Indicator 13 Compliance
Transition Planning
FY19

Module # 1: Collaboration
Alignment with State Priorities

Georgia’s Systems of Continuous Improvement

Division Priority

IEP Development and Implementation
Transition Planning Survey - Rationale

• The monitoring priorities and indicators of the OSEP State Performance Plan (SPP) mandate that youth with IEPs aged 16 and above have an “IEP 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.”
What is Indicator 13?

• (SPP/APR - Indicator # 13) A description of how the LEA will increase the percentage of SWD who are transition-aged students who have coordinated and measurable IEP goals that will lead to attainment of post-secondary goals. (Compliance Indicator)
Transition in IDEA

• Component of the IEP
• Addresses critical elements on transition
• Federally mandated
• School district responsibility
Learning Targets

1. I can explain how collaborating helps transition students to their postsecondary choice.

2. I can identify multiple entities and participants that may be needed for transition planning.
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

- **Leader:** Transition Coordinator (Responsible for the process)
- Student
- Parents
- Teachers (general and special education)
- Counselors
- Agency staff
- Others?
Bridge Act (Building Resourceful Individuals to Develop Georgia’s Economy), House Bill 400

- Signed into law May 2010.
- 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 Goals

• Course of Study

• Career Pathways
  • Guidance Counselors
  • Career Technical Instruction

• Working in collaboration with instructors from the Career, Technical and Agricultural Education programs
Collaborating for Assistive Technology

- Assistive technology
  - School
  - Work
  - Community participation
  - Recreation and leisure
Two Different Ways of Looking at Transition Planning

**LETTER of the Law**
- Focus on IDEA Regulation for Transition
- Identify Minimal Requirement
- Compliance with IDEA only
- Narrow Impact on Adult Outcomes for Students with Disabilities

**SPIRIT of the Law**
- Understand Spirit and Intent of IDEA
- Identify Possibilities for a Quality Adult Life
- Expand the Focus of Transition Planning and Services
- Large Impact on Adult Outcomes for Students with Disabilities

Compliance  Best Practices
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
Questions?

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