

Indicator 13 Compliance Transition Planning FY19

Module #4 – Postsecondary Goals

Alignment with State Priorities



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Georgia's
Systems of
Continuous
Improvement
Division Priority
IEP Development
and Implementation



Transition Planning Survey

- Rationale



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- 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.”



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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.

Transition in IDEA

- Component of the IEP
- Addresses critical elements on transition
- Federally mandated
- School district responsibility



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Learning Targets



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1. I can write a postsecondary goal for Employment that reflects the student's preferences, strengths and interests.
2. I can write a postsecondary goal for Education/Training that reflects the student's preferences, strengths and interests.
3. I can write a postsecondary goal for Independent Living that reflects the student's strengths and interests.

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Transition Documentation Checklist



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Transition Documentation Checklist

Georgia Department of Education
Division of Special Education Services
Compliance Unit

System _____

Date _____

NAME	1. PS GOALS EDUCATION/ TRAINING	2. PS GOALS EMPLOYMENT	3. PS GOALS INDEPENDENT LIVING	4. IEP GOALS TO MEET PS GOALS	5. PS BASED ON TRANSITION ASSESSMENTS	6. TRANSITION SERVICES (ACTIVITIES) ACADEMIC AND FUNCTIONAL TO FACILITATE MOVEMENT TO PS	7. COURSE OF STUDY TO FACILITATE MOVEMENT	8. STUDENT INVITED TO IEP MEETING	9. AGENCY REPRESENTATIVE INVITED TO IEP MEETING	10. PRIOR PARENTAL CONSENT RE/AGENCY REP	ALL AREAS IN COMPLIANCE

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1. PS GOAL EDUCATION/TRAINING	2. PS GOAL EMPLOYMENT	3. PS GOAL INDEPENDENT LIVING
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Transition Documentation Checklist
 Georgia Department of Education
 Division of Special Education Services
 Compliance Unit

System _____ Date _____

NAME	PS GOALS EDUCATION/ TRAINING	2. PS GOALS EMPLOYMENT	3. PS GOALS INDEPENDENT LIVING	4. IEP GOALS TO MEET PS GOALS	5. PS BASED ON TRANSITION ASSESSMENTS	6. TRANSITION SERVICES (ACTIVITIES) ACADEMIC AND FUNCTIONAL TO FACILITATE MOVEMENT TO PS	7. COURSE OF STUDY TO FACILITATE MOVEMENT	8. STUDENT INVITED TO IEP MEETING	9. AGENCY REPRESENTATIVE INVITED TO IEP MEETING	10. PRIOR PARENTAL CONSENT RE/AGENCY REP	ALL AREAS IN COMPLIANCE

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Transition Documentation

Checklist Items 1 - 3



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- Item 1 – Postsecondary goal for Education/Training
- Item 2 – Postsecondary goal for Employment
- Item 3 – Postsecondary goal for Independent Living
- **Postsecondary 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.

Individualized Education Program

Transition

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

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

Preferences, Strengths, Interests & Course of Study based on Present Levels of Performance and Age Appropriate Assessments

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

Present Levels of Academic Achievement and Functional Performance

Annual IEP Goals & Short Term Objectives	
Academic (if applicable)	Functional (if applicable)

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?

Postsecondary Goals



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- 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.



<https://kathleenhalme.com/career-clipart.html>

Postsecondary Goal for Education/Training



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- Have only one PS goal for Education/Training
- 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
 - will receive on-the-job training in the military

Postsecondary Goal for Employment – Item 2



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

Postsecondary Goal for Independent Living – Item 3



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- 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?



Activity #1



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Jason is a tenth-grade student at Dundee High School. Based on the results from the Dundee School District's transition questionnaire given on August 24, 2018 by Jason's teacher, he stated that he enjoys playing games, watching television and videos on the computer. His favorite game is UNO. He likes walking to class and going to the mall with his friends with his class. His teacher stated that he likes seeing people from his church when they go to the grocery stores. His parents indicated on the parent questionnaire and survey sent home on August 24, 2018 that his favorite thing to do at home is play with his UNO cards and go to church to handout the programs before the service. Parents also stated that Jason likes cleaning his room, but he does not like to move his games and put up his cards.

Both of his teachers and his parents agree that his strengths are helping others which include making sure all the students in class have all their school supplies (pencils, papers, manipulatives, backpacks) and his ability to recall the bell schedule and remember when it's time to change classes. Jason doesn't like when the class reads aloud but he does like listening to stories on the computer using his headphones, which he uses at home as well. Jason also has strengths in math including adding and subtracting simple fractions (especially when the class cooks and he must double the recipe).

On the Dundee School District Career Interest Inventory taken with his teacher on August 23, 2018, the scores indicate possible jobs in the retail/service industry. Teachers provided information to the parents about graduation requirements, transition services and information about Project Search, which the parents are interested in for Jason. They would like for him to graduate with his peers but would like for him to stay in school if he can be in the Project Search program and Vocational Rehabilitation will help with supportive employment.

Activity #1



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- Using the information from Jason's *Preferences, Strengths, Interests and Course of Study based on Present Levels of Performance and Age Appropriate Transition Assessments*, **write the appropriate Postsecondary Goals for Jason.**

Post-Secondary Outcome Goals:

- Education/Training:

- Employment:

- Independent Living:



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Activity #1

Post-Secondary Outcome Goals for Jason:

- Education/Training: After graduation, Jason will receive on-the-job training in a retail setting.
- Employment: After graduation, Jason will be employed in a retail setting with supports.
- Independent Living: After graduation, Jason will live at home with his parents.

Two Different Ways of Looking at Transition Planning



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Compliance

Best Practices

It's a Plan!



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- 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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