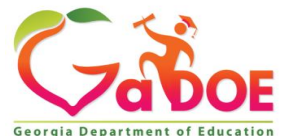# Transition Planning and Compliance

Division of Special Education Services and Supports

SELDA

October 20, 2021

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

A Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities

- (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)]

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.

Required Components for Transition Plans

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.

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.

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.

State Performance Plan (SPP) – Indicator 14: Post School Outcomes

- Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - Enrolled in higher education within one year of leaving high school.
  - Enrolled in higher education or competitively employed within one year of leaving high school.
  - 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.
    (20 U.S.C. 1416(a)(3)(B)

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.

Transition Documentation Checklist

- LEAs are encouraged to use the Transition Documentation 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

School Year: 2021
System Name:

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

Element	Count	Percentage
College/University		
Competitive Integrated Employment		
Post-School Education		
Other Employment		
UnEngaged + Waiting List		
Total Respondents		
Survey Rate of Return		
Deceased		
Unable to Contact		
Returned to High School		

UnEngaged + Waiting List: 35%
Other Employment: 5%
Post-School Education: 5%
College/University: 5%
Competitive Employment: 50%

- College/University: 5%
- Competitive Employment: 50%
- Post-School Education: 5%
- Other Employment: 5%
- UnEngaged + Waiting List: 35%

Download Activity Codes   Download Post-School Definitions and Directions

School ID	School Name	Total Students	Total Students Completed

Post-School Outcomes Survey

Adapted from "Your Complete Guide to Transition Planning and Services" (Morningstar and Clavenna-Deane, 2018)

Learning Targets

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

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

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Learning Targets

3. I can identify different types of transition assessments.

4. I can identify the targeted domains of transition assessments.

5. I can identify pathways, diplomas, and courses of study for students with disabilities.

Learning Targets

6. I can identify the individual team members who should be invited to the IEP meeting to discuss transition.

7. I can determine where to document in the IEP the team members who were invited and attended the meeting.

Learning Targets

8. I can write a postsecondary goal for Employment that reflects the student's preferences, strengths, and interests.

9. I can write a postsecondary goal for Education/Training that reflects the student's preferences, strengths, and interests.

10. I can write a postsecondary goal for Independent Living that reflects the student's preferences, strengths, and interests.

Learning Targets

11. I can write Annual Transition Goals that align with the Postsecondary Outcome Goals.

12. I can write Annual Transition Goals that are measurable.

13. I can write Annual Transition Goals that can be attained within one year.

Learning Targets

14. I can identify services that need to be in place to help students meet their transition goals.

15. I can identify activities that need to be in place to help students meet their transition goals.

Transition Planning & Compliance

Collaboration
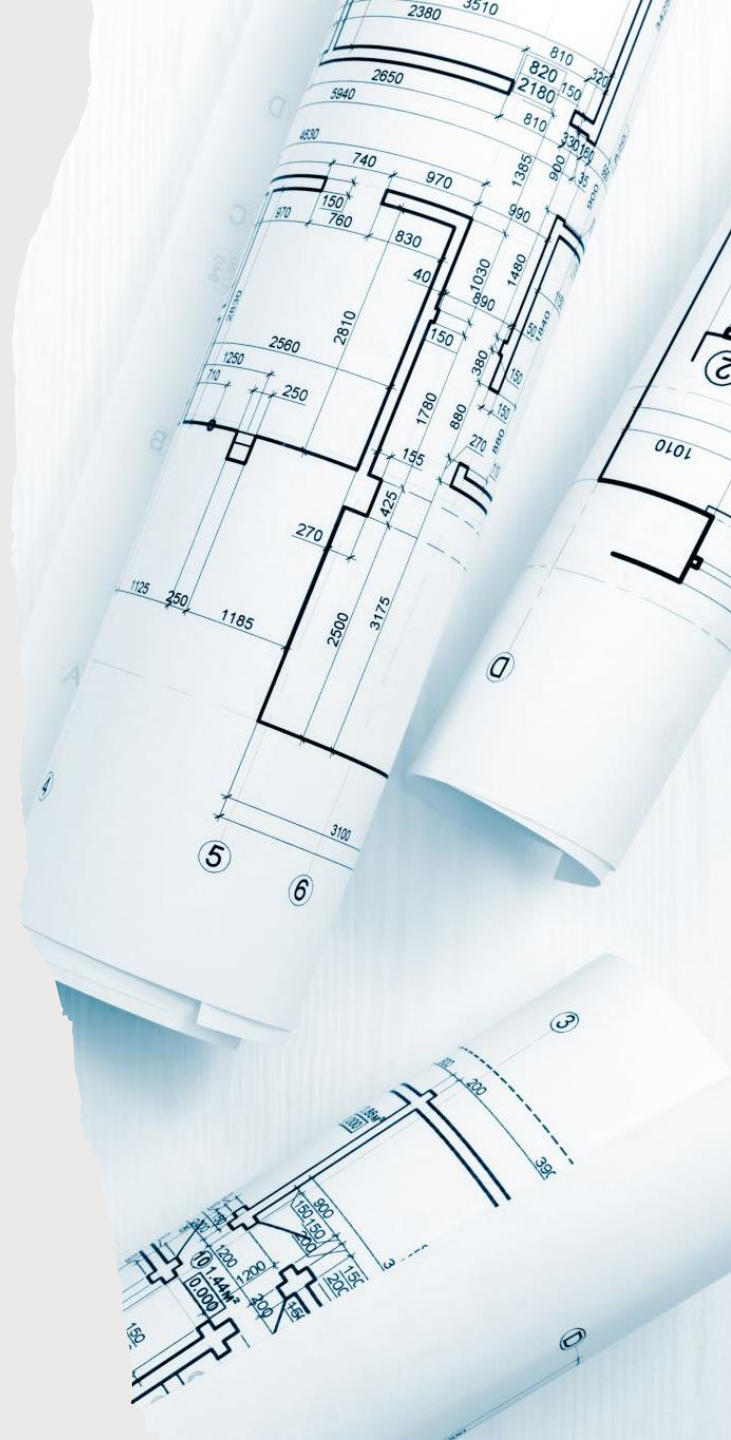
Five Levels of Collaboration and Their Characteristics

Networking
- Aware of organization
- Loosly defined roles
- Little Communication
- All decisions are made independently

Cooperation
- Provide information to each other
- Somewhat defined roles
- Formal Communication
- All decisions are made independently

Coordination
- Share information and resources
- Definded roles
- Frequent Communication
- Some shared decision making

Coalition
- Share ideas
- Share resources
- Frequent and prioritized communication
- All members have a vote in decision making

Collaboration
- Members belong to one system
- Frequent Communication is characterized by mutual trust
- Consensus is reached on all decisions

Relationship Characteristics

Frey, Lohmeier, & Johanning, 2004

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

Family Members

Student

Special Education Teachers/Leaders

General Education Teachers

Agency Representatives

Counselors

CTAE/CTI

Related Services

Assistive Technology

School Psychologists

Speech Language Pathologists

Others?

School Personnel
Transition Coordinator

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

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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
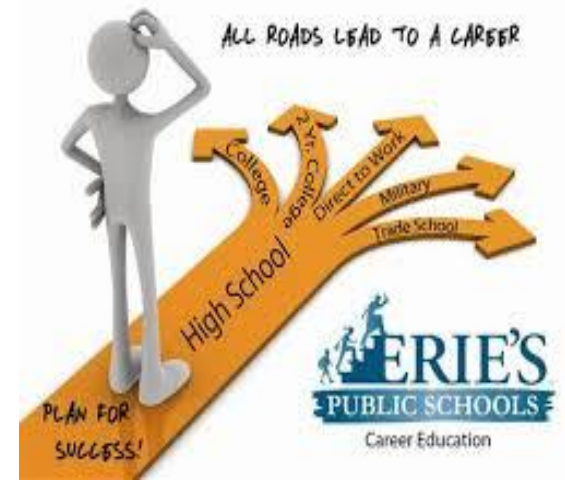
Collaborating for Assistive Technology

- Assistive technology
  - School
  - Work
  - Community participation
  - Recreation and leisure

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

Top-left form (page 3)

Assistive Technology for Transition — **July 2020**

Computer Access Activities
Can the student independently:

Activity	Yes	No
Perform manipulative tasks (including turning computer on/off, entering data, operating mouse, handles paper in an efficient manner)?	Yes	No
Access the internet?	Yes	No
Control the cursor?	Yes	No
See the computer screen?	Yes	No
Manage the keyboard?	Yes	No

Computer Adaptations:

Adaptation	Not Applicable	Maybe could use	Using, needs improvement	Using and is Independent
External Keyboard				
Alternate Keyboard				
On-Screen Keyboard				
Arm rest/Adjustable Work Station				
Alternate Mouse				
Speech to Text				
Text to Speech				
Switch Operation				
Braille Writer				

Division for Special Education Services and Supports

Paula Gumpman, Ed.S
Program Specialist
Phone: 678-340-8118
Email: pgumpman@doe.k12.ga.us

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.

Comments – Computer Access and Literacy:

Literacy Activities – Can the student independently:

Activity	Yes	No
Manipulate books and newspapers/magazines to read independently?	Yes	No
Comprehend print material prepared for the general public?	Yes	No
See text to read?	Yes	No
Physically produce written information?	Yes	No
Communicate ideas in a written format at their expected level of proficiency?	Yes	No

Literacy Adaptations:

Adaptation	Not Applicable	Maybe could use	Using, needs improvement	Using and is Independent
Pager Turner/Book Holder				
Scanning/OCR				
Picture Icons for Text				
Text to Speech				
Highlighted Text/Zoom text				
Recorded Material				
Bookshare				
Learning Ally				
Organizational Aids				

Adapted from Canfield, T & Reed, P. (2001) "Assistive Technology Protocol for Transition Planning" Wisconsin Assistive Technology Initiative (WATI)

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Bottom-left form (page 2)

Assistive Technology for Transition — **July 2020**

Mobility Activities – Can the student independently:

Activity	Yes	No
Navigates at a reasonable pace?	Yes	No
Navigates outside on varied terrain (College Campus)?	Yes	No
Tolerates and can be mobile in the space of 3 city blocks?	Yes	No
Carry a 5 pound backpack while being mobile?	Yes	No
Operate controls to activate community building access devices (elevators, doors)?	Yes	No

Mobility Adaptations:

Adaptation	Not Applicable	Maybe could use	Using, needs improvement	Using and is Independent
Power Wheelchair				
Manual Wheelchair				
Power Scooter				
Walker				
Cane/Crutches				
Grab Rails				
Environment Controls				

Comments – Communication, Mobility and Tolerance:

Oral Communication Activities – Can the student independently:

Activity	Yes	No
Communicate wants and needs to non familiar communication partners?	Yes	No
Independently operate a phone?	Yes	No
Independently communicate with non-familiar person on the telephone?	Yes	No
Understand and remembers simple verbal instructions?	Yes	No
Understand & remembers complex verbal instructions?	Yes	No
Manage time and follows a schedule?	Yes	No

Communication Adaptations:

Adaptation	Not Applicable	Maybe could use	Using, needs improvement	Using and is Independent
Eye-gaze/spelling/picture board				
Voice output device				
Adapted phone				
Adapted writing device				
Laptop computer				
TTY or relay system				
Voice output reminders				
Electronic organizers				

Tolerance (to school/community/work environment – Can the student:

Activity	Yes	No
Physically tolerate full day school/work?	Yes	No
Emotionally tolerate full day school/work?	Yes	No
Medically tolerate full day school/work?	Yes	No
Environmentally tolerate full day school/work? (allergies, sensitives to the environment, etc.)	Yes	No

Tolerance Adaptations:

Adaptation	Not Applicable	Maybe could use	Using, needs improvement	Using and is Independent
Distance Learning				
Adaptive Seating and Positioning				
Electronic Communication				
Organizers/Day Planners				

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.

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Right form

Division for Special Education Services and Supports

Georgia Department of Education

Assistive Technology for Transition — **July 2020**

A Guide for Assistive Technology and Transition Planning

Student Name: _____ Person Completing Form: _____

Students Grade: _____ Date Report was Completed: _____ Expected Graduation Date: _____

Purpose – The purpose of this tool is to review the student's assistive technology needs when transition planning.

Ratings – 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 & 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 used to address these barriers.

Daily Transportation Activities – Can the student independently:

Activity	Yes	No
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 into/out of a vehicle with a ramp or lift?	Yes	No
Independently arrange transportation?	Yes	No
Independently utilize public transportation?	Yes	No

Transportation Adaptations:

Adaptation	Not Applicable	Maybe could use	Using, needs improvement	Using and is Independent
Adaptive Driving Equipment				
Car Top or Bumper Carrier for Mobility Device				
Van with a Ramp or Lift				
Other				

Comments – Transportation and Daily Living:

Daily Living Activities – Can the student independently:

Activity	Yes	No
Eat?	Yes	No
Prepare Food?	Yes	No
Do Laundry?	Yes	No
Groom/Self Care/Hygiene?	Yes	No
Housekeeping Activities?	Yes	No
Manage time? Follow a schedule?	Yes	No

Daily Living Adaptations:

Adaptation	Not Applicable	Maybe could use	Using, needs improvement	Using and is Independent
Dressing Aids				
Adaptive Clothing				
Adaptive Kitchen Utensils/Dishes				
Roll in Shower				
Adaptive Hygiene Devices				
Environmental Controls				
Adaptive Grooming Tools				
Adaptive Appliances				
Reacher/Grabbers/Low Tech Aids				
Assistive Time Devices				
Assistive Memory Device				
Electronic Organizer				
Emergency Response System				
Alarm System				
Positioning and Seating Devices				
Mobility Device				
Adaptive Bathing Device				

@georgiadeptofed   **Canfield & Reed, 2001**   www.gadoe.org

[AT to Consider for Transition.pdf (gadoe.org)](https://www.gadoe.org)

# Transition Planning and Compliance

Assessments

Postsecondary Goals based on Transition Assessments

- (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 Assessments

౭ Should Address Three Areas ౭
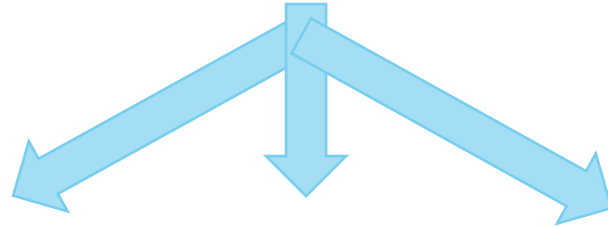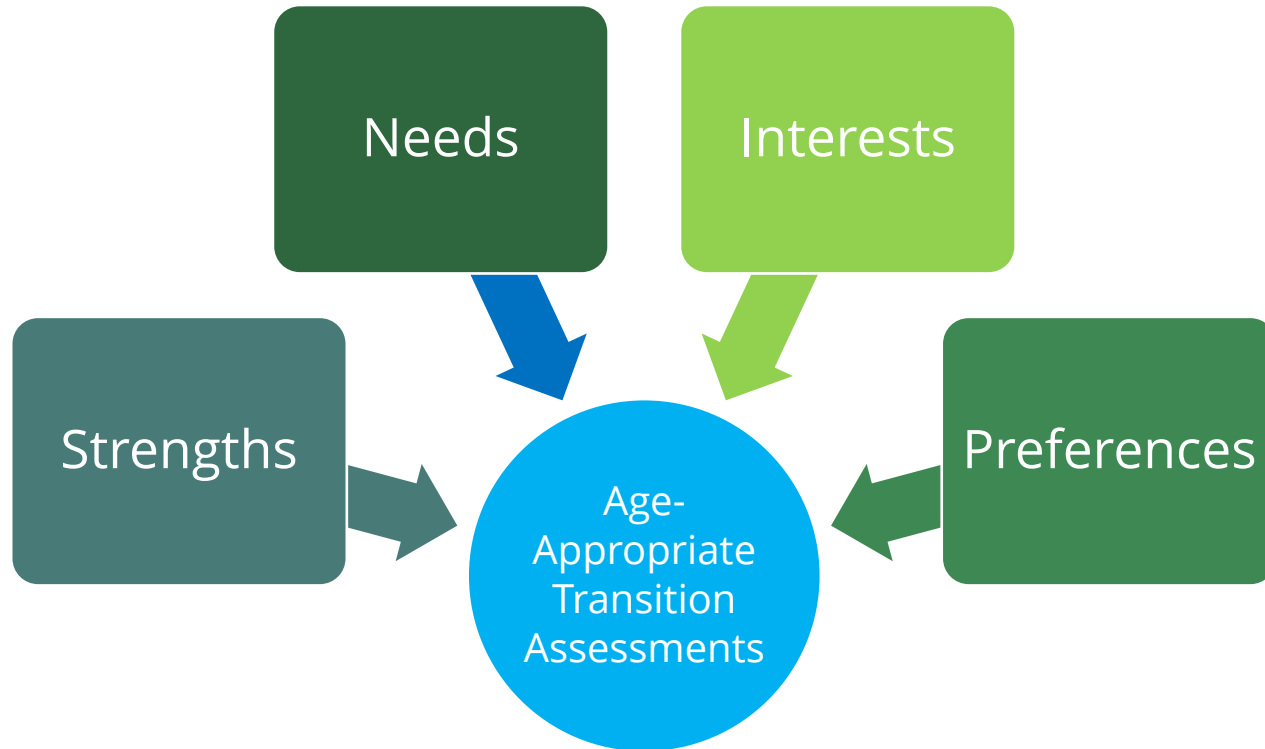
Employment

Education/
Training

Independent
Living

Transition Assessments

Formal and Informal

Types of Transition Assessments

Standardized Tests

- PSAT/SAT
- Georgia Milestones
- Georgia Alternate Assessment 2.0
- End of Course
- End of Pathway

Previous Information

- Psychological reports
- IEPs or Transition Plans from previous school/year
- School transcripts
- Disciplinary Records

Formal Transition Assessments

- Transition Planning Inventory (TPI)
- YouScience
- Life Centered Education Assessment
- Pictorial Inventory of Careers
- Brigance Transition Skills Inventory
- Self-Determination Assessments (SDI)

Informal Transition Assessments

- Transition Questionnaires
- Checklists
- Anecdotal records
- Teacher and Parent observations
- Person-Centered Planning
- MAPS

Age-Appropriate Transition Assessments

Examples:

- Student Transition Needs and Preference Survey
- Pictorial Inventory of Careers
- Microcomputer Evaluation of Careers & Academics (MECA)
- Student interview and questionnaire (include dates)

Non-Examples:

- Student Work Samples
- Report Card Grades
- Progress Reports

Best Practices for Transition Assessments

- Begin early, complete assessments well in advance

- Incorporate multiple perspectives

- Address personally meaningful domains

- Incorporate multiple approaches and/or tools

- Be culturally and linguistically relevant

- Be practical and feasible

Best Practices for Transition Assessments

- Ongoing, dynamic (versus one-time, discrete) – complete yearly

- Generate data that can inform planning

- Identify needed skills, experiences, connections, and supports

- Communicate meaningful information with future providers

- Discuss results with student

- Consider utilizing results from other assessments (GVRA, ASVAB, coursework)

Assessment Toolkit Content

- General information and resources about transition assessment
  - Define transition assessments
  - 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
  - Formal
  - Guidance and tools for summarizing assessment data

Source: Morningstar (2013)

Transition Planning & Compliance

Course of Study
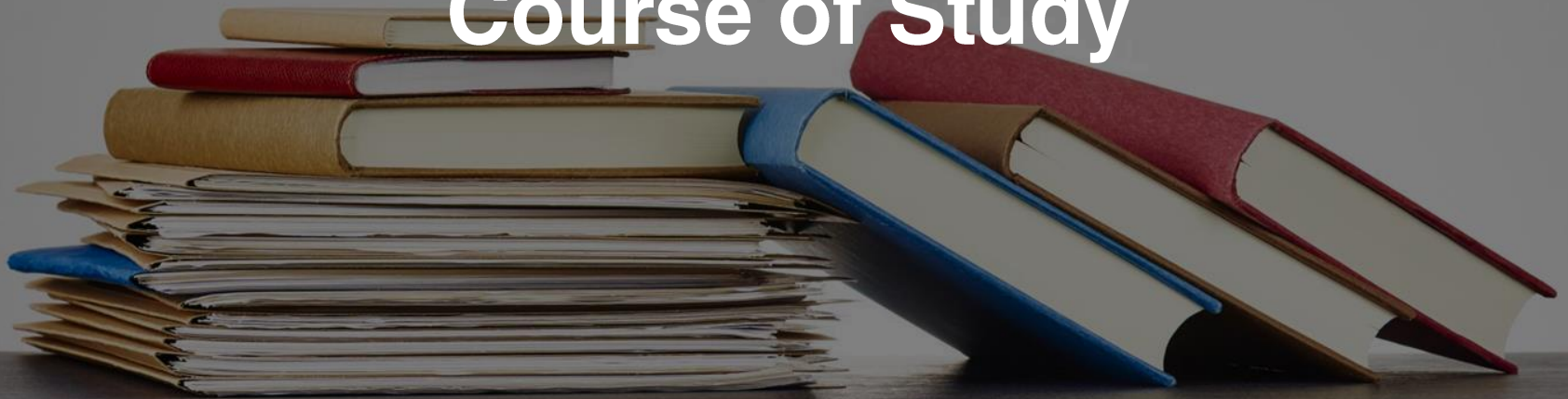
Course of Study

- Preferences, Strengths, Interests and ==**_Course of Study_**== based on Present Levels of Performance and _Age-Appropriate_ ==**_Transition Assessments_**==
  - 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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Course of Study

Examples:

- His course of study is a college prep diploma with a graphic design pathway, and he is on track to complete graduation requirements in May 2020.
- Student will receive a regular education diploma and has passed all courses to begin the tenth grade.
- Student will complete the Criminal Justice Pathway and graduate with a regular education diploma.

Non-Examples:

- Diploma
- Regular education classes
- Will take all regular education classes in a co-teaching setting

Are You Intentional?

Students participate in:
- General education course
- Dual-enrollment
- Vocational education
- 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

Transition Planning and Compliance

IEP TEAM

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 include, whenever appropriate, the child with a disability [34 C.F.R. § 300.321(a)(7)].

Student Invited to the IEP Meeting

TRANSITION SERVICES PARTICIPANTS

The LEA must invite the child with a disability to attend the child's IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals [34 C.F.R. §300.321(b)(1)].

Documentation of Student Invitation

- Meeting notice
- Signature page

  - 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)]

Required Team Members

Parent or Guardian	Regular Education Teacher	Special Education Teacher
Local Education Agency Representative (LEA)	Someone who can interpret evaluation results	Student • When transition is being discussed

Other Team Members

- Other individuals who have knowledge or special expertise regarding the student
  - Related services personnel
  - Parent advocates
  - Counselor
  - School psychologist
  - Agency representatives

Agency Representative Invited

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 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 Providers and Department of Public Health

Day Programs Providers

Employers

Department of Family and Children Services

College Representatives

Prior Parental Consent for Agency Participation

You must provide evidence that the parent gave consent for the invitation.

- Parent's signature on Notice of Meeting for consent.
  - If your Notice of Meeting includes a statement for parents to select giving their consent for invitation of agency representative, it should be selected (x or ✓) and signed by parent, guardian or student who has reached the age of majority.

Agency representative should be listed on the Notice of Meeting

Transfer of Rights upon Age of Majority
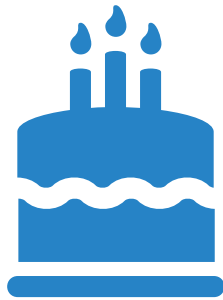
Completed at least one year prior to the student's 18th birthday
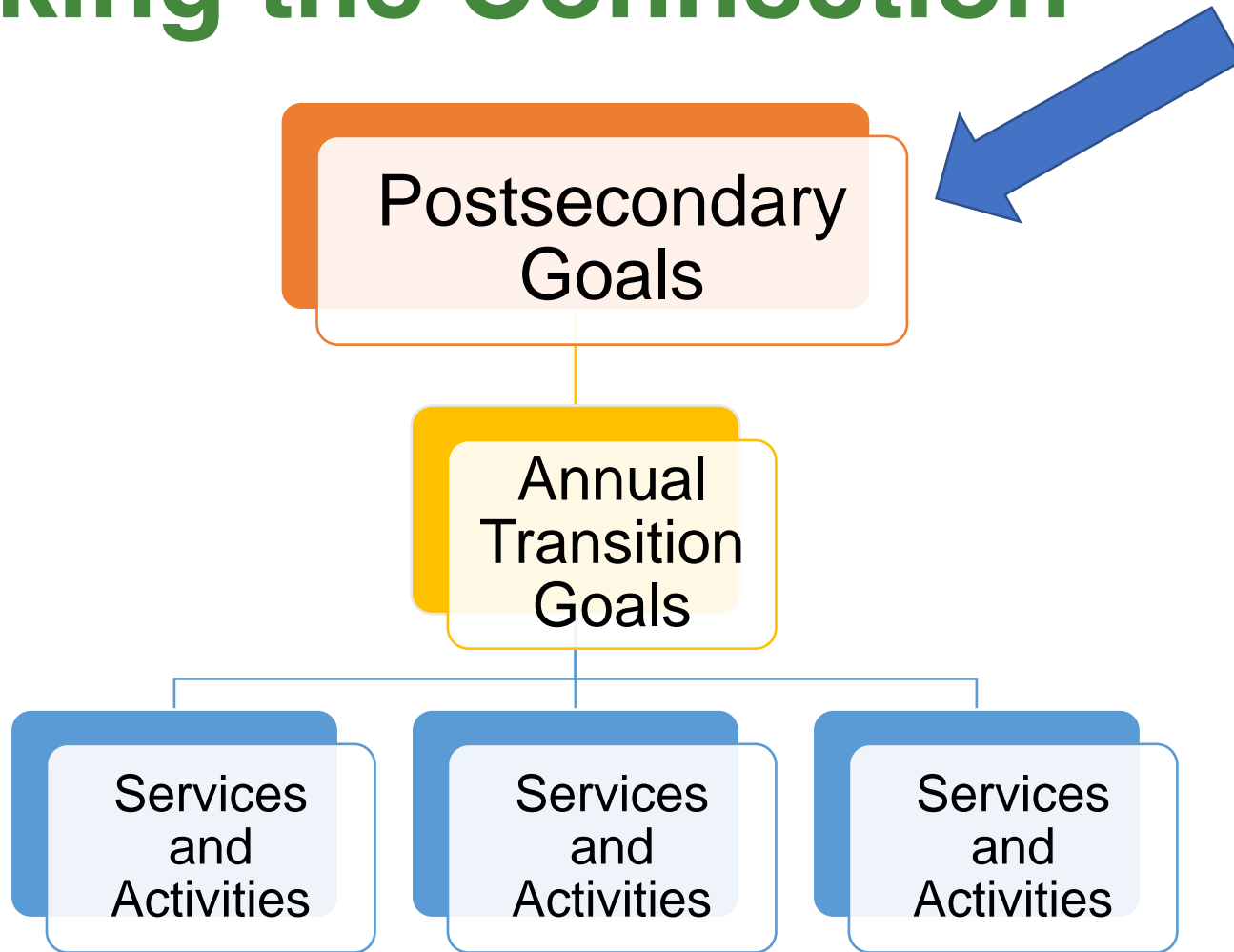
At the IEP meeting when the student is 18 years old

Transition Planning and Compliance

Postsecondary Outcome Goals

Making the Connection

Postsecondary Goals

Annual Transition Goals

Services and Activities

Services and Activities

Services and Activities

GaDOE
Georgia Department of Education

Postsecondary (PS) 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)]

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Postsecondary Outcome Goals

Employment

Education/Training

Independent Living

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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.

Measurable 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 Outcome Goal: Employment

Should indicate the type of job and/or the area/field.

- **Examples of PS Goals for Employment:**
  - **Will participate in a day program with supports**
  - **Will be employed as a (<u>type of job</u>)**
  - **Will participate in a supported work setting/environment in (<u>area/field</u>)**
  - **Will be employed in the military as (<u>type of job</u>)***

If the military **or participation in an adult/day program is selected, you do not have to specify the area.*

Postsecondary Goals for Employment

Examples:
- After graduation, Tom will be employed as a police officer.
- After graduation, Keegan will be employed as an LPN.
- 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.

Non-Examples:
- Joe will work at McDonalds 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.

Postsecondary Outcome Goal: Education/Training

Should indicate the type of education or training and the area/field.

- **Examples of PS Goals for Education/Training:**
  - **Attend college and major in (<u>field of study</u>)**
  - **Attend technical college and major in (<u>area</u>)**
  - **Will receive on the job training in the military***
  - **Will receive on-the-job training at an adult day program in (<u>area</u>)***

*If the military **or** participation in an adult/day program is selected, you do not have to specify the area.

Postsecondary Goals for Education/Training

Examples:
- After graduation, Tyler will attend college and obtain a degree in criminal justice.
- After graduation, Keshaan 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.

Non-Examples:
- Zach will pass six out of eight courses this school year.
- Karen wishes to attend college.
- Matthew hopes to join the Army.
- Lisa will be starting a degree in nursing.
- Thad will work at the vet's office to get experience while he is in college.

Postsecondary Outcome Goal: Independent Living

Should indicate where the student will live after graduation from high school.

- **Examples of PS Goals for Independent Living:**
  - **Will live independently in their own home**
  - **Will live at home with parents**
  - **Will live in a group home**

  *Temporary living situations such as dormitories do not meet the requirement. The living arrangement should be long term.

Postsecondary Goals for Independent Living

Examples:

- After graduation, Kyle will live with his parents.
- After graduation, Derrick will buy a home.
- After graduation, Daisha will live in an apartment with a roommate.

Non-Examples:

- Barbara will live with her friends.
- Holly will live in a dorm near her college.

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 & Money Management	Transportation	Community Involvement	Personal Safety	Self-Determination/ Self-Advocacy

Transition Planning and Compliance

Annual Transition Goals

Making the Connection

Postsecondary Goals

Annual Transition Goals

Services and Activities

Services and Activities

Services and Activities
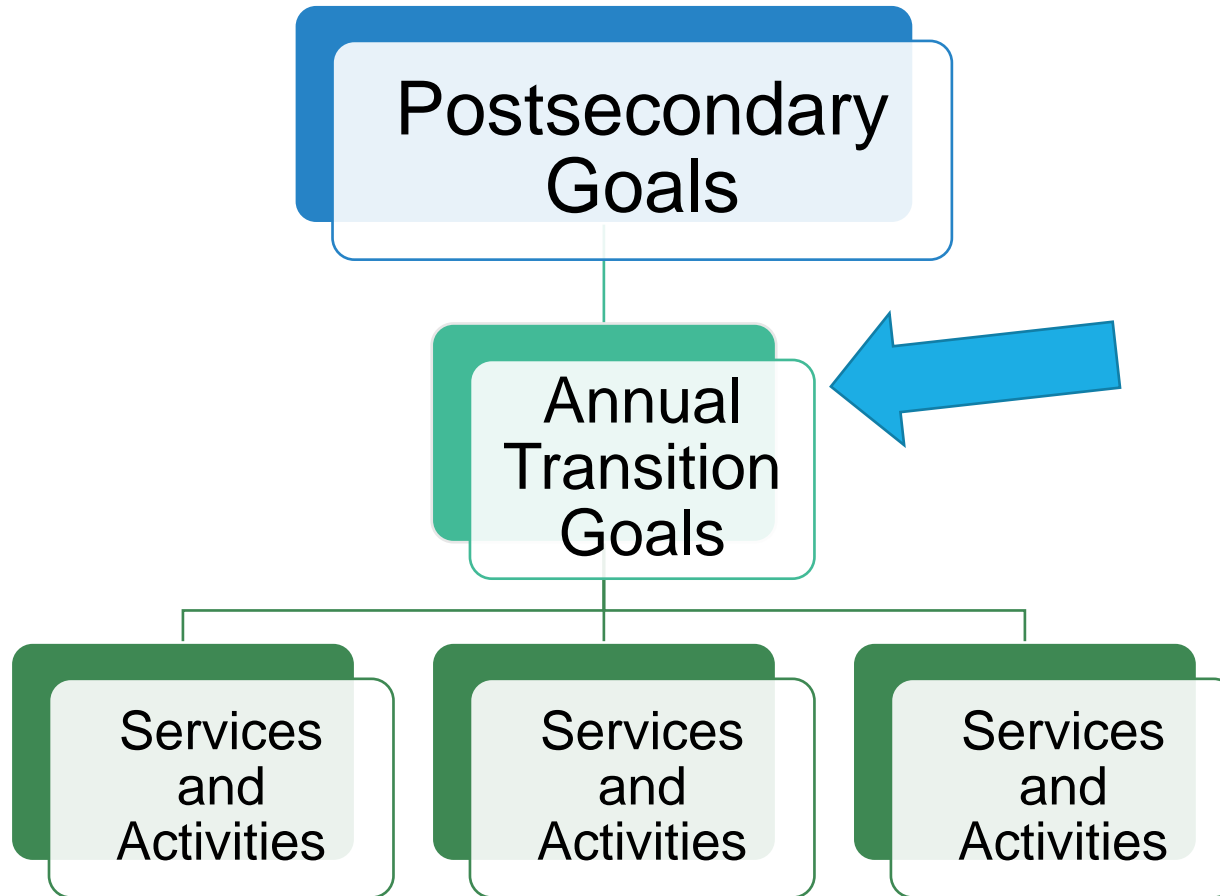
Annual Transition Goals

- 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.

Post Secondary Goals and Transition Goals

	Education /Training Transition Goal	Development of Employment Goal	Community Participation Goal	Adult Living & Post School Options	Related Services	Daily Living Skills
Post-Secondary Education/ Training Goal	✓					
Post-Secondary Employment Goal		✓				
Post-Secondary Independent Living Goal*			✓	✓	✓	✓

Probing Questions for Annual Transition Goals

What are some goals that will help THIS STUDENT get closer to being able to reach his/her postsecondary goals?

Are these goals attainable within the next year?

What is keeping this student from being successful in his/her classes?

Does your annual transition goals repeat the Postsecondary 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 Postsecondary 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, applying for jobs)

Soft skills/employability skills (create calendar, schedule, timers)

Creating or strengthening work ethics/stamina

Pre-employment skills (completing job applications, taking pre-employment tests, interviewing skills)

Pre-employment Transition Services provided by Vocational Rehabilitation (VR)

Employment Goals

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.

Non-Examples:

- Susie will apply for a job.

- Holly will look for a job on the internet.

- Toni will identify places where be a baker.
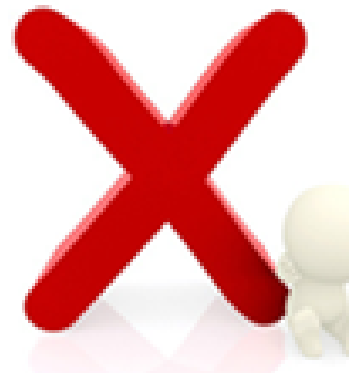
Annual Transition Goal for Education/Training

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

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

Types of Education/ Training Goals

Investigating PS options	Attending a college fair	Researching schools/ programs	School visits
Taking entrance tests	Submitting school applications	Dual Enrollment	Decreasing absences and/or tardiness
	Organizing notebook(s)	Attending tutoring sessions	

If you choose to write a functional transition goal, make sure it is measurable.

Education/Training Goals

Examples:

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

- Allison 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 application and submitting her resume by June 2021 in order to participate in Worked Based Learning.

Non-Examples:

- Barry will apply for technical school.

- Holly will see her counselor about her grades and classes.

- 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 Postsecondary Goal for Independent Living)

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

Types of Independent Living Goals

Daily living skills related to personal care and well-being

Adult living skills and Postschool 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

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.

Non-Examples:

- Arlen will go to the football game on Friday night.

- Michael will go to the bank.

- Shonda will demonstrate understanding of personal space by staying away from others in line.
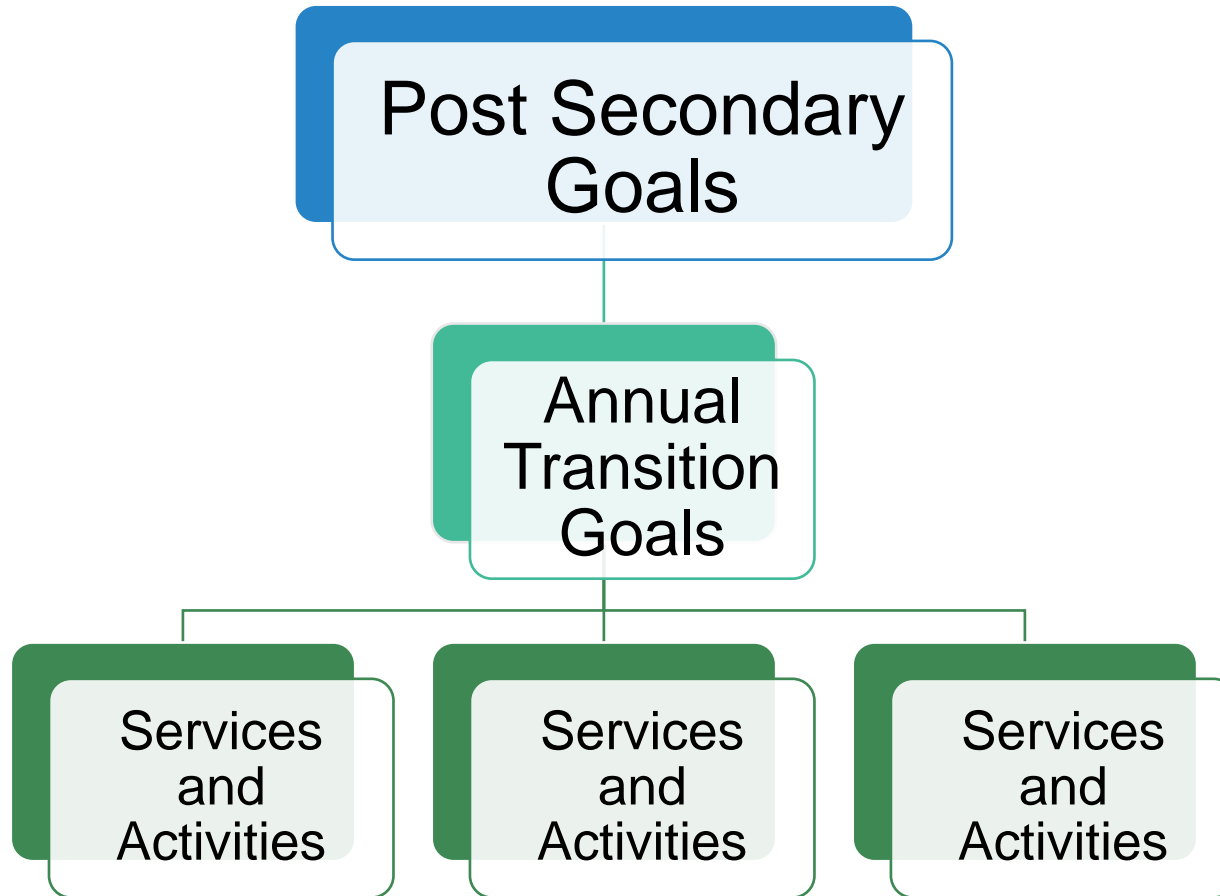
Transition Planning and Compliance

Services and Activities

Making the Connection

Post Secondary Goals

Annual Transition Goals

Services and Activities

Services and Activities

Services and Activities

Defining Transition Activities and Services

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

Services and Activities

Conduct an internet search of –

- **Colleges or Technical schools**
- **Training facilities**
- **Programs of interest**
- **Job salaries, benefits**

Identify –

- **Available programs**
- **Requirements for admissions or applications**

Meet with –

- **Counselor**
- **Director**
- **Manager**
- **Supervisor**
- **Service Providers**

Request –

- **Copies of IEP**
- **Job application packet**
- **Transcripts**
- **College Disability Office Information**

Locate –

Medical facilities

- **Government offices**
- **Housing facilities**
- **Financial Institutions**

Participate in –

- **Community Based Instruction (CBI)**
- **Work-based Learning (WBL)**
- **After school clubs, activities, social events**
- **Career and College Fairs**

Facilitate	functional communication, community mobility and environmental access
Explore	assistive technology and adaptive equipment to access postsecondary environments
Identify	modifications to promote independence
Promote	healthy leisure pursuits and recreational engagement

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

Examples:

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

Non-Examples:

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. Record all assignments on calendar

1 *If* the **Postsecondary Outcome Goal for Employment** is - After graduation, Ang will be employed as a welder.

2 *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.

2 Additional Annual Transition Goals could be added

3 Activities and Services for any additional Annual Transition Goals.

3 *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.

1c. Visit at least one of the job sites that is hiring.

Conducting an evaluation of a potential future work environment.

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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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