Indicator 13 Compliance
Transition Planning
FY19

Module #2: Assessments & Course of Study
Alignment with State Priorities

Georgia’s Systems of Continuous Improvement

Division Priority

IEP Development and Implementation
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
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
Learning Targets

1. I can name the different types of transition assessments.
2. I can name the targeted domains of transition assessment.
3. I can name the two tools provided by the GaDOE that can be used as a transition assessment.
4. I can identify the pathways, diplomas, and courses of study for SWD.
# Transition Documentation Checklist

Georgia Department of Education  
Division of Special Education Services  
Compliance Unit

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5. PS BASED ON TRANSITION ASSESSMENTS

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<th>System</th>
<th>1. PS GOAL/EDUCATION/ TRAINING</th>
<th>2. PS GOAL/EMPLOYMENT</th>
<th>3. PS GOAL: INDEPENDENT LIVING</th>
<th>4. PS GOAL: TO MEET PS GOALS</th>
<th>5. PS BASED ON TRANSITION ASSESSMENTS</th>
<th>6. TRANSITION SERVICES AND FUNCTIONAL TOOLS</th>
<th>7. COURSE OF STUDY TO FACILITATE INDEPENDENT LIVING</th>
<th>8. STUDENT INVITED TO IFPE MEETING</th>
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Postsecondary Goals based on Transition Assessments – Item 5

...the term individualized education program or IEP... must include...

• (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)]
Age-Appropriate Transition Assessments

- Needs
- Interests
- Strengths
- Preferences
Types of Transition Assessments

- Standardized Tests
  - PSAT/SAT
  - Georgia Milestones
  - Georgia Alternate Assessment 2.0
  - National Assessment of Educational Progress

- Previous information
  - Psychological reports
  - IEP’s/Transition plans from previous schools
  - School transcripts
  - Disciplinary records

- Formal Transition Assessments
  - ESTR
  - TPI
  - MECA
  - GCIS
  - You Science
  - LCE
  - PAES
  - Brigance TSI

- Informal Transition Assessments
  - Transition questionnaires
  - Checklists
  - Anecdotal records
  - Teacher and parents observations
  - PATHS
  - MAPS
  - Person-Centered Planning
Good Transition Assessment Should...

- Begin early
- Incorporate multiple perspectives
- Address personally meaningful domains
- Incorporate multiple approaches and/or tools
- Be culturally and linguistically relevant
- Be practical and feasible
- Ongoing, dynamic (versus one-time, discrete)
- Generate data that can inform planning
- Identify needed skills, experiences, connections, and supports
- Communicate meaningful information with future providers
Assessment Toolkit

Content

• General information and resources about transition assessment
  • Defining transition assessment
  • Transition assessment procedures as outlined by your district and law

• Types of assessments with descriptions
  • Career development and employment
  • Postsecondary education and training
  • Independent living and community involvement

• Informal and Formal assessments

• Guidance and tools for summarizing assessment data
  • Source: Morningstar (2013)
Assessments Best Practices

• Complete assessments WELL in advance
• Discuss the results with the student
  • Let students decide how they will work towards their goals
• Make sure your assessments give you good data
  • Choose additional assessment to get the data you need
• Utilize results from other assessments (GVRA, ASVAB, CTAE courses, etc.)
• Complete every year
### 7. COURSE OF STUDY
TO FACILITATE MOVEMENT

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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

• Items 7 on the Transition Documentation Checklist
Course of Study: Transition Documentation Checklist - Item 7

• 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
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
• Follow-up with the student and family
• Maintain communication with counselor
Questions?

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Georgia Department of Education
Division for Special Education Services and Supports