Indicator 13 Compliance
FY19 Transition Planning Survey

Technical Assistance
October 25, 2018
Georgia Department of Education
Alignment with State Priorities

Georgia’s Systems of Continuous Improvement

Division Priority

IEP Development and Implementation
State Performance Plan (SPP) Indicator 13

Percent of youth with IEPs aged 16 and above with 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. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.
IDEA

• Addresses critical elements on transition
• Federally mandated – no waiver
• Responsibility of the school district
• A component of the IEP
Transition Planning Survey

FY19 Dates

• November 12 – December 3, 2018 – District Record Review
  • Timely and Accurate Reporting – Indicator 20
• December 5 – December 13, 2018 – Verification by GaDOE
  • December 14, 2018 – Districts will be notified of their compliance status
• January 3 – January 18, 2019 – Prong 1
• January 23 – February 28, 2019 – Prong 2
Learning Targets

1. I can explain how collaborating helps transition students to their postsecondary goals.
2. I can identify multiple entities and participants that may be needed for transition planning.
3. I can name the different types of transition assessments.
4. I can identify the pathways, diplomas and courses of study for SWD.
5. I can identify the individual team members who should be invited to the IEP meeting to discuss transition.
6. I can determine where to document in the IEP the team members that were invited and attended the meeting.
7. I can write a postsecondary goal for Employment, Education/Training and Independent Living that reflects the student’s preferences, strengths and interests.
8. I can write transition goals that will help students reach their postsecondary goals.
9. I can identify services and activities that need to be in place to help students meet their transition goals.
10. I can identify tools and resources that are available that can assist my district in reviewing transition plans.
Transition begins with Collaboration

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

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

• **After**
  • Are services being provided to meet the post secondary goals?
Planning and Collaborating

• Counselors and other school personnel have been providing career assessments, awareness and counseling for students under the Bridge Act since 2010.
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
Two Different Ways of Looking at Transition Planning

**Compliance**

**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

**Best Practices**

**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
Team Members for Planning

• Transition Coordinator
• Student
• Parents
• Teachers (general and special education)
• Counselors
• Agency staff
• Others?
Collaborating for Assistive Technology

- Assistive technology
  - School
  - Work
  - Community participation
  - Recreation and leisure
# Transition Documentation Checklist

**Georgia Department of Education**  
**Division of Special Education Services**  
**Compliance Unit**

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| ALL ARE IN COMPLIANCE |

Transition Documentation Checklist
Georgia Department of Education
Division of Special Education Services
Compliance Unit

Georgia Department of Education
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Post Secondary 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 post secondary 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
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 – multiple approaches and tools

• 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.) – multiple perspectives
• Complete every year – ongoing
• Identify needed skills, experiences, connections, and supports
• Be culturally and linguistically relevant
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
Transition Documentation Checklist - Course of Study

• 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
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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)]
Transition Documentation Checklist Items 1 - 3

• Item 1 – Post secondary goal for Education/Training
• Item 2 – Post secondary goal for Employment
• Item 3 – Post secondary goal for Independent Living

Post secondary goals are goals that refer to what the student wants to do (based on the results of transition assessments, questionnaires, checklists, interviews, and team discussions) after-graduation from high school.
Post Secondary Goals

• Where will the student be transitioning?

• Think of the big picture.
  • “What does William want to do when he graduates from high school?”
    • Graphic Art Designer

• PS Goals -
  • After graduation, William will attend a technical college to receive a certificate in graphic art design.
  • After graduation, William will be employed as a graphic art designer.
Post Secondary Goal for Education/Training – Item 1

• Indicate the “type of training”
  • Attend college and major in....
  • Attend technical college and major in....
  • Attend technical college to receive their certification in......
  • Will receive on-the-job training from an adult agency representative in the .................

• Have only one PS goal for Education/Training

• Refer to “after graduation”
Post Secondary Goal for Employment – Item 2

- Indicate the “type of job, career or field”
  - Be employed as a/an ....
  - Work full-time as......
- Have only one PS goal for Employment
- Refer to “after graduation”
  - Post secondary goals for employment tell us what the student wants to do as a job, career or profession.
Post Secondary Goal for Independent Living – Item 3

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

• Is it *appropriate* to not have a PS Goal for a student with a significant disability? Communication deficit? Visual impairment?
Transition Documentation Checklist - Items 8, 9, 10

• **Items 8** – Student invited to the IEP Meeting

• **Item 9** – Agency Representative invited to the Meeting

• **Item 10** – Prior Parental Consent for Agency Representative to attend
Item 8 – Student invited to the IEP meeting

(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 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)]
Item 9 – Agency Representative Invited to the IEP Meeting

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

• Document that an agency representative was invited to the meeting -
  • Notice of Meeting
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
Item 10 – Prior parental consent for agency representative

• If an agency representative was invited, you must provide evidence that the parent gave consent for the invitation
  • Parent’s signature (or student’s signature depending on age of student) on Notice of Meeting documenting they consent to the invitation
Transfer of Rights upon Age of Majority

• Addressed at least one year prior to the student’s 18th birthday
• At the IEP meeting when the student is 18
Individualized Education Program

**Desired Post-Secondary Goals - Long Term (after graduating from high school)**

| Education and/or Training - College, Technical College, On-the-Job Training | Employment | Independent Living - Optional |

**Annual Transition Goals - Short Term (during the current year in high school)**

| Education and/or Training | Employment | Community Participation | Adult-Living Skills & Post School Outcomes | Related Services |

**Annual IEP Goals & Short Term Objectives**

| Academic (if applicable) | Functional (if applicable) |

Remember - “After graduation, the student will....
- attend college, technical school, etc.
- be employed, receive on-the-job training, etc.

Think about what the student wants to do after high school. How will they get there? What do we need to do to help them get there?

Preferences, Strengths, Interests & Course of Study based on Present Levels of Performance and Age Appropriate Assessments
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:
• Measurable
• Attainable in one year
• Aligned with the Post Secondary Goal

*Must have at least one transition goal for each Post Secondary Goal
## Transition Documentation Checklist

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Division of Special Education Services
Compliance Unit

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Transition Documentation Checklist - Item 4

IEP Goals to meet Post Secondary Goals

- What are some goals that will help THIS STUDENT get closer to being able to reach his/her post secondary 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 post secondary goal.
## Post Secondary Goals and Transition Goals

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<th>Community Participation Goal</th>
<th>Adult Living &amp; Post School Options</th>
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Annual Transition Goal for Education/Training

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

• Goals based on academics, functional academics, life-centered competencies or career/technical or agricultural training needs and job training
Education/Training Goal

Examples

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

- Succeeding at school this year
- 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)*
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 Post Secondary Goal for Employment)

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

Examples

• Investigating careers (taking additional assessments)
• Soft skills/employability skills (create calendar, schedule)
• 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 Post Secondary Goal for Independent Living)

*If the team has determined that the student needs a Post Secondary Goal for Independent Living, then an Annual Transition Goal for Independent Living is required.
Independent Living Goal Examples

- **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
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*Post-Secondary Independent Living Goal includes related services and daily living skills.
Helping students reach their Annual Transition Goals

Post Secondary Goal

Transition Goal

Services and Activities

Services and Activities

Services and Activities
6. TRANSITION SERVICES (ACTIVITIES) ACADEMIC AND FUNCTIONAL TO FACILITATION MOVEMENT

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<th>6. TRANSITION SERVICES ACTIVITIES ACROSS ACTIVITIES TO FOSTER MOVEMENT TO BP</th>
<th>7. COURSE OF STUDY TO FACILITATE MOVEMENT</th>
<th>8. STUDENT INVITED TO BP MEETING</th>
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Transition Activities & Services – Item 6

• The activities and services should include the steps needed to help student reach their transition goals
• 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)
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
Useful Tools and Resources

• Establish procedures in your district for peer reviews of transition plans

• Utilize resources and tools to aid in the process

- Transition Planning Checklist
- Transition Plan Feedback Form
- Transition Documentation Checklist
# The Transition Planning Checklist


## Transition Planning Checklist

<table>
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<tr>
<th>Preferences</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
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<tr>
<td>Course of Study</td>
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<td>Description of the transition assessment</td>
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<tr>
<td>Preferences</td>
<td>☐</td>
<td>☐</td>
<td>Indicate things that the student prefers: you can mention what the student does during their free time.</td>
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<tr>
<td>Strengths</td>
<td>☐</td>
<td>☐</td>
<td>Indicate what the student's strengths are.</td>
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<tr>
<td>Interests</td>
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<td>List the student's career and personal interests.</td>
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### Desired Measurable Post Secondary/Outcome Completion Goals

<table>
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<th>Checklist Items</th>
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<tr>
<td>b) Employment</td>
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<tr>
<td>c) Independent Living (as appropriate)</td>
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### (Required Section) Education/Training Annual Transition Goals - Goals based on academics, functional academics, life centered competencies or career/technical or agricultural training needs and job training.

<table>
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<tr>
<th>Checklist Items</th>
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<tr>
<td>Activities/Services</td>
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### (Required Section) Development of Employment Annual Transition Goals - Goals based on occupational awareness, employment related knowledge and skills and specific careerpathway knowledge and skills.

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<tr>
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<th>Comments</th>
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<td>Activities/Services</td>
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Adapted with permission by Dr. Jacquell Johnson

10/29/2018
### Transition Plan Feedback Form

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<td>Preferences, Strengths, Interests, Course of Study, Assessments</td>
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- Approved – you may proceed with your IEP meeting
- Only Minor changes needed – please make these changes and proceed with your IEP meeting
- Not Approved – please make changes and resubmit for final approval
Transition Documentation Checklist

Transition Planning Survey

FY19 Dates

• November 12 – December 3, 2018 – District Record Review
  • Timely and Accurate Reporting – Indicator 20

• December 5 – December 13, 2018 – Verification by GaDOE
  • December 14, 2018 – Districts will be notified of their compliance status

• January 3 – January 18, 2019 – Prong 1

• January 23 – February 28, 2019 – Prong 2
District Record Review

- Email notification of survey will be sent to districts.
- Student names are randomly selected from the October FTE report and provided to districts through the Special Education Dashboard.

- Two to five (2-5) students per district, based on size group. Selected students will be at least 16 years of age regardless of grade placement.
  - AA-A districts - 5
  - B districts - 4
  - C districts - 3
  - D districts - 2
  - E districts – 2
Record Review

• Review and check for compliance each of your plans for the data elements (Items 1-10) on the Transition Documentation Checklist

• Correct any non-compliance prior to submission following due process

Replacing students –

• Because students may withdraw from your school or exit special education by the beginning of the survey, the application allows for a replacement student to be selected.
  • You will be prompted to provide the withdrawal or exit date.
Prong 1 and Prong 2

December 14, 2018 – Districts will be notified of their compliance status

Not 100% compliant?

• Prong 1: January 3—January 18, 2019
  • Re-submit non-compliant plans with corrections
  • Submit narrative explaining revisions to your Policies, Practices and Procedures which will support systemic transition planning compliance

• Prong 2: January 23 – February 28, 2019
  • Submit additional transition plans to demonstrate systemic change
Transition Planning Application

• A detailed guidance document will be provided with instructions and screen shots of the application in the SE Applications Dashboard.
Questions?

**Laurie Ponsell, Indicator 13 Compliance**
(lponsell@doe.k12.ga.us)

**Elise James, Transition Planning**
(ejames@doe.k12.ga.us)

Georgia Department of Education
Divisions for Special Education Services and Supports