student withdrew from school
2. Student exited special education
Verifying Prong 1 Data

• GADOE Reviewers will review the re-submitted transition plan and determine compliance

District is required to continue submitting the plan until it is compliant
Prong 2

For districts who were not at 100% compliance

• To demonstrate systemic change in Policies, Procedures and Practices

• Submit additional plans
  • Size AA – A districts: 5 additional plans
  • Size B districts: 4 additional plans
  • Size C districts: 3 additional plans
  • Size D districts: 2 additional plans
  • Size E districts: 2 additional plans

• Plans not compliant will be subject to re-submission
Prong 2

Post Secondary Transition Planning Survey 2018

Prong 2

Prong 2 Verification Signed Off by Laurie Ponsell on 3/2/18, 11:06 AM

Upload transition planning documents for the following students:

Phillips, Javari

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Date Of Birth</th>
<th>GTID</th>
<th>School</th>
<th>Grade</th>
<th>Race</th>
<th>Gender</th>
<th>Documents Uploaded</th>
<th>Review Documents</th>
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Documents accepted by Laurie Ponsell on Mar 1, 2018:

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<th>Document Name</th>
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<tr>
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</table>
Statewide Technical Assistance for Developing a Transition Planning Process:
Transitioning Students with Disabilities to Adulthood

Presenters:
Elise James, GaDOE Program Specialist, Transition
Melissa Cochran, GVRA/GaDOE, Career Pathways Coordinator, Statewide Transition Services
Sherese Dennard, GVRA/GaDOE, Career Pathways Coordinator, Statewide Transition Services
Paula Gumpman, GaDOE Program Specialist, Assistive Technology
Paula Poulicek, GaDOE Program Specialist, Special Populations, CTI
The Significance

State Performance Plan Indicators 13 and 14

- Indicator 13 compliance indicator data
  - Reported in FFY 2013: **94.98%**
  - Reported in FFY 2017: **99.09%**
  - Will be reported in FFY 2018: **94.25%**

- Indicator 14 results indicator
  - Reported FFY 2013
    - Enrolled in higher education: **24.78%**
    - Competitively employed and enrolled in higher education: **53.64%**
  - Will be reported FFY 2017
    - Enrolled in higher education: **26.0%**
    - Competitively employed and enrolled in higher education: **59.8%**
Purpose

Provide:

• Guidance and support to look at transition as a process, not an event

• An opportunity to evaluate and re-examine districts' processes for transitioning students to adulthood
  • identify process for determining assistive technology needs of students
  • strengthen collaboration with GVRA
Attendance

Suggested participants:

• Special education directors
• Counselors
• Teachers (general education, special education and CTI)
• Transition specialists
• Georgia Vocational Rehabilitation staff
• Parent Mentors
Registration

• Hosted by the local GLRS

• **Contact your GLRS Director for the registration link and location**

• Encourage your staff to register and attend

• GVRA is working with the staff that serve your area to register
  • You can also invite them to attend
  • You should also attend

For additional information contact Elise James at ejames@doe.k12.ga.us
## The Schedule

<table>
<thead>
<tr>
<th>GLRS Regions</th>
<th>Date</th>
<th>Director</th>
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<tbody>
<tr>
<td><strong>October</strong></td>
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<tr>
<td>1: Northwest</td>
<td>10/26/2018</td>
<td>DeAnna Williams</td>
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<tr>
<td>2: North Central</td>
<td>10/25/2018</td>
<td>Pam Glasgow</td>
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<tr>
<td>3: North Georgia</td>
<td>10/24/2018</td>
<td>Charity Roberts</td>
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<td><strong>November</strong></td>
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<td>6: West Central</td>
<td>11/27/2018</td>
<td>Marie Yuran</td>
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<td>7: Metro South</td>
<td>11/28/2018</td>
<td>Charles Kelly</td>
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<tr>
<td>4E: Metro East</td>
<td>11/29/2018</td>
<td>Terry Jenkins</td>
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<td>4W: Metro West</td>
<td>11/26/2018</td>
<td>Kim Simmons</td>
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<td><strong>December</strong></td>
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<td>14/15: Southeast &amp; Coastal</td>
<td>12/3/2018</td>
<td>Kathleen Tootle/Kim Bennett</td>
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<td>13: East Central</td>
<td>12/4/2018</td>
<td>Terrie Young</td>
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<td>8: Middle Georgia</td>
<td>12/5/2018</td>
<td>Chris Davis</td>
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<td>17: South Georgia</td>
<td>1/22/2019</td>
<td>Dane Heard</td>
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<td>16: Southwest</td>
<td>1/23/2019</td>
<td>Kathie Rigsby</td>
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<td>18: South Central</td>
<td>1/24/2019</td>
<td>Dana Robbins</td>
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<td>11 &amp; 12 West Georgia</td>
<td>2/26/2019</td>
<td>Sean Cooper</td>
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<td>Lisa Hill</td>
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<td>5: North East</td>
<td>3/27/2019</td>
<td>Beth McMickle</td>
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Questions?

Laurie Ponsell, Indicator 13 Compliance  
(lponsell@doe.k12.ga.us)  
Elise James, Transition Planning  
(ejames@doe.k12.ga.us)

Georgia Department of Education  
Divisions for Special Education Services and Supports