Best Practices in Transition Planning and Compliance

Georgia Department of Education
Division for Special Education Services and Supports
SELDA October 18, 2022

Offering a holistic education to each and every child in our state.
Keeping Students First

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 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)]
A Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities
State Performance Plan (SPP) – Indicator 13: Secondary Transition

- The Individuals with Disabilities Education Act (IDEA) requires states to develop a State Performance Plan (SPP) that evaluates their efforts to implement the requirements and purposes of IDEA and describe how the state will improve its implementation and results for children with disabilities. An Annual Performance Report (APR) is provided to report the results of the state’s activities and describes progress or slippage in meeting the measurable targets set in the SPP.

- Indicator 13 on the SPP/APR provides the compliance results on the transition components in IEPs of youth aged 16 and above.
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age-appropriate Assessments</td>
<td>The collection of evidence and artifacts that documents a student’s interests, preferences and strengths.</td>
</tr>
<tr>
<td>Measurable Postsecondary Outcome Goals</td>
<td>Goals for after high school in the areas of <strong>education/training, employment, and independent living.</strong></td>
</tr>
<tr>
<td>Course of Study</td>
<td>Reflects the academic course work to reach the postsecondary goals.</td>
</tr>
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<td>Measurable Annual Goals</td>
<td>Facilitates movement towards meeting the postsecondary goals.</td>
</tr>
<tr>
<td>Activities</td>
<td>Provides the opportunities for exploration and skill development to achieve the annual goal.</td>
</tr>
<tr>
<td>Services</td>
<td>Specially designed instruction, related services, community interaction, and collaboration within school.</td>
</tr>
<tr>
<td>Student Invited</td>
<td>Evidence that indicates the student was invited to participate in the IEP Team meeting.</td>
</tr>
<tr>
<td>Agency Representation</td>
<td>Evidence that a representative from an agency that is likely to provide or pay for services is invited, if appropriate.</td>
</tr>
<tr>
<td>Parental Consent</td>
<td>Prior parental consent for the invitation of an agency representative must be evident.</td>
</tr>
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</table>
Required Components

• **Age-appropriate Assessments**
The collection of evidence and artifacts that documents a student’s interests, preferences and strengths.

• **Measurable Postsecondary Outcome Goals**
Goals for after high school in the areas of *education/training, employment, and independent living*.

• **Course of Study**
Reflects the academic course work to reach the postsecondary goals.
Required Components

• **Measurable Annual Goals**
  Facilitates movement towards meeting the postsecondary goals.

• **Activities**
  Provides the opportunities for exploration and skill development to achieve the annual goal.

• **Services**
  Specially designed instruction, related services, community interaction, and collaboration within school.
Required Components

• **Student Invited**
  Evidence that indicates the student was invited to participate in the IEP Team meeting.

• **Agency Representation**
  Evidence that a representative from an agency that is likely to provide or pay for services is invited, if appropriate.

• **Parental Consent**
  Prior parental consent for the invitation of an agency representative must be evident.
Transition for Students with Disabilities

COMPLIANCE – LETTER OF THE LAW

BEST PRACTICE – SPIRIT OF THE LAW
Monitoring Secondary Transition *Indicator 13* & Post-School Outcomes *Indicator 14*
Monitoring Indicator 13

- The GADOE completes a review of a sampling of transition plans from districts across the state yearly, as required by IDEA.
- While the process for reviewing transition plans may vary yearly, the required components of the Transition Plan do not change.
- Currently, transition plans are reviewed during the Cross-Functional Monitoring process and those results are reported for Indicator 13.
# Transition Documentation Checklist

**Georgia Department of Education**  
Division for Special Education Services

**Transition Documentation Checklist**

<table>
<thead>
<tr>
<th>System</th>
<th>Date</th>
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<tr>
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<table>
<thead>
<tr>
<th>NAME</th>
<th>1. POSTSECONDARY/PSG GOAL FOR EMPLOYMENT</th>
<th>2. POSTSECONDARY/PSG GOAL FOR EDUCATION/TRAINING</th>
<th>3. POSTSECONDARY/PSG GOAL FOR INDEPENDENT LIVING</th>
<th>4. ANNUAL IEP/TRANSITION GOALS TO MEET PSG GOALS</th>
<th>5. PSG GOALS BASED ON TRANSITION ASSESSMENTS</th>
<th>6. TRANSITION SERVICES/ACTIVITIES ACADEMIC/ASSISTIVE TOOLS/PSG GOALS</th>
<th>7. COURSE OF STUDY TO FACILITATE MOVEMENT TO PSG GOALS</th>
<th>8. STUDENT INVITED TO IEP MEETING</th>
<th>9. AGENCY REPRESENTATIVE ATTENDANT</th>
<th>10. PRIOR PARENTAL CONSENT FOR AGENCY REPRESENTATIVE TO ATTEND</th>
</tr>
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<tbody>
<tr>
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**Georgia Department of Education**  
Richard Woods, State School Superintendent  
July 24, 2019
# Cross-Functional Monitoring Due Process Checklist

## GEORGIA DEPARTMENT OF EDUCATION
DIVISION FOR SPECIAL EDUCATION SERVICES AND SUPPORTS

## DUE PROCESS CHECKLIST FOR STUDENT FOLDER REVIEW

<table>
<thead>
<tr>
<th>J.</th>
<th>TRANSITION SERVICES PLAN</th>
<th>34 C.F.R. 300.320, 34 C.F.R. 300.43</th>
<th>Yes</th>
<th>No</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>Postsecondary outcome goal for Employment</td>
<td>✔</td>
<td>✔</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Postsecondary outcome goal for Education/Training</td>
<td>✔</td>
<td>✔</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Postsecondary outcome goal for Independent Living (if appropriate)</td>
<td>✔</td>
<td>✔</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Reflects steps to desired post-secondary outcomes</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Postsecondary goals based on transition assessments</td>
<td>✔</td>
<td>✔</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Transition services and/or activities to facilitate movement to postsecondary outcomes</td>
<td>✔</td>
<td>✔</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Course of study to facilitate movement to post-school outcomes</td>
<td>✔</td>
<td>✔</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Student invited to meeting</td>
<td>✔</td>
<td>✔</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>Agency representative invited, if applicable</td>
<td>✔</td>
<td>✔</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>Parent consent received prior to inviting agency representative, if applicable</td>
<td>✔</td>
<td>✔</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>Informed of the transfer of all due process rights to student at age 17</td>
<td>✔</td>
<td>✔</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>All due process rights transferred to the student at age 18</td>
<td>✔</td>
<td>✔</td>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>
Monitoring & Peer Reviews

• LEAs are encouraged to use the Transition Documentation Checklist or the Cross-Functional Monitoring Due Process Checklist as a tool or guidance for peer reviews and checking transition plans.
Monitoring Indicator 14

• The monitoring priorities and indicators of the Office of Special Education Programs (OSEP) State Performance Plan (SPP) mandate the gathering of data on the post-school activities of individuals exiting special education.

• To meet the requirements of the SPP, the Post-School Survey for individuals exiting school during the previous school year is conducted from May 15 through July 31 each year. The report must be submitted to the GaDOE Division for Special Education by July 31.
Post-School Outcomes Survey

SE Applications Dashboard > Post-School Outcomes FY 2021 Data Collection for 2019-2020 Exiters

School Year: 2021
System Name:

Total number of special education students exiting secondary education during the prior school year (Systemwide): 28

<table>
<thead>
<tr>
<th>Element</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>College/University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competitive Integrated Employment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-School Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Employment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UnEngaged + Waiting List</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Respondents
Survey Rate of Return
Deceased
Unable to Contact
Returned to High School

Download Activity Codes  Download Post-School Definitions and Directions

<table>
<thead>
<tr>
<th>School ID</th>
<th>School Name</th>
<th>Total Students</th>
<th>Total Students Completed</th>
</tr>
</thead>
</table>

October 18, 2022
Post-School Outcomes Survey

Data Analysis - Ind 14 - Post School Outcomes (SEA Trend and Analysis)

PostSchool Outcome State Summary

Indicator Description

Indicator 14A
Enrolled in higher education within one year of leaving high school

Indicator 14B
Enrolled in higher education or competitively employed within one year of leaving high school

Indicator 14C
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school

Count of LEA Meeting Target

Count of LEA not Meeting Target
Adapted from “Your Complete Guide to Transition Planning and Services” (Morningstar and Clavenna-Deane, 2018)
Transition is an Action Plan

• Setting goals for life after high school

• Mapping out the steps that will reasonably enable the goals to be reached

• Providing opportunities to be exposed and build skills (aligns with Bridge Act)

• Collaborating to build and establish relationships with service providers and community resources
Transition

Module #1

Collaboration
Collaboration

• **Before**
What services and service providers may be needed to begin transitioning the student to their postsecondary outcomes?

• **During**
How can families, school staff, providers and community organizations and members assist the student to reach their postsecondary goals?

• **After**
Are services being provided to meet the postsecondary goals?
Team Members for Planning

- Student
- Family Members
- Special Education Teachers
- LEA/District Leaders
- General Education Teachers
- Agency Representatives
- Counselors

- Related Services
- Assistive Technology
- School Psychologist
- Career, Technical, and Agricultural Education (CTAE)
- Career Technical Instruction (CTI)
- Others?
Bridge Act (Building Resourceful Individuals to Develop Georgia’s Economy), House Bill 400

- Requirements (Grades 6-8)
  - Career counseling
  - Regularly-scheduled advisement
  - Career awareness
  - Career interest inventories
  - Assist students in evaluating their academic skills and career interests.
Bridge Act (Building Resourceful Individuals to Develop Georgia’s Economy), House Bill 400

- Requirements (**High school**):
  - Career counseling
  - Career guidance
  - Regularly-scheduled career advisement
  - Assistance to successfully complete their individual graduation plans
  - Seamless transition to postsecondary life
    - College/technical school, vocational training, or employment
The Individual Graduation Plan (IGP)

- Spring semester of the 8th grade
- Indicates:
  - Academic subjects
  - Based on selected academic and career area of choice
  - Developed in conjunction with parents/guardians, student, counselor or teacher as advisor
- Can include:
  - Career-orientation
  - Work-based learning
  - Dual Enrollment
From IGP to IEP and Transition

• Course of Study
• Career Pathways
  • Guidance Counselor
  • Career Technical Instruction
    • Working in collaboration with instructors from Career, Technical and Agricultural Education Programs
Collaborating for Assistive Technology

• Assistive Technology
  • School
  • Work
  • Community Participation
  • Recreation and Leisure
Assistive Technology Examples

- Transdisciplinary assistive work technology team consultation
- Architectural adaptations to help with accessibility
- Customization of existing equipment or devices
- Computer adaptations for environmental control

Special Education Services and Supports - Assistive Technology (gadoe.org)
**Division for Special Education Services and Supports**

**Assistive Technology for Transition**

A Guide for Assistive Technology and Transition Planning

**July 2020**

**Purpose:** The purpose of this tool is to review the student’s assistive technology needs when transition planning.

**Delimiters:** In each of the following functional areas, determine if the student has any limitations. If limitations do exist, answer the questions regarding the student’s capacities. Consider their abilities with and without assistive technology.

**Please Read and Consider Each Item:** Any NO answer is a red flag that the student may confront significant barriers during their transition process. However, these are minimum standards. Even with a YES rating, there may still be a benefit from using assistive technology for this function. Next, consider the examples of assistive technology that might be used to address these barriers.

### Daily Living Activities - Can the student independently?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eat?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Prepare Food?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Do Laundry?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Groom/Self Care/Hygiene?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Housekeeping Activities?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Manage time? Follow a schedule?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

### Daily Living Adaptations:

<table>
<thead>
<tr>
<th>Adaptation</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dressing Aids</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Adaptive Clothing</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Adaptive Kitchen Utensils/Dishes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Raising Shower</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Environmental Controls</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Accessible Hygiene Devices</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Assigning a Grooming Tools</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Cook</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Adaptive Appliances</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Reachers/Grabbers/Low Tech tools</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Assigning a Kitchen Utensils/Dishes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Assigning a Bathroom Device</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Assigning a Hygiene Device</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

### Transportation Activities - Can the student independently?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drive?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Get in/out of any vehicle to be a passenger?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Transfer into a vehicle and load mobility device?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Get in/out of a vehicle with a ramp or lift?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Independently arrange transportation?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Independently utilize public transportation?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

### Transportation Adaptations:

<table>
<thead>
<tr>
<th>Adaptation</th>
<th>Yes</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>Assistive Driving Equipment</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Car Top or Bumper Corner for Mobility Device</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Van with a Ramp or Lift</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Other</td>
<td>Yes</td>
<td>No</td>
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</tbody>
</table>

### AT to Consider for Transition.pdf (gadoe.org)

**October 18, 2022**
Planning with Intentionality

Students participate in:

- General education courses
- Dual-enrollment
- Career, Technical, and Agricultural Education Opportunities
- Pre-employment transition (Pre-ETS)
- Community-based Instruction
Are You Intentional?

Students participate in:
- Work-based Learning
- Paid employment
- Self-determination/Self-advocacy training
- Student-focused planning/Person-Centered Planning
- Independent living skills
- Social skills training
Transfer of Rights upon Age of Majority

Completed at least one year prior to the student’s 18th birthday

At the IEP meeting when the student is 18 years old
Transition

Module # 4:
Postsecondary Goals
Making the Connection

- Postsecondary Goals
  - Annual Transition Goals
    - Services and Activities
    - Services and Activities
    - Services and Activities
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)]
Postsecondary (PS) Goals

- Employment
- Education/Training
- Independent Living
Measurable Postsecondary Outcome Goals

• Generally understood to refer to those goals that a child hopes to achieve after leaving secondary.
• Must be an actual outcome and not an activity or process. For example, “seeks, pursues, continues, and applies” are processes, not outcomes.
• Remember, these are “outcome goals,” not annual transition goals.
Postsecondary Outcome Goals

• Specifically state what the student will do and be based on findings from transition assessments.
• Only need one for each area: Education/Training and Employment.
• If appropriate, only one is needed for Independent Living.
• LEAs are responsible for guiding students through planning, assessments and access to career exploration to enable them to set meaningful Post-Secondary (PS) goals.
Postsecondary Goal for Employment

The PS Goal for Employment should indicate the type of job and/or area/field.

Examples:

• After graduation, the student will participate in a day program with supports.*

• After graduation, the student will be employed as a (type of job).

• After graduation, the student will participate in a supported work setting/environment in (area/field).

• After graduation, the student will be employed in the military as (type of job).*

*If the military or participation is an adult/day program is selected, you do not have to specify the area.
Postsecondary Goal for Employment Examples

- After graduation, Tom will be employed as a police officer.
- After graduation, Jennifer will be employed as a sales-clerk.
- After graduation, John will be employed as a soldier in the military.*
- After graduation, Shira will work part-time in a retail setting.
- After graduation, Lonnie will participate in a supported work setting in the healthcare industry.
Postsecondary Goal for Employment Non-examples

- Joe will work at McDonald's part-time while in high school.
- Kendra wishes to be employed at the hospital.
- Paul wants to join the Army.
- Jon will be employed in his field of interest.
- Audra will work part-time at a pharmacy while she attends college.
- After school, Gracie will seek employment at her choice of stores.
Postsecondary Goal for Education/Training

The PS Goal for Education/Training should indicate the type of education or training and the area/field.

Examples:

• After graduation, the student will attend college and major in (field of study).

• After graduation, the student will attend technical college and receive their certification in (area).

• After graduation, the student will receive on-the-job training in the military.

• After graduation, the student will receive on-the-job training at an adult day program in (area/field).

*If the military or participation is an adult/day program is selected, you do not have to specify the area.
Postsecondary Goal for Education/Training Examples

- After graduation, Tyler will attend college and obtain a degree in criminal justice.
- After graduation, Kevan will attend technical college and obtain a degree in nursing.
- After graduation, Amy will complete on the job training from an adult agency representative in the area of retail sales.
- After graduation, Mari will participate in a half-day program with supports in the area of consumer sciences.
- After graduation, Patty will receive on the job training in a volunteer program at the hospital.
Postsecondary Goal for Education/Training

Non-examples

• After school, Zach will pass six out of eight courses this school year.
• Karen wishes to attend college when she graduates.
• Matthew hopes to join the Army.
• Lisa will be starting a degree in nursing.
• After graduation, Liam will attend college.
• After graduation from school, Thad will work at the vet’s office to get experience while he is in college.
Postsecondary for Independent Living

The PS Goal for Independent Living should indicate where the student will live after graduation from high school.

Examples:
After graduation, the student will live independently.
After graduation, the student will live at home with parents.
After graduation, the student will live in a group home with supports.

Temporary living situations such as dormitories do not meet the requirement. The living arrangement should be long term.
Something to Think About

• 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.

HOWEVER

• In best practice, all students should have an Independent Living Goal. Consider:
  • Household and Money Management
  • Transportation
  • Community Involvement
  • Personal Safety
  • Self-Determination/Self-Advocacy
Considering Students with Significant Cognitive Disabilities

- According to State Board Rule 160-4-2-.48
  - students with significant intellectual disabilities or intellectual disabilities concurrent with motor, sensory or emotional/behavioral disabilities who require substantial adaptations and support to access the general curriculum and require additional instruction focused on relevant life skills and participate in the Georgia Alternate Assessment (GAA).
  - ...curriculum includes instruction in self-determination, independent living and personal care...
Postsecondary Goal for Independent Living

Examples

• After graduation, Kyle will live with his parents.
• After graduation, Derrick will purchase and live in his own home.
• After graduation, Daisha will live in an apartment with a roommate.
• After graduation, Shawne will live at home and participate to the maximum extend possible in daily routines using assistive technology devices.
Postsecondary Goal for Independent Living - Non-examples

- Barbara will live with her friends.
- After she graduates, Holly will live in a dorm near her college.
- Tayler will stay in an apartment.
Transition

Module #5: Annual Transition Goals
Making the Connection

Postsecondary Goals

Annual Transition Goals

Services and Activities

Services and Activities

Services and Activities
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.
Probing Questions for Annual Transition Goals

• What are some goals that will help THIS STUDENT get closer to reaching his/her PS Goals?
• Are these goals attainable within the next year?
• What is keeping this student from being successful in his/her classes?
• Does the annual transition goal repeat the PS Goal?
• Is this goal repeated from previous year?
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 PS 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)
• Completing job applications
• Soft Skills
• Employability Skills
• Creating or strengthening work ethic/stamina
• Pre-employment Skills (interviewing skills, resume building)
• Pre-employment Transition Services provided by Vocational Rehabilitation (VR)

*If you choose to write a functional goal, make sure it is measurable.*
Employment Goal - Examples

• John will utilize his technology device by completing three activities listed by the end of the semester.
• Meredith will identify two options for employment in a veterinary clinic and keep the information in a career portfolio.
• Antonio will participate in the community-based instruction program beginning Fall Semester 2022 by completing all activities listed.
• Diamond will use eye gaze to match the appropriate greeting signs for the work setting.
Employment Goal – Non-Examples

- Susie will apply for a job after school.
- Holly will look for a job on the internet.
- Toni will identify places where he can be a baker.
- After graduation, Tomeka will be employed as a chef.
Activity #1 – Identifying Annual Transition Goals for Employment

Using the Post-Secondary Employment Goal below, select all the appropriate Annual Transition Goals that would demonstrate movement towards that PS Goal.

*After graduation from high school, Paul will work at the local hospital, using job coaching and other agency supports.*

a. Paul will increase his time on task by remaining at his assigned workstation for at least 20 minutes by the end of the semester.
b. Paul will participate in the WBL program when he is a senior.
c. Paul will identify 3 jobs he is interested in the medical field and list in his career journal.
d. Paul will complete his daily work journal.
Annual Transition Goal for Education/Training

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

• Goals based on:
  • Academics
  • Life-centered competencies
  • Career/Technical or Agricultural training needs
  • Job training
Types of Education/Training Goals

• Investigating PS options
• Attending a college fair or school visits
• Researching schools/programs of study
• Taking entrance exams
• Submitting applications to PS schools
• Dual Enrollment
• Decreasing absences and/or tardies
• Organizing notebook

*If you choose to write a functional goal, make sure it is measurable.*
Education/Training Goal - Examples

• Thomas will apply to two technical colleges that have programs in law enforcement by completing the following activities by February 2020.

• Aliyah will receive job training at two employment placements in a retail setting through Community Based Instruction by April 2021.

• Mary will apply for two part-time jobs in a medical office by completing the applications and submitting her resume by June 2021 in order to participate in Worked Based Learning.
Education/Training Goal – Non-examples

• Barry will apply for technical school.
• Holly will see her counselor about her grades and classes.
• After graduation, Abe will fill out an application to be a welder.
• Toni will identify places where she can go to college.
Annual Transition Goal for Independent Living (optional)

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

• If the team has determined that the student needs a PS Goal for Independent Living, then an Annual Transition Goal for Independent is required.
Types of Independent Living Goals

• Daily living skills related to personal care and well-being
• Adult living skills and PS Options such as household maintenance and/or budgeting, health/mental healthcare needs, interpersonal interactions
• Participation in community related activities such as paying taxes, voter registration, leisure activities
• Related services such as counseling therapy, vocational rehabilitation
Independent Living Goal - Examples

- Laisha will select the appropriate clothing needed for the daily weather with 100% accuracy on 4 out of 5 opportunities.
- Devin will apply for Vocational Rehabilitation Services by December 2021 by completing all steps listed.
- Stanley will perform daily grooming and hygiene activities including washing his face and brushing his teeth with no more than 1 verbal prompt by the end of the semester.
Independent Living Goal – Non-examples

• Arlen will go to the football game on Friday night.
• Michael will go to the bank.
• Shonda will show how she understands personal space.
• After graduation, Leesa will live in her dorm.
Transition

Module #6: Services and Activities
Making the Connection

Post Secondary Goals

Annual Transition Goals

Services and Activities

Services and Activities

Services and Activities
Defining Transition Services and Activities

Services –
Specially designed instruction, related services, community interaction, and collaboration within the school

Activities –
Provides the opportunity for exploration and skill development to achieve the annual goal
Services and Activities

Conduct an internet search of:
• Technical schools or colleges
• Training facilities
• Programs of interest
• Job salaries, benefits, requirements

Meet with:
• Counselor
• Director
• Manager or Supervisor
Services and Activities

Request:
• Copies of IEP, Summary of Performance, Psychological
• Job application packet
• Transcripts
• Information from College Disability Office

Locate:
• Medical facilities
• Government offices
• Housing facilities
• Financial institutions
Services and Activities

Participate in:
- Community Based Instruction (CBI)
- Work-based Learning (WBL)
- Afterschool clubs, activities, social/sporting events
- College and Career Fairs

Identify:
- Available programs and/or supports and accommodations
- Requirements for admissions or applications
Identifying needed Services and Activities – What are student’s needs?

➢ Facilitate functional communication, community mobility and environmental access
➢ Explore assistive technology and adaptive equipment to access postsecondary environments
➢ Identify modifications to promote independence
➢ Promote health leisure pursuits and community/recreational engagement
Identifying needed Services and Activities – What are student’s needs?

➢ Develop activities to build specific employment or independent living skills and skills for disability management, self-determination and self-advocacy

➢ Conduct an evaluation of a potential future learning, living, or work environment

➢ Connect student with their community, work sites, outside agencies, organizations and/or resources for adult living
Transition Services and Activities - Example

*If goal is* –

1 - Merida will reduce her number of missing/late assignments to no more than one per class each month by using her technology device to complete all the following activities:

**Transition Activities and Services**

1a – Enter class assignments and due dates on calendar
1b – Set reminders for at least one day prior to due date
1c – Share calendar each month with parents and teachers by the end of the first week of the month
Transition Services and Activities – Non-examples

If goal is –

1 - Merida will reduce her number of missing/late assignments to no more than one each month by using her technology device to complete 3 out of 4 activities listed:

Transition Activities and Services

1a. Record all assignments on calendar
If the Postsecondary Outcome Goal for Employment is - After graduation, Ang will be employed as a welder.

And the Annual Transition Goal for Employment is - Ang will research three welding jobs within a 25-mile radius of his home, list the job requirements and qualifications and keep information in a career portfolio.

Activities and Services for any additional Annual Transition Goals.

Then the Activities and Services could be –

1a. Meet with counselor to get information about websites and resources for research.

1b. Research and identify three places of business that are currently hiring welders.

1c. List the job requirements and qualifications needed for each job and keep the information in his online career portfolio.

1d. Visit at least one of the job sites that is hiring.
It’s a Plan!

Remember:

• The transition plan is part of the IEP, not separate – should drive the IEP
• Start planning early
• Discuss goals and activities throughout the year
• Update goals as student completes during the year and amend as needed
• Coordinate with team members to ensure activities and services are being implemented
• Follow-up with the student and family
• Maintain communication with counselor
Contact Information

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