Compliant and Effective Transition Planning

Georgia Department of Education
Special Education Services and Supports
Results Driven Accountability
October 2019

Alignment with State Priorities

Provide infrastructure and supports for leaders, teachers, and families to meet the whole child needs of each student and improve student outcomes and school climate resulting in increased quality of life and a workforce ready future
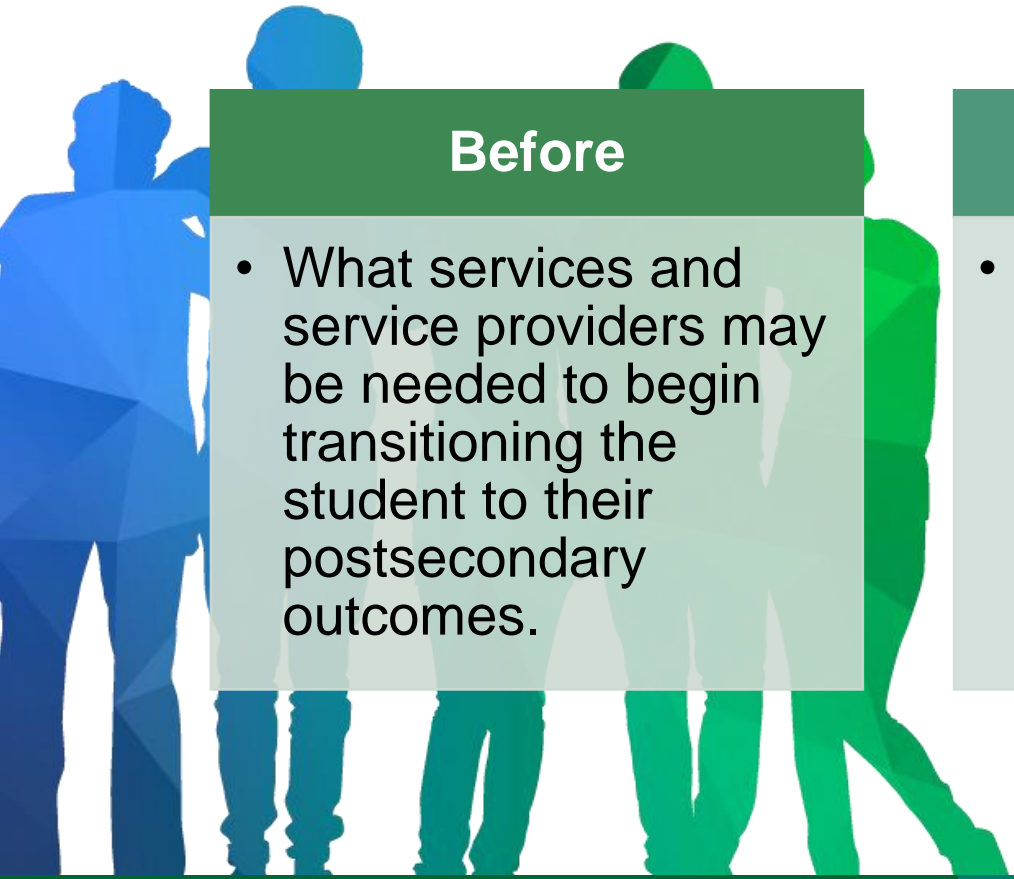
Transition for Students with Disabilities

Compliance

LETTER OF THE LAW

Best Practice

SPIRIT OF THE LAW

Collaboration: Necessary for Success

Before	During	After
• What services and service providers may be needed to begin transitioning the student to their postsecondary outcomes.	• How can families, school staff, providers and community organizations and members assist the student to reach their postsecondary goals.	• Are services being provided to meet the postsecondary goals.

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Course of Study

Career Pathways

Guidance Counselors

Career Technical
Instruction

Working in
collaboration with
instructors from the
Career, Technical
and Agricultural
Education programs

Team Members

Interagency Collaboration

Family Engagement

Transition Coordinator (responsible for the process – team lead)

Student

Parents

Teachers (general and special education)

Counselors

Agency staff

Others?

Transition Compliance (Indicator 13) and Cross Functional Monitoring FY20

Georgia Department of Education

Special Education Services and Supports

Results Driven Accountability

*Offering a holistic education to **each and every child** in our state.*

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State Performance Plan (SPP) Indicator 13

Percent of youth with IEPs aged 16 and above with an IEP that includes:

- Appropriate measurable postsecondary goals
- Goals based upon age appropriate transition assessment
- Annual transition goals
- Transition services and activities
- Course of study
- Evidence that the student was invited
- Evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting
- Evidence of prior consent of the parent or student for agency participation

Transition Services Plan

- (b) Transition services. Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include -
    - **(1) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and**
    - **(2) The transition services (including courses of study) needed to assist the student in reaching these goals.**

[34 C.F.R 300.320(b)(1) – (2)]

Indicator 13 – Transition Planning Survey

The Transition Planning Survey will no longer be used for monitoring transition plans.

Beginning with the FY20 Cross Functional Monitoring (CFM) cycle, the results from the 10 transition plan items reviewed during this monitoring will be reported for Indicator 13 compliance.

Transition Documentation Checklist

- Districts can continue to use the Transition Documentation Checklist as a tool or guidance for peer reviews and checking transition plans

- The Checklist has been updated - July 2019

Georgia Department of Education
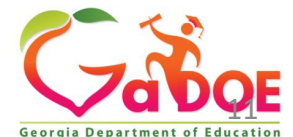Division of Special Education Services

Transition Documentation Checklist

System _____   Date _____

NAME	1. POSTSECONDARY (PS) GOAL FOR EMPLOYMENT	2. POSTSECONDARY (PS) GOAL FOR EDUCATION/TRAINING	3. POSTSECONDARY (PS) GOAL FOR INDEPENDENT LIVING	4. ANNUAL IEP TRANSITION GOALS TO MEET PS GOALS	5. PS GOALS BASED ON TRANSITION ASSESSSMENTS	6. TRANSITION SERVICES (ACTIVITIES) ACADEMIC AND/OR FUNCTIONAL TO FACILITATE MOVEMENT TO PS GOALS	7. COURSE OF STUDY TO FACILITATE MOVEMENT TO PS GOALS	8. STUDENT INVITED TO IEP MEETING	9. AGENCY REPRESENTATIVE INVITED TO MEETING	10. PRIOR PARENTAL CONSENT FOR AGENCY REPRESENTATIVE TO ATTEND	ALL AREAS IN COMPLIANCE (Y=YES, N =NO)

Georgia Department of Education
Richard Woods, State Superintendent of Schools
July 24, 2019

Cross Functional Monitoring Checklist

J.	TRANSITION SERVICES PLAN 34 C.F.R. 300.320, 34 C.F.R. 300.43			
24.	Postsecondary outcome goal for Employment			
25.	Postsecondary outcome goal for Education/Training			
26.	Postsecondary outcome goal for Independent Living (if appropriate)			
27.	Reflects steps to desired post-secondary outcomes			
28.	Postsecondary goals based on transition assessments			
29.	Transition services and/or activities to facilitate movement to postsecondary outcomes			
30.	Course of study to facilitate movement to post-school outcomes			
31.	Student invited to meeting			
32.	Agency representative invited, if applicable			
33.	Parent consent received prior to inviting agency representative, if applicable			

Checklist Comparison

Cross Functional Monitoring Checklist for Student Folder Review

| J.	TRANSITION SERVICES PLAN	34 C.F.R. 300.320, 34 C.F.R. 300.43			
24.	Postsecondary outcome goal for Employment				
25.	Postsecondary outcome goal for Education/Training				
26.	Postsecondary outcome goal for Independent Living (if appropriate)				
27.	Reflects steps to desired post-secondary outcomes				
28.	Postsecondary goals based on transition assessments				
29.	Transition services and/or activities to facilitate movement to postsecondary outcomes				
30.	Course of study to facilitate movement to post-school outcomes				
31.	Student invited to meeting				
32.	Agency representative invited, if applicable				
33.	Parent consent received prior to inviting agency representative, if applicable				

Transition Documentation Checklist

Transition Documentation Checklist

System _____   Date _____

NAME	1. POSTSECONDARY (PS) GOAL FOR EMPLOYMENT	2. POSTSECONDARY (PS) GOAL FOR EDUCATION/TRAINING	3. POSTSECONDARY (PS) GOAL FOR INDEPENDENT LIVING	4. ANNUAL IEP TRANSITION GOALS TO MEET PS GOALS	5. PS GOALS BASED ON TRANSITION ASSESSSSMENTS	6. TRANSITION SERVICES (ACTIVITIES) ACADEMIC AND/OR FUNCTIONAL TO FACILITATE MOVEMENT TO PS GOALS	7. COURSE OF STUDY TO FACILITATE MOVEMENT TO PS GOALS	8. STUDENT INVITED TO IEP MEETING	9. AGENCY REPRESENTATIVE INVITED TO MEETING	10. PRIOR PARENTAL CONSENT FOR AGENCY REPRESENTATIVE TO ATTEND	ALL AREAS IN COMPLIANCE (Y=YES, N=NO)

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Postsecondary Goals based on Transition Assessments

- (b) Transition services. Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and **updated annually, thereafter, the IEP must include:**
  - (1) **Appropriate measurable postsecondary goals based upon age appropriate <mark>transition assessments</mark> related to training, education, employment, and, where appropriate, independent living skills;**

[34 CFR 300.320(b)(1)]
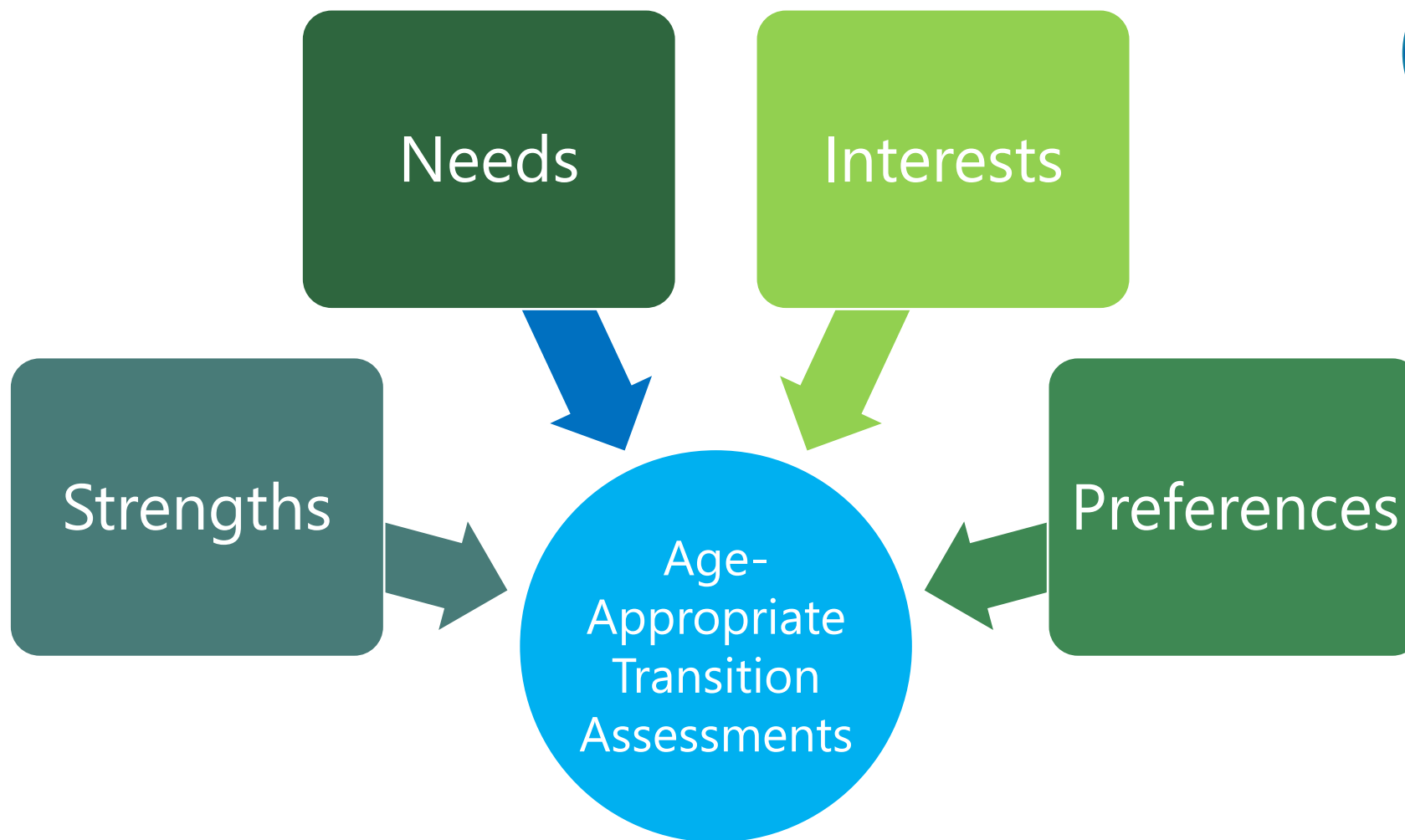
Career Assessment for All Students

COUNSELORS AND OTHER SCHOOL PERSONNEL HAVE BEEN PROVIDING CAREER ASSESSMENTS, AWARENESS AND COUNSELING FOR STUDENTS UNDER THE BRIDGE ACT SINCE 2010.

BRIDGE ACT WAS SIGNED INTO LAW MAY 2010

Student Centered Planning

Transition Assessment

State Provided Assessments

Georgia Career Information System (GCIS and GCIS Jr.)

YouScience

- elementary, middle, and high schools;

- assessments, explorations, and search strategies

- comprehensive and accurate state and national occupational and educational information

- career management tools

- career-path assessment that measures both interest and aptitude

- captures real measures of aptitudes through brain games

- Uses personalized language to describe strengths,

- recommends careers that best-fit their natural talents.

Transition Assessments

- Zarrow Center Resources
  - Students with disabilities: http://www.ou.edu/web/search
  - Students with significant disabilities: http://www.ou.edu/education/centers-and-partnerships/zarrow/transition-assessment---severe-disabilities

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Course of Study

- Preferences, Strengths, Interests and ==*Course of Study*== based on Present Levels of Performance and *Age* ==*Appropriate Transition Assessments*==
  - Course of study to facilitate movement to Postsecondary Goals
  - Begin with the student's IGP
  - Must mention one or more of the following:
    - Diploma Type
    - Course of Study
    - Career Pathway
    - Types of classes
    - List of classes

Postsecondary Goals

(b) Transition services. Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include—

- (1) **Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills;**

[34 CFR 300.320(b)(1)]

Measurable Post-Secondary Goals

- A post-secondary goal is "**generally understood to refer to those goals that a child hopes to achieve after leaving secondary school (i.e. high school)**" (IDEA 2004 Part B Regulations 300.320 (b), discussion of Final Rule p. 46,668)

- Post-secondary goals must be an actual outcome and not an activity or process. For example, '*seeks, pursues, continues, and applies*' are processes, not outcomes.

- The post-secondary goal should succinctly state what the student will do and be based on findings from transition assessments conducted with the student.

- There should only be one Post-Secondary Goal for each area: Education/Training and Employment, as well as Independent Living, if appropriate.

Postsecondary Goals

Employment

Education/Training

Independent Living

Postsecondary Goal for Employment

Interagency Collaboration

Indicate the "type of job", career or field

- Be employed as….police officer
- Work full-time as a …. welder
- Will be employed as ……….. a retail sales-clerk
- Be employed as a soldier in the ………….marines
- Will participate/work in a day program with supports
- Will participate in a supported work setting/environment in the area of…..consumer science

Have only one PS goal for Employment

Refer to "after graduation"

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Postsecondary Goal for Education/Training

Interagency Collaboration

Curriculum and Instruction

Inclusion and Access

Indicate the "type of training" and area

- Attend college and major in….Criminal Justice
- Attend technical college and major in…. welding
- Attend technical college to receive their certification in…… Auto Body Repair
- Will receive on-the-job training from an adult agency representative in the area of ………………retail sales

Have only one PS goal for Education/Training

Refer to "after graduation"

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Postsecondary Goal for Independent Living

### Indicate where the student will live after graduation

- An Independent Living Goal is not required for Indicator 13 if the IEP team, *based on the Preferences, Strengths and Interests*, indicates there is no need to address for the student

Have only one PS goal for Independent Living

Refer to "after graduation"

- Should not be a temporary living situation, should be long-term

Student invited to the IEP meeting

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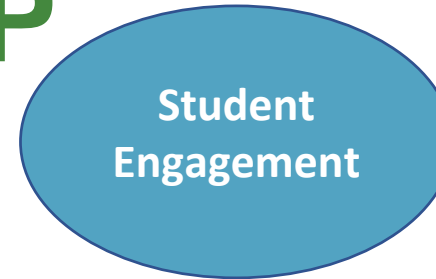
(5) THE IEP TEAM is a group of individuals that is responsible for developing, reviewing, or revising an IEP for a child with a disability. [34 C.F.R. § 300.23] The LEA shall ensure that each IEP Team meeting includes - (g) Whenever appropriate, the child with a disability. [34 C.F.R. § 300.321(a)(7)]

(6) 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 Engagement

Student invited to IEP meeting

Document that the student was invited to the meeting -

• Notice of Meeting

• Signature Page

(a) If the student does not attend the IEP Team meeting, the LEA must take other steps to ensure that the student's preferences and interests are considered.

[34 C.F.R. § 300.321(b)(2)]

Agency Representative Invited to the IEP Meeting

Interagency Collaboration

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

Agency Representatives

- Agencies or other organization representatives who are likely to provide services and supports to students may be invited to attend IEP meeting to discuss transition:

- Georgia Vocational Rehabilitation Agency (GVRA)
- Department of Behavioral Health and Developmental Disabilities (DBHDD)
- Mental Health Clinics
- Day Programs
- Employers
- Department of Family and Children Services
- Parent Mentors
- College Representatives

Prior Parental Consent for Agency Representative

Family Engagement

Student Engagement

- If an agency representative was invited, you must provide evidence that the parent gave consent for the invitation
  - Parent's signature on Notice of Meeting documenting they consent to the invitation

Annual Transition Goals
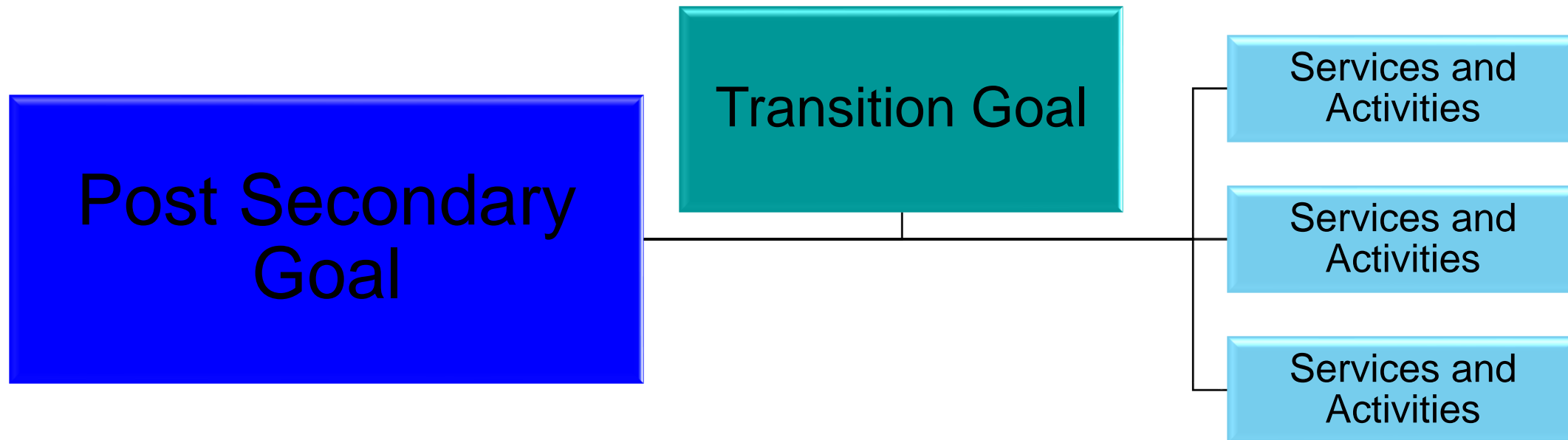
- Each Post-Secondary Goal should have a corresponding Annual Transition Goal.

- The Annual Transition Goals refer to anything that will help prepare the student for education/training, employment, and independent living.

- Each Annual Transition Goal should facilitate movement towards the Post-Secondary Goals, be measurable and attainable within one year.
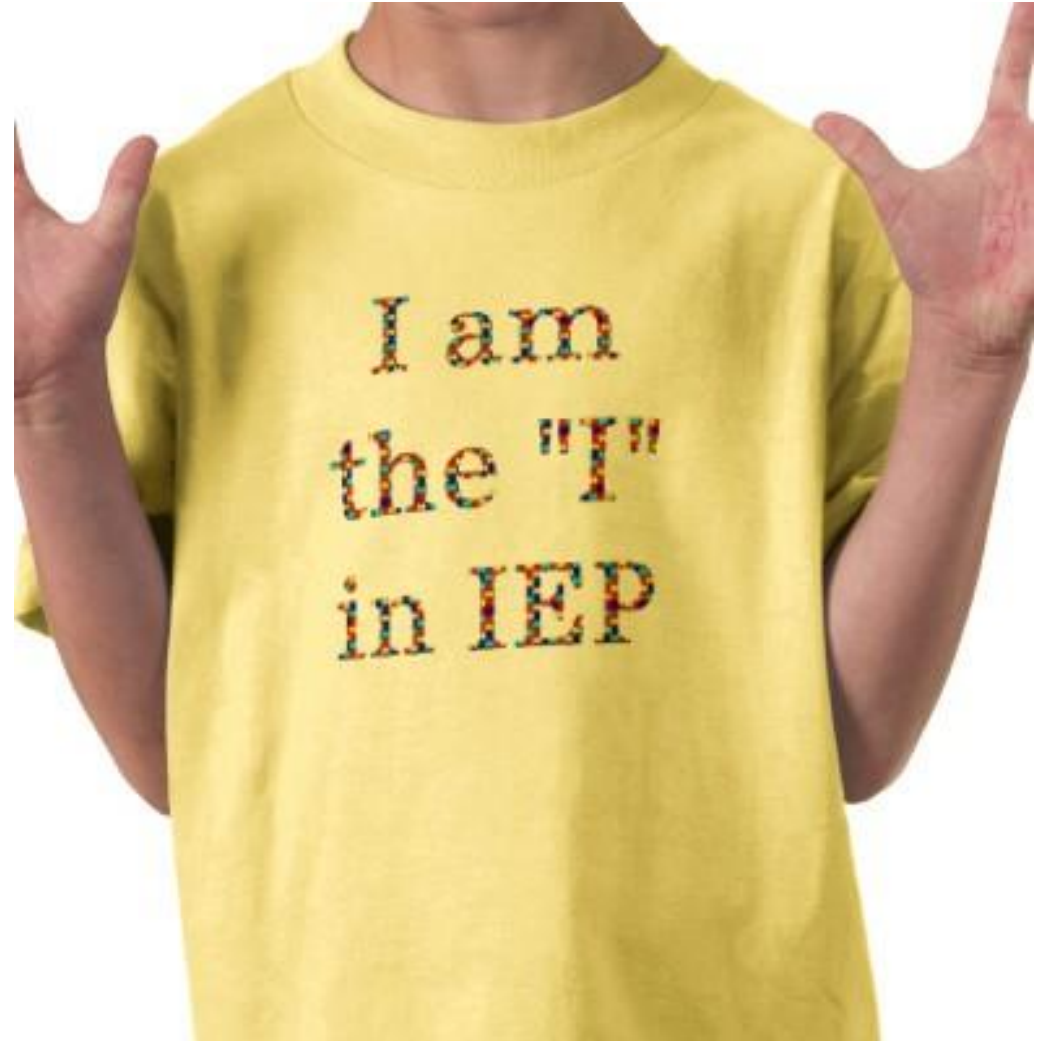
IEP Goals to meet Postsecondary Goals

What are some goals that will help THIS STUDENT get closer to being able to reach his/her postsecondary goals?

Are these goals attainable within the next year?

What is keeping this student from being successful in his/her classes?

Annual Transition goals should not repeat the Postsecondary goal.

Annual Transition Goals - What needs to happen this year?

- Education/Training*
- Employment*
- Community Participation
- Adult Living Skills
- Related Services
- Daily Living Skills

Annual Transition Goals must be:

- Aligned with the Post Secondary Goal

*Must have at least one transition goal for each Post Secondary Goal

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Post Secondary Goals and Transition Goals

	Education/Training Transition Goal	Development of Employment Goal	Community Participation Goal	Adult Living & Post School Options	Related Services	Daily Living Skills
Post-Secondary Education/ Training Goal	X					
Post-Secondary Employment Goal		X				
Post-Secondary Independent Living Goal*			X	X	X	X

Annual Transition Goal for Education/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

Types of Education/Training Goals

- Investigating PS options
- Attending a college fair
- Researching schools/programs
- School visits
- Taking entrance tests
- Submitting school applications
- *Dual Enrollment*

- Decreasing absences and/or tardiness (be on time)
- Organizing notebook(s)
- Attending tutoring sessions

(If you choose to write a functional transition goal, make sure it is measurable)

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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 Postsecondary Goal for Employment)

Goals based on occupational awareness, employment related knowledge and skills, specific career pathway related knowledge and skills

Types of Employment Goals

- Investigating careers (taking additional assessments, applying for jobs)

- Soft skills/employability skills (create calendar, schedule, timers)

- Creating or strengthening work ethic/stamina

- Pre-employment skills (completing job applications, taking pre-employment tests, interviewing skills)

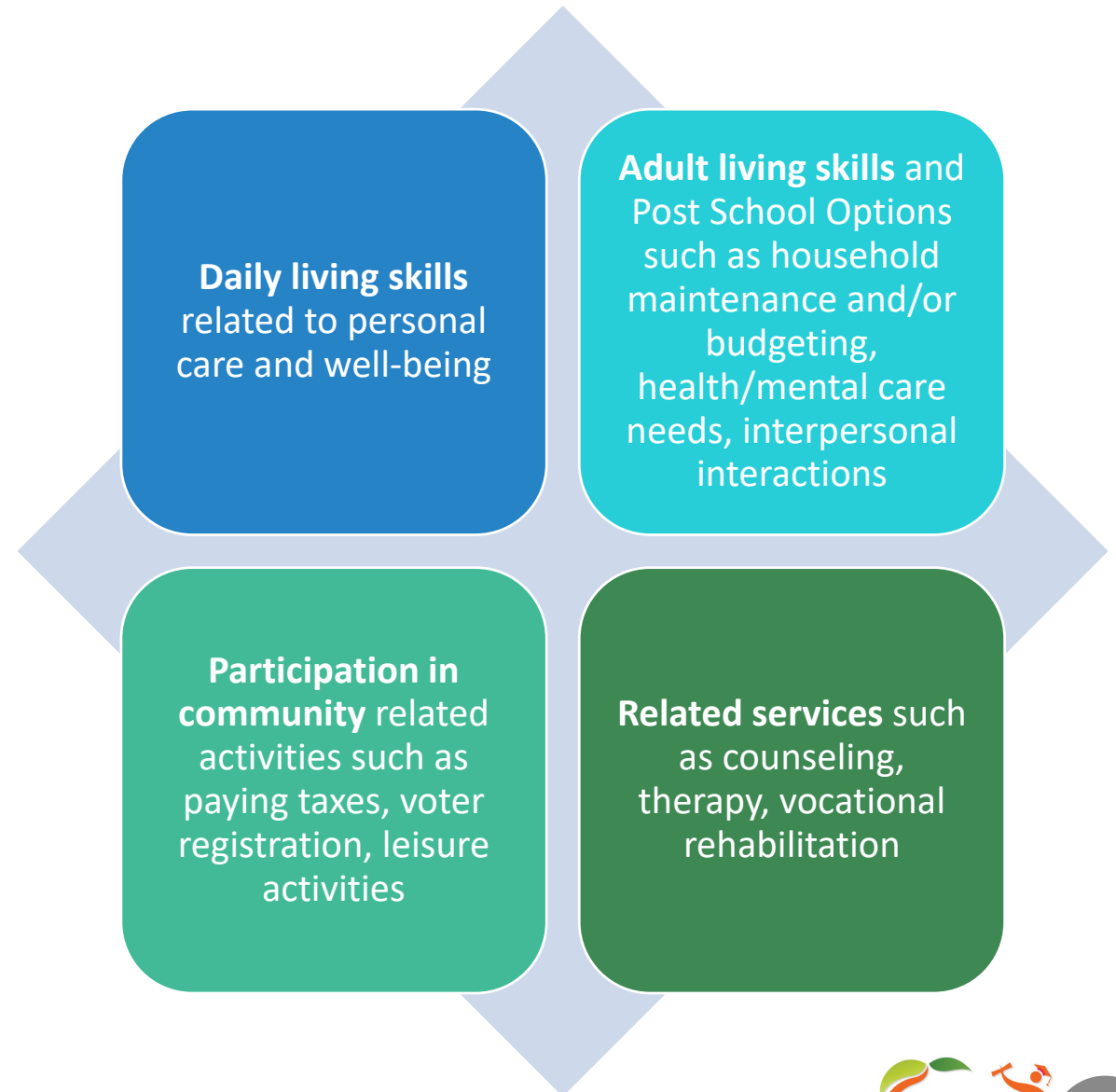# Annual Transition Goal for Independent Living (optional)*

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.

Types of Independent Living Goals

Daily living skills related to personal care and well-being

Adult living skills and Post School Options such as household maintenance and/or budgeting, health/mental care needs, interpersonal interactions

Participation in community related activities such as paying taxes, voter registration, leisure activities

Related services such as counseling, therapy, vocational rehabilitation

Transition Activities & Services

Could be a 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)

- Participate in ……. (CBI, Work-based learning)
- Identify…… (available programs, requirements)
- Meet with…..(counselor, director, manager)
- Request……(copies of, application packet)
- Locate…..(medical facilities, government offices)
- Conduct an internet search of….. (colleges, technical schools, training facilities, programs of interest)

Summary of Performance (SOP)

IDEA 2004

- For a child who eligibility under this part terminates under circumstance described in clause(i), a local educational agency shall provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals 1414(c)(5)(B)(ii)

- The requirements for the SOP are found in the Federal Regulations at 34 CFR §300.305(e)(3)

SOP Requirements

- Completed during the final year of a student's high school education

- Timing of completion of the SOP may vary depending on the student's postsecondary goals

- The SOP, with additional documentation, may be necessary as the student applies to a college or university

- Likewise, this information may be necessary as a student applies for services from state agencies such as vocational rehabilitation

- In some instances, it may be most appropriate to wait until the spring of a student's final year to provide an agency or employer the most updated information on the performance of the student
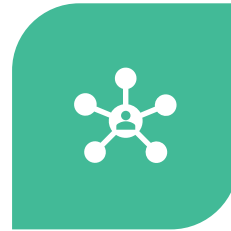
It's a Plan!

THE TRANSITION PLAN IS PART OF THE IEP, NOT SEPARATE

PLAN EARLY AND DISCUSS GOALS AND ACTIVITIES ACCORDINGLY AND UPDATE AS THE STUDENT COMPLETES DURING THE YEAR

COORDINATE WITH THE APPROPRIATE TEAM MEMBERS TO ENSURE ACTIVITIES AND SERVICES ARE BEING IMPLEMENTED

ESTABLISH A PEER REVIEW PROCESS

FOLLOW-UP WITH THE STUDENT AND FAMILY

Individual Graduation Plan (IGP)

Start your IEP with the IGP

Start the Transition Components with the IGP

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Best Practice

SPIRIT
OF
THE LAW

Transition Postschool Outcomes (Indicator 14)

Georgia Department of Education

Special Education Services and Supports

Transition Postschool Outcomes

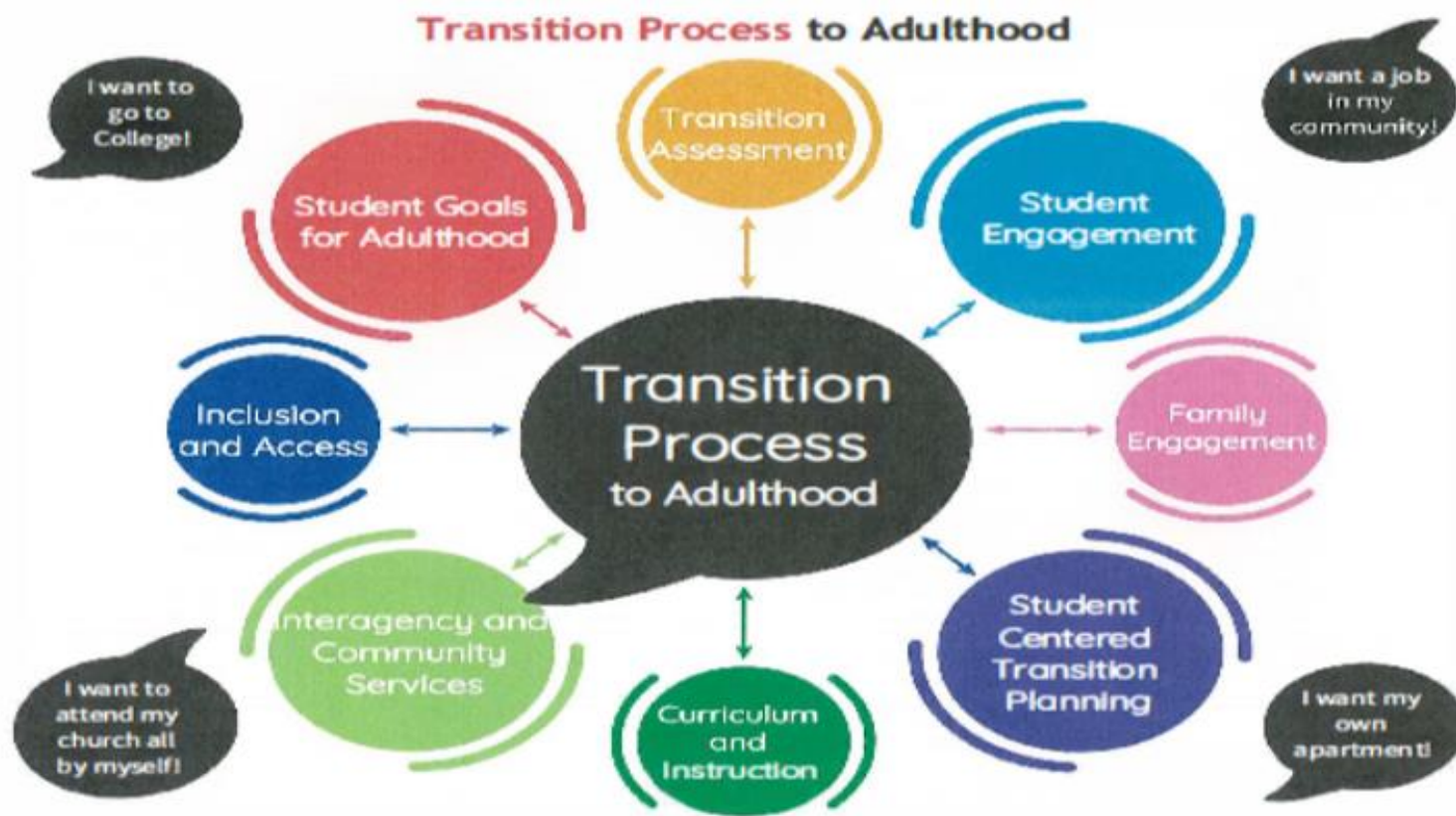*Offering a holistic education to **each** and **every child** in our state.*

Let's Look at Georgia's Data!

Indicator 13: Compliance

- 2016-17
  - **99.09%**
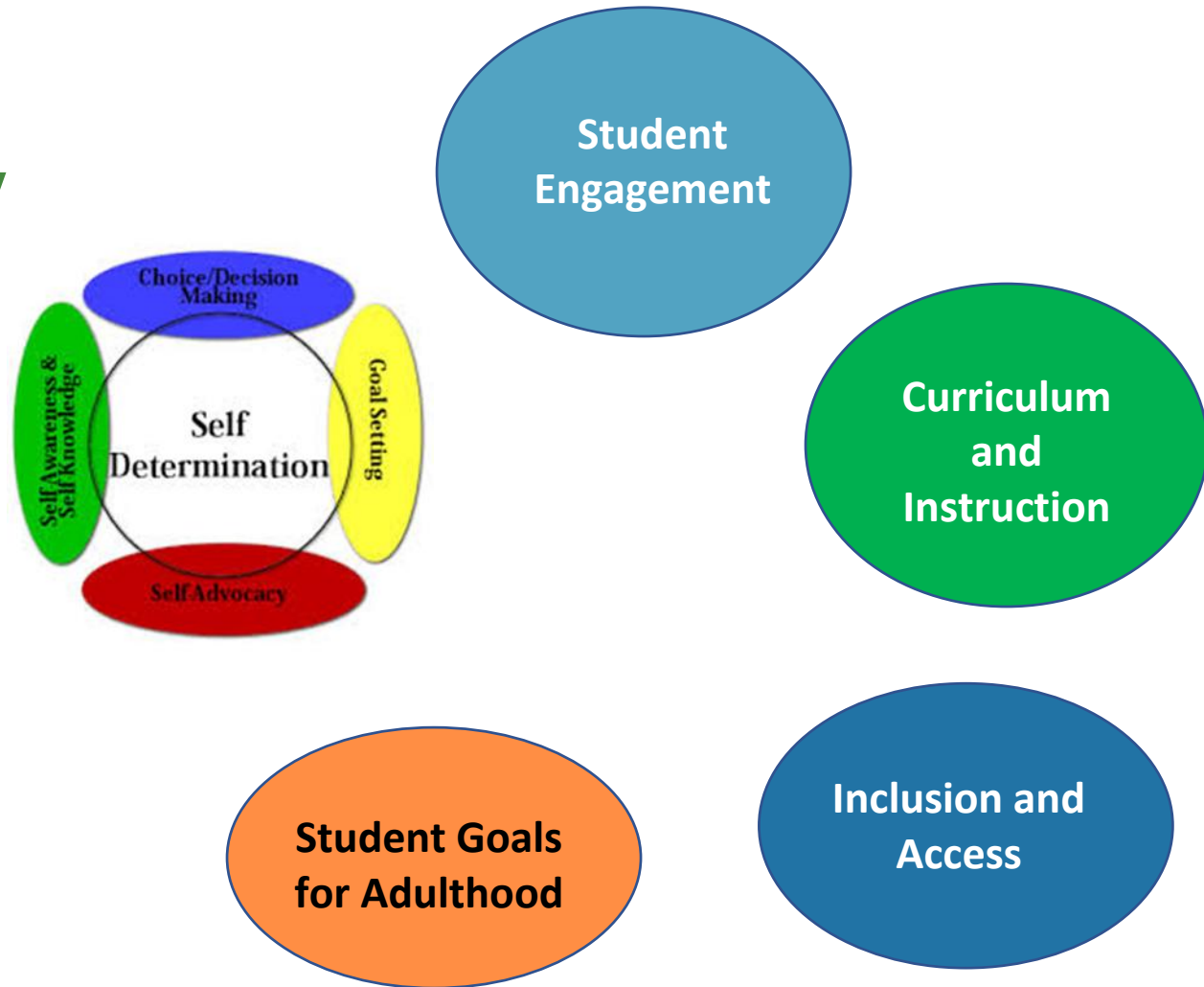
- 2017-18
  - **94.25%**

Indicator 14: Results

- 2016-17
  - College: **25.80%**
  - College & Competitively Employed: **58.75%**
  - All education and employment: **82.88%**

- 2017-18
  - College: **25.9%**
  - College & Competitively Employed: **59.63%**
  - All education and employment: **82.75%**

Collaborating for Assistive Technology

- Assistive technology
  - School
  - Work
  - Community participation
  - Recreation and leisure

Choice/Decision Making

Self Awareness & Self Knowledge

Goal Setting

Self Determination

Self Advocacy

Student Engagement

Curriculum and Instruction

Student Goals for Adulthood

Inclusion and Access

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Self-Determination: What! Why?!

Self-Determination is…

NOT….

- a program
- an intervention
- a policy

Self-Determination is…

… a concept reflecting the belief that all individuals have the right to direct their own lives

…acting as the primary causal agent in one's life free from undue external influence or interference

(Wehmeyer, 1996)

…reflected in a demonstration of self-determined behavior (skills)

Self-Determination Skills

- Self-regulation
- Self-advocacy
- Self awareness
- Self-efficacy

- Choice-making
- Decision-making
- Problem-solving
- Goal setting and attainment

...BECAUSE!

Challenges Strengths College
Transition Leadership Self-Awareness
ChoiceMaking GoalSetting
ProblemSolving CommunityLiving
CareerPathways PostsecondaryEducation
PersonCenteredPlanning Self-Determination
Self-Advocacy DecisionMaking
Employment CausalAgency
Self-Efficacy ASPIRE VolitionalAction
SDLMI/SDI Abilities

AND...

It's a Division Priority

Breakdown of Self Determination Initiatives

ASPIRE

Student-Led IEP

SDLMI

Self-Determined Learning Model of Instruction

Goal Setting/Goal Attainment Process

ASPIRE:
What's In A Name?

Active

Student

Participation

Inspires

Real

Engagement

What Is ASPIRE?

- Student-led IEP Initiative
- Process that results in:
  - shifting the focus from adult-centered to student-centered
  - engaging the student and the family in the IEP process
  - students playing a larger role in developing and implementing their IEP.
  - providing opportunities for the student to understand their strengths and challenge areas
  - connecting the relevance of school to life
  - students understanding their disability and needs
  - building self-determination skills

What Is the Self-Determined Model of Instruction (SDLMI)?

- Goal setting/goal attainment process

- Use across all environments and course work

- Student Engagement
  - Use with student-led IEPs
  - Connect to transition planning

Some of these goals might be related to:

- Skills in various academic subject areas

- Study skills or self-management skills

- Vocational outcomes

- Career exploration (transition)

- Social interaction

- Behavior

- Home and community

SDLMI
Self-Determined Learning Model of Instruction

What is ASPIRE^{Plus}?

- ASPIRE^{Plus} is the name of the Partnership grant awarded by the Institute of Education Science (IES).
- Collaboration between the GaDOE: Special Education Services and Supports and the University of Kansas (KU)
  - Principal Investigator, KU: Dr. Michael Wehmeyer
  - Principal Investigators, GaDOE: Wina Low and Elise James

NAME of the Partnership Research Grant to
Study Outcome of Students Participating in...

ASPIRE **OR** SDLMI Self-Determined Learning Model of Instruction **OR** ASPIRE **+** SDLMI Self-Determined Learning Model of Instruction

What is ASPIRE^{Plus}?

- Scale-up of self-determination around the state
  - ASPIRE (Active Student Participation Inspires Real Engagement): Student-Led IEP
  - Self-Determined Learning Model of Instruction (SDLMI)
- Research outcomes for students participating in:
  - ASPIRE (Student-Led IEP)
  - SDLMI (Goal-setting/goal attainment process)
  - ASPIRE with SDLMI

What is the Self-Determination Inventory?

- Reliable and valid tool to assess the essential characteristics of self-determined action
  - students with and without disabilities
- Intentional planning and instruction for building self-determination

- Self-reported questions about how they feel about their ability to be self-determined; that is to make choices, set and go after goals, and make decisions.
- Young people ages 13-22 with and without disabilities
- Audio that reads the questions aloud
- In-text definitions of words
- Takes only 10 minutes to complete

http://www.selfdetermination.res.ku.edu/homepage/assessments/#sdisr

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Transition Website

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

- Professional Development: http://www.gpat.org/Documents/One%20Page%20AT%20August%202019/2019%202020%20Transition%20and%20Assistive%20Technology%20Professional%20Learning.pdf

Rules, Manuals & Forms

Special Education Rules

Implementation Manual

Sample Forms

Applications

Eligibility Categories

Autism

Deafblind

Deaf/Hard of Hearing (D/HH)

Emotional & Behavioral Disorder

Intellectual Disabilities

Orthopedic Impairment

Other Health Impairment

Preschool Special Education

Significant Developmental Delay

Specific Learning Disability

Speech Language Impairment

Traumatic Brain Injury

Visual Impairment & Blindness

Budgets, Grants, Data Collection and Reporting

Budget & Grant Applications

LEA Consolidated Application
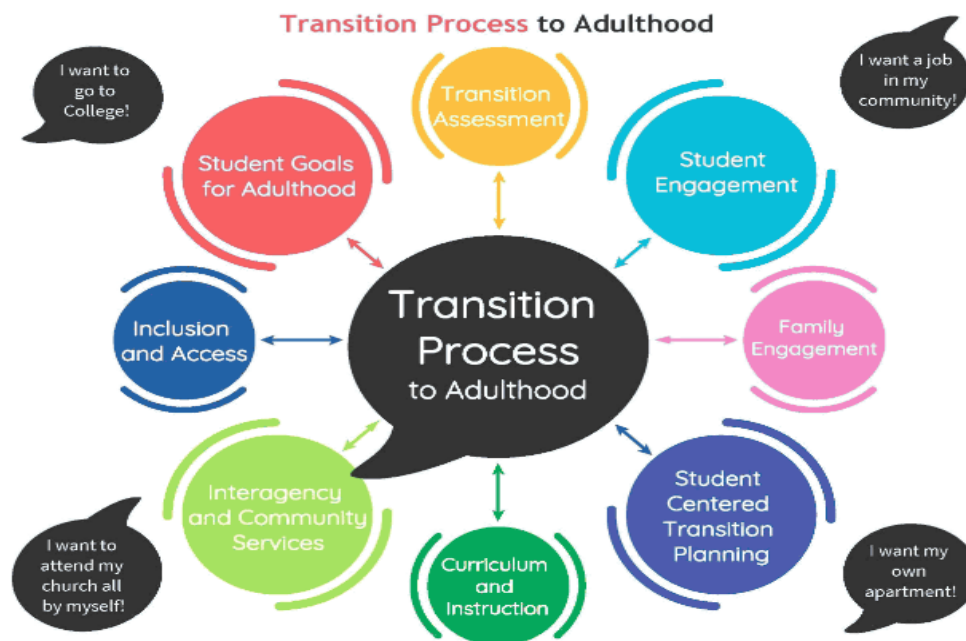
Data Collection Conference

Annual Reports

Transition

TRANSITION BEST PRACTICES

SELF-DETERMINATION INITIATIVES

TRANSITION COMPLIANCE

Transition Process to Adulthood

I want to go to College!

I want a job in my community!

Student Goals for Adulthood

Transition Assessment

Student Engagement

Inclusion and Access

Transition Process to Adulthood

Family Engagement

Interagency and Community Services

Curriculum and Instruction

Student Centered Transition Planning

I want to attend my church all by myself!

I want my own apartment!

Excerpts from:
Morningstar, M. & Clavenna-Deane, B (2018). Your Complete Guide to Transition Planning and Services. Baltimore Maryland: Paul H. Brooks.

General Information

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9:09 AM
9/18/2019

Transition Compliance Supports

- Module 1 - Collaboration for Transition Planning
  - Collaboration for Transition Planning PowerPoint Presentation
- Module 2 - Assessments and Course of Study for Transition Planning
  - Assessments and Course of Study for Transition Planning PowerPoint Presentation
- Module 3 - Team Members for Transition Planning
  - Team Members for Transition Planning PowerPoint Presentation
- Module 4 - Postsecondary Goals for Transition Planning
  - Postsecondary Goals for Transition Planning PowerPoint Presentation
- Module 5 - Annual Transition Goals and Services and Activities for Transition Planning
  - Annual Transition Goals and Services and Activities for Transition Planning PowerPoint Presentation
- Guide for Writing IEPs Presentation PowerPoint (Module 3: Transition)

Self-Determination Community of Practice (SD:COP)

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

Questions?

Georgia Department of Education Divisions for Special Education Services and Supports

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