Transition Best Practices – What New Directors Need to Know about Transition

SELDA
February 28, 2024
IDEA - 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
Monitoring Secondary Transition
Indicator 13
&
Post-School Outcomes
Indicator 14
IDEA Requirements – Indicator 13

COMPLIANCE INDICATOR

EVALUATES LEAS IMPLEMENTATION OF IDEA

DESCRIBES THE PLAN FOR IMPROVING IMPLEMENTATION
State Monitoring - Indicator 13

Review of a sampling of transition plans from LEAs across the state yearly, as required by IDEA.

Currently, transition plans are reviewed during the Cross-Functional Monitoring process and those results are reported for Indicator 13.

While the process for reviewing transition plans may vary yearly, the required components of the transition plan do not change.
<table>
<thead>
<tr>
<th>Age-appropriate Assessments</th>
<th>Measurable Postsecondary Outcome Goals</th>
<th>Course of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>The collection of evidence and artifacts that document a student’s interests, preferences, and strengths.</td>
<td>Goals for after high school in the areas of <em>education/training, employment, and independent living.</em></td>
<td>Reflects the academic course work to reach the postsecondary goals.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measurable Annual Goals</th>
<th>Activities</th>
<th>Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitates movement towards meeting the postsecondary goals.</td>
<td>Provides the opportunities for exploration and skill development to achieve the annual goal.</td>
<td>Specially designed instruction, related services, community interaction, and collaboration within school.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Invited</th>
<th>Agency Representation</th>
<th>Parental Consent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence that indicates the student was invited to participate in the IEP Team meeting.</td>
<td>Evidence that a representative from an agency that is likely to provide or pay for services is invited, if appropriate.</td>
<td>Prior parental consent for the invitation of an agency representative must be evident.</td>
</tr>
</tbody>
</table>
## Transition Documentation Checklist

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

**Transition Documentation Checklist**

<table>
<thead>
<tr>
<th>System</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>NAME</th>
<th>1. POSTSECONDARY/PS GOAL FOR EMPLOYMENT</th>
<th>2. POSTSECONDARY/PS GOAL FOR EDUCATION/TRAINING</th>
<th>3. POSTSECONDARY/PS GOAL FOR INDEPENDENT LIVING</th>
<th>4. ANNUAL IEP TRANSITION GOALS TO MEET PS GOALS</th>
<th>5. PS GOALS BASED ON TRANSITION ASSESSMENTS</th>
<th>6. TRANSITION SERVICES AND/or FUNCTIONAL TO FACILITATE MOVEMENT TO PS GOALS</th>
<th>7. COURSE OF STUDY TO FACILITATE MOVEMENT TO PS GOALS</th>
<th>8. STUDENT INVITED TO IEP</th>
<th>9. AGENCY REPRESENTATIVE INVITED TO IEP</th>
<th>10. PARENTAL CONSENT FOR AGENCY REPRESENTATIVE TO ATTEND</th>
<th>ALL AREAS IN COMPLIANCE (X) <strong>X</strong></th>
</tr>
</thead>
</table>

February 26, 2024

*Richard Woods, Georgia’s 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></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Postsecondary outcome goal for Education/Training</td>
<td>✔️</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Postsecondary outcome goal for Independent Living (if appropriate)</td>
<td>✔️</td>
<td></td>
<td></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></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></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></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Student invited to meeting</td>
<td>✔️</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>Agency representative invited, if applicable</td>
<td>✔️</td>
<td></td>
<td></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></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></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></td>
<td></td>
</tr>
</tbody>
</table>
Reporting Requirements: Indicator 14

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

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

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

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
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 postschool activities of individuals exiting special education.

• To meet the requirements of the SPP, the Postschool 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.
Transition for Students with Disabilities

COMPLIANCE –
LETTER OF THE LAW

BEST PRACTICE –
SPIRIT OF THE LAW
Transition = Action Plan

- Mapping out the steps that will reasonably enable the goals to be reached
- Collaborating to build and establish relationships with service providers and community resources
- Providing support and opportunities to be exposed to and build skills
- Setting goals for life after high school and providing the steppingstones to reach those goals
Put First Things First

• State Performance Plan Indicators
  • Indicator 1: Graduation Rate
    • Percent of youth with IEPs graduating from high school with a regular diploma
  • Indicator 2: Dropout Rate
    • Percent of youth with IEPs dropping out of high school.
  • Indicator 13: Transition Compliance (secondary transition components of the IEP)
    • Percent of youth with IEPs aged 16 and above with an IEP that includes coordinated, measurable, annual goals and transition services that will reasonably enable the students to meet postsecondary goals.”
Adapted from “Your Complete Guide to Transition Planning and Services” (Morningstar and Clavenna-Deane, 2018)
The End Result Counts

Sometimes when you’re cooking its messy, but the outcome is good.

Peter Facinelli
Best Practices for Transition

• Designate a transition specialist, coordinator, or lead to coordinate the work
• Begin transition activities as early as possible (Pre-K)
• Create policies, practices, and procedures for the implementation of the compliance and best practices in transition
• Participate in transition technical assistance, webinars, and state sponsored initiatives
Best Practices for Transition

• Engage with OSEP supported technical assistance
  - National Technical Assistance Center: The Collaborative (NTACT:C)
  - Council for Exceptional Children: Division on Career Development and Transition (DCDT)

• Establish a peer review system for compliance and reference the GaDOE’s Transition Documentation Checklist or the Cross-Functional Monitoring Due Process Checklist

• Participate in the Optional Transition Planning Survey, if needed
Best Practices for Collaboration

Consider:

• What services and providers are needed to begin transitioning the students to their postsecondary outcomes?
• Has the family been involved in the planning process?
• Who else is needed to collaborate in the planning process?
• How can team members assist students in reaching their goals?
Best Practices for Collaboration

Consider:

- Are the activities reflective of a coordinated collaboration of stakeholders?
- Are the appropriate activities in place to allow the student to move toward reaching their goals?
- Has an assistive technology evaluation been complete?
Team Members for Planning

- Student
- Family members
- Special Education Teachers/
- LEA/District Leaders
- General Education Teachers
- Agency Representative

- Counselors
- CTAE/CTI Staff
- Related Services
- Assistive Technology
- School Psychology
- Other individuals?
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?
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
Best Practices for Transition Assessments

- Begin completing assessments early
- Incorporate multiple perspectives, approaches and/or tools
- Be age-appropriate and practical
- Generate data that can inform
- Discuss results with the student
- Identify needed skills, experiences, connections, and supports
- Provide resources for assessments to teachers in the LEA
Examples of Formal Assessments

- YouScience
- Life Centered Education Assessment
- Pictorial Inventory of Careers
- Interest Inventories
- Brigance Life Skills Inventory
- Self-Determination Assessments (SDI)
- Standardized Tests
- Vocational Assessment

Examples of Informal Assessments

- Transition Questionnaires
- Interviews
- Checklists
- Anecdotal records (observation)
- Teacher and Parent observations
- Person-Centered Planning
- MAPS
- Curriculum-based Assessments
- Previous Information
Examples of Standardized Tests

• Preliminary Scholastic Aptitude Test (PSAT)
• Scholastic Aptitude Test (SAT)
• Georgia Milestones Assessments System (GMAS)
• Georgia Alternate Assessment 2.0 (GAA)
• End of Course Test (EOCT)
• End of Pathway Assessment (EOPA)
• American College Testing (ACT)
• Armed Services Vocational Aptitude Battery (ASVAB)
Supplemental Information: Added to Formal and Informal Assessments

- Psychological reports
- IEPs or Transition Plans from previous school/year
- School transcripts
- Disciplinary Records
The National Technical Assistance Center on Transition (NTACT) has developed a document produced under a grant from the U.S. Department of Education (USDOE), Office of Special Education Programs (OSEP) to aid in understanding and identifying age-appropriate transition assessments.
Student Involvement/Student Centered Transition Planning

- Student-led IEP (SLIEP)
- Self-determination/Self-advocacy
- Student-focused planning/person centered planning
- Independent living skills
- Social skills training
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...
Family Engagement

• Use the services of a parent mentor
• Transition discussions early (Pre-K)
• Engagement in transition process vs invited to transition planning meeting
• Build capacity for developing students’ self-determination skills
• Transfer of Rights and Decision-Making Options discussions early
• Transitioning youth to adult care (middle school)
• Use the
• Partner with Parent to Parent of Georgia (P2P)
Curriculum and Instruction (Access)

• Inclusion in general education course
• Community-based Instruction (elementary school)
• Community-based Vocational Instruction (middle school)
• Work-based learning, internships, apprenticeships (high school)
• Dual-enrollment
• Vocational education participation/ Pathways
• Robust 18-22 transition programs for students with more needs
Interagency and Community Services

• Pre-employment transition (Pre-ETS)
• Referral to Georgia Vocational Rehabilitation Services
• Connect with Transitioning Youth to Adult Care (Department of Public Health)
• Community mapping for services, resources, and potential employment
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 (GVRA)
- Department of Public Health
- Day Program Providers
- Employers
- Department of Family & Children Services
- College/Technical School Representatives
- Goodwill Industries
- High School High Tech
- Department of Behavioral Health and Developmental Disabilities (DBHDD)
- Mental Health Providers
- Easterseals
Collaborating for Assistive Technology

- Assistive Technology
  - School
  - Work
  - Community Participation
  - Recreation and Leisure
**Division for Special Education Services and Supports**

**Assistive Technology for Transition**

**Assistive Technology for Transition**

**A Guide for Assistive Technology and Transition Planning**

**July 2020**

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Person Completing Form:</th>
<th>Date Report was Completed:</th>
<th>Expected Graduation Date:</th>
</tr>
</thead>
</table>

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

**Note:** 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 or 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 types of assistive technology that might be useful to address these barriers.

<table>
<thead>
<tr>
<th>Daily Living Activities – Can the student independently:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Eat?</strong></td>
</tr>
<tr>
<td><strong>Prepare Food?</strong></td>
</tr>
<tr>
<td><strong>Do Laundry?</strong></td>
</tr>
<tr>
<td><strong>Groom/Self Care/Hygiene?</strong></td>
</tr>
<tr>
<td><strong>Housekeeping Activities?</strong></td>
</tr>
<tr>
<td><strong>Manage Time? Follow a schedule?</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Daily Living Adaptations:</th>
</tr>
</thead>
</table>

**Daily Transportation Activities – Can the student independently: |

| **Drive?** | Yes | No |
| **Get in/out of any vehicle to be a passenger?** | Yes | No |
| **Transfer into a vehicle and load mobility device?** | Yes | No |
| **Get in/out of a vehicle with a ramp or lift?** | Yes | No |
| **Independently arrange transportation?** | Yes | No |
| **Independently utilize public transportation?** | Yes | No |

<table>
<thead>
<tr>
<th>Transportation Adaptations:</th>
</tr>
</thead>
</table>

**Daily Grooming Tools:**

- **Beard/Grill/Towel/Low Tech Aid**: Yes | No
- **Adaptive Kitchen Utensils/Utensils**
- **Roll in Shower**: Yes | No
- **Adaptive Hygiene Devices**: Environmental Controls
- **Environmental Controls**: Yes | No

**Literacy Adaptations:**

- **Alternative Classrooms/Environments**: Yes | No
- **Alternative Textbook Use**: Yes | No
- **Alternative Reading Material/Braille**: Yes | No
- **Alternative Print Material Prepared for the General Public**: Yes | No
- **Text to Speech**: Yes | No
- **Physical produce written information**: Yes | No
- **Communication ideas as written format at time we perfected level of preference**: Yes | No

**Assistive Technology Any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities.**

The term does not include a medical device that is surgically implanted, or the replacement of such device.
Summary of Performance

- The LEA must provide a student whose eligibility terminates due to graduation with a regular diploma or exceeds the age requirements under IDEA a summary of performance.
- The summary of performance should include a summary of the student’s academic achievements and functional performance, including recommendations on how to assist the student in meeting the student’s postsecondary goals.
- The purpose is to provide strategies for successful transition and needed supports.

Section 1414 (c) (5) (B) (ii) - Individuals with Disabilities Education Act
Summary of Performance Links

- Writing the Summary of Performance PowerPoint Presentation
- Summary of Performance template
- Directions for completing the Summary of Performance
<table>
<thead>
<tr>
<th>Student</th>
<th>Expected Date of Graduation</th>
<th>Course of Study or Pathway</th>
<th>Diploma Type</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>High School Diploma</td>
<td>8th</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10th</td>
</tr>
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<td>12th</td>
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<td></td>
<td>11th</td>
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<td></td>
<td>18-22</td>
</tr>
</tbody>
</table>

**Present Levels of Academic Achievement and Functional Performance**

**Annual Academic and/or Functional IEP Goals and Objectives**

**Postsecondary Outcome Goals**

<table>
<thead>
<tr>
<th>STRENGTHS</th>
<th>GOALS</th>
<th>EMPLOYMENT</th>
<th>EDUCATION/TRAINING</th>
<th>INDEPENDENT LIVING</th>
</tr>
</thead>
</table>

**Annual Transition Goals**

<table>
<thead>
<tr>
<th>NEEDS</th>
<th>OBJECTIVES</th>
<th>EMPLOYMENT</th>
<th>EDUCATION/TRAINING</th>
<th>INDEPENDENT LIVING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accommodations and/or Modifications</td>
<td>Transition Services &amp; Activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------</td>
<td>----------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Include ALL Assistive Technology &amp; Supports Needed</td>
<td>EMPLOYMENT</td>
<td>EDUCATION/TRAINING</td>
<td>INDEPENDENT LIVING</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Agency Referrals</th>
<th>Other Agency Invitations</th>
<th>Transition Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Initial Referral</td>
<td>Date of Approval</td>
<td>Name of Agency</td>
</tr>
<tr>
<td>VR</td>
<td>DBHDD</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Progress Checks</th>
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</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>10th</td>
</tr>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Summary of Performance</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Date Completed</td>
<td>Current Eligibility Date</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Post-school (PS) Outcomes (to be completed one year from student’s graduation/exit date)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Data Collection for PS Outcomes</td>
</tr>
<tr>
<td>Entered 9th grade</td>
<td>Enrolled In Higher Education</td>
</tr>
<tr>
<td>Graduated/Exited HS</td>
<td>Did student meet PS Goals? Yes</td>
</tr>
<tr>
<td>PS Outcomes Survey Completed (1 yr. later)</td>
<td></td>
</tr>
<tr>
<td>Comments/Additional Information/Parental Concerns:</td>
<td>Contact name(s) and phone number(s):</td>
</tr>
</tbody>
</table>

03/24/2023
Transition Personnel Matter!
Resources

• Georgia Department of Education Special Education Services and Supports—Transition
• Department of Behavioral Health and Developmental Disabilities (DBHDD)
• Think College
• Georgia Inclusive Postsecondary Consortium
• Technical College System of Georgia: TCSG
• University System of Georgia
Resources

- Transfer of Rights and Decision-Making Options
- Georgia Vocational Rehabilitation Agency
- Career Technical Agricultural Education/ School Counselors/ Dual Enrollment
- Regents Center for Learning Disorders
- Parent to Parent of Georgia
- Parent Mentor Partnership
Contact Information

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