

Indicator 13: Secondary Transition FY21

Georgia Department of Education
Special Education Services and Supports
Results Driven Accountability
January 2021



State Performance Plan (SPP) – Indicator 13

Percent of youth with IEPs aged 16 and above with an IEP that includes:

- Appropriate measurable postsecondary goals
- Goals based upon age-appropriate transition assessment
- Annual transition goals
- Transition services and activities
- Course of study
- Evidence that the student was invited
- Evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting
- Evidence of prior consent of the parent or student for agency participation

Transition for Students with Disabilities



**COMPLIANCE –
LETTER OF THE LAW**



**BEST PRACTICE –
SPIRIT OF THE LAW**



Monitoring Secondary Transition

Indicator 13 Compliance

Secondary Transition Compliance FY21

- The Georgia Department of Education (GaDOE), Division for Special Education Services and Supports, monitors Indicator 13 (Secondary Transition) using the Cross Functional Monitoring (CFM) process beginning in FY20. Due to COVID-19 school closures, the FY21 CFM Cycle was rescheduled to FY22.
- As required by the Individuals with Disabilities Education Act (IDEA) and reported in the Annual Performance Report (APR), the State must complete this review of Indicator 13 each year.

Secondary Transition – Transition Planning Survey FY21

- GaDOE has selected randomly Local Educational Agencies (LEAs) to complete the FY21 Transition Planning Survey.
- Selected LEAs will be required to upload no more than five transition plans for high school students who are 16 or older.
- An LEA may have less than five students meeting the age and grade requirement; therefore, they would only submit those plans.
- In the Special Education Applications Dashboard, the tile for **Secondary Transition** will show one of the following phrases:
 - (1) Your LEA is not selected for Secondary Transition collection for FY21 or
 - (2) Application will be available for FY21 collection on 1/26/21.

Transition Planning Survey FY21

- For LEAs selected, the Survey will be available for upload in the Special Education Dashboard located in the GaDOE Portal from January 26, 2021 - February 12, 2021.
 - GO-IEP Districts will have the pdf of the active IEP file for each student auto uploaded in the application.
 - If that IEP is amended or a new Annual Review is developed prior to submission due date, please upload the most current file in the Secondary Transition Application in the Dashboard. If any student is replaced in the GO-IEP district, a copy of the student's IEP from GO-IEP will need to be manually copied to the Secondary Transition Application.
- If you have additional questions, please contact your District Liaison.

Transition Planning Survey FY21

- **1/26/2021**

Dashboard open for 60 selected districts

- **1/26/21**

District Review and upload of plans in the Dashboard

- **1/26/21 – 2/12/21**

GADOE Verification Review

- **2/15/21 – 2/26/21**

LEA Notification of Compliance Status

- **2/26/21**


Districts with <100% compliance will be required to correct isolated findings of non-compliance (Prong 1) and demonstrate systemic compliance (Prong 2).

- Prong 1 – 2/26/21 – 3/31/21
- Prong 2 – 3/31/21 – 4/30/21

Transition Documentation Checklist

- Districts can continue to use the Transition Documentation Checklist as a tool or guidance for peer reviews and checking transition plans
- Rules and Requirements continue to remain the same for monitoring secondary transition

Georgia Department of Education
Division of Special Education Services


Georgia Department of Education

Transition Documentation Checklist

System _____ Date _____

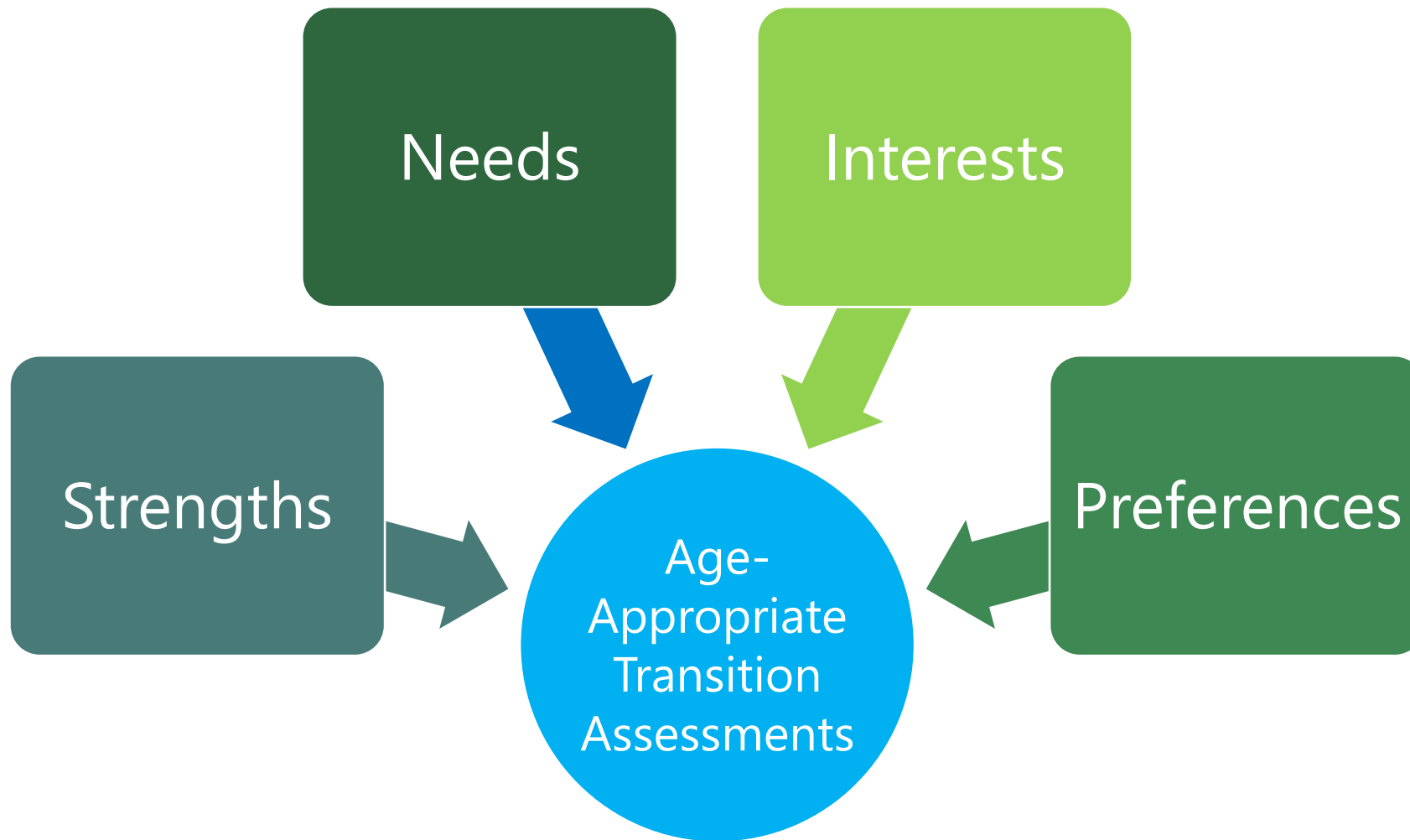
NAME	1. POSTSECONDARY (PS) GOAL FOR EMPLOYMENT	2. POSTSECONDARY (PS) GOAL FOR EDUCATION/TRAINING	3. POSTSECONDARY (PS) GOAL FOR INDEPENDENT LIVING	4. ANNUAL IEP TRANSITION GOALS TO MEET PS GOALS	5. PS GOALS BASED ON TRANSITION ASSESSMENTS	6. TRANSITION SERVICES (ACTIVITIES) ACADEMIC AND/OR FUNCTIONAL TO FACILITATE MOVEMENT TO PS GOALS	7. COURSE OF STUDY TO FACILITATE MOVEMENT TO PS GOALS	8. STUDENT INVITED TO IEP MEETING	9. AGENCY REPRESENTATIVE INVITED TO MEETING	10. PRIOR PARENTAL CONSENT FOR AGENCY REPRESENTATIVE TO ATTEND	ALL AREAS IN COMPLIANCE (Y=YES, N=NO)

Georgia Department of Education
Richard Woods, State Superintendent of Schools
July 24, 2019

Secondary Transition & Compliance

Transition Assessments & Course of Study





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)]

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
- 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)

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



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

Secondary Transition & Compliance

Team members and Invitations



Student invited to the IEP meeting

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)].

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)].



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)]

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 Representatives

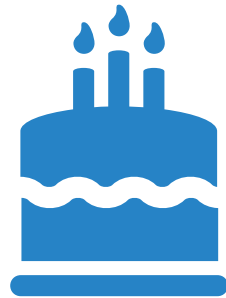
- Agencies or other organization representatives who are likely to provide services and supports to students may be invited to attend IEP meeting to discuss transition:
- Georgia Vocational Rehabilitation Agency (GVRA)
- Department of Behavioral Health and Developmental Disabilities (DBHDD)
- Mental Health Clinics
- Day Programs
- Employers
- Department of Family and Children Services
- Parent Mentors
- College Representatives

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 on Notice of Meeting documenting they consent to the invitation



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

Secondary Transition & Compliance

Postsecondary Outcome Goals



A TRANSITION GUIDE

TO POSTSECONDARY EDUCATION AND EMPLOYMENT
FOR STUDENTS AND YOUTH
WITH DISABILITIES



OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES
UNITED STATES DEPARTMENT OF EDUCATION

REVISED AUGUST 2020

[A Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities](#)

Transition Services Plan

- (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)]

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)]



Postsecondary Goals

Employment

Education/Training

Independent Living

Measurable Post-Secondary Goals

- A post-secondary goal is “**generally understood to refer to those goals that a child hopes to achieve after leaving secondary school (i.e. high school)**” (IDEA 2004 Part B Regulations 300.320 (b), discussion of Final Rule p. 46,668)
- Post-secondary goals must be an actual outcome and not an activity or process. For example, ‘*seeks, pursues, continues, and applies*’ are processes, not outcomes.
- The post-secondary goal should **succinctly state** what the student will do and be based on findings from transition assessments conducted with the student.
- There should only be one Post-Secondary Goal for each area: Education/Training and Employment, as well as Independent Living, if appropriate.
- Remember, these are “**outcome goals**”, not annual transition goals.



Postsecondary Goal for Employment

Indicate the “type of job”, career or field

- Be employed as....police officer
- Work full-time as a welder
- Will be employed as a retail sales-clerk
- Be employed as a soldier in themarines
- Will participate/work in a day program with supports
- Will participate in a supported work setting/environment in the area of.....consumer science

Have only one PS goal for Employment

Refer to “after graduation”

Post-Secondary 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 Goal for Education/Training

Indicate the “type of training” and area

- Attend college and major in....Criminal Justice
- Attend technical college and major in.... welding
- Attend technical college to receive their certification in..... Auto Body Repair
- Will receive on-the-job training from an adult agency representative in the area ofretail sales

Have only one PS goal for Education/Training

Refer to “after graduation”

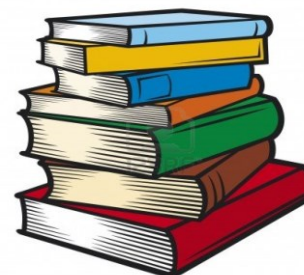
Post-Secondary Goals for Education/Training

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.



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Postsecondary Goal for Independent Living

Indicate where the student will live after graduation

- 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

Have only one PS goal for Independent Living

Refer to “after graduation”

- Should not be a temporary living situation, should be long-term

Post-Secondary 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.

Secondary Transition & Compliance

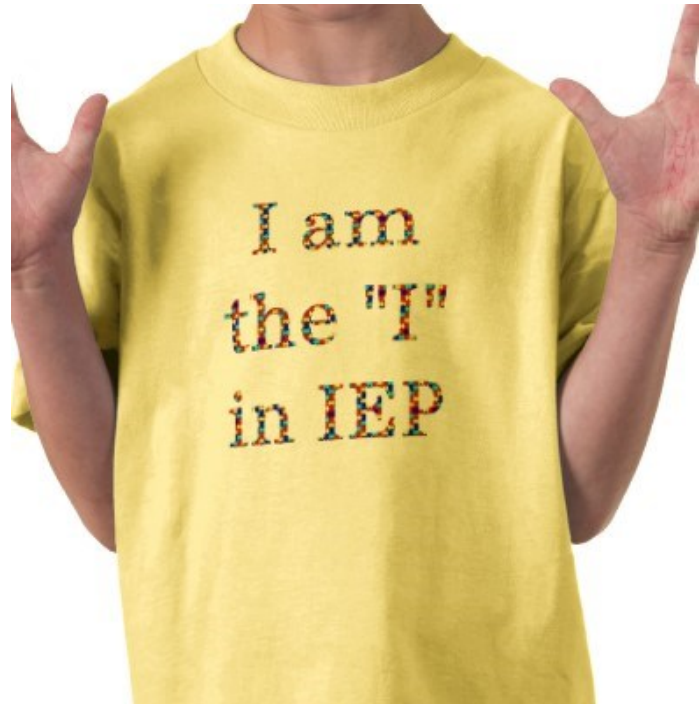
Annual Transition Goals



Offering a holistic education to **each and every child** in our state.



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.

IEP Goals to meet Postsecondary 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?



Annual Transition goals should not repeat the Postsecondary goal.

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:

- Aligned with the Post Secondary Goal

**Must have at least one transition goal for each Post Secondary Goal*

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	X					
Post-Secondary Employment Goal		X				
Post-Secondary Independent Living Goal*			X	X	X	X

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 ethic/stamina



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

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

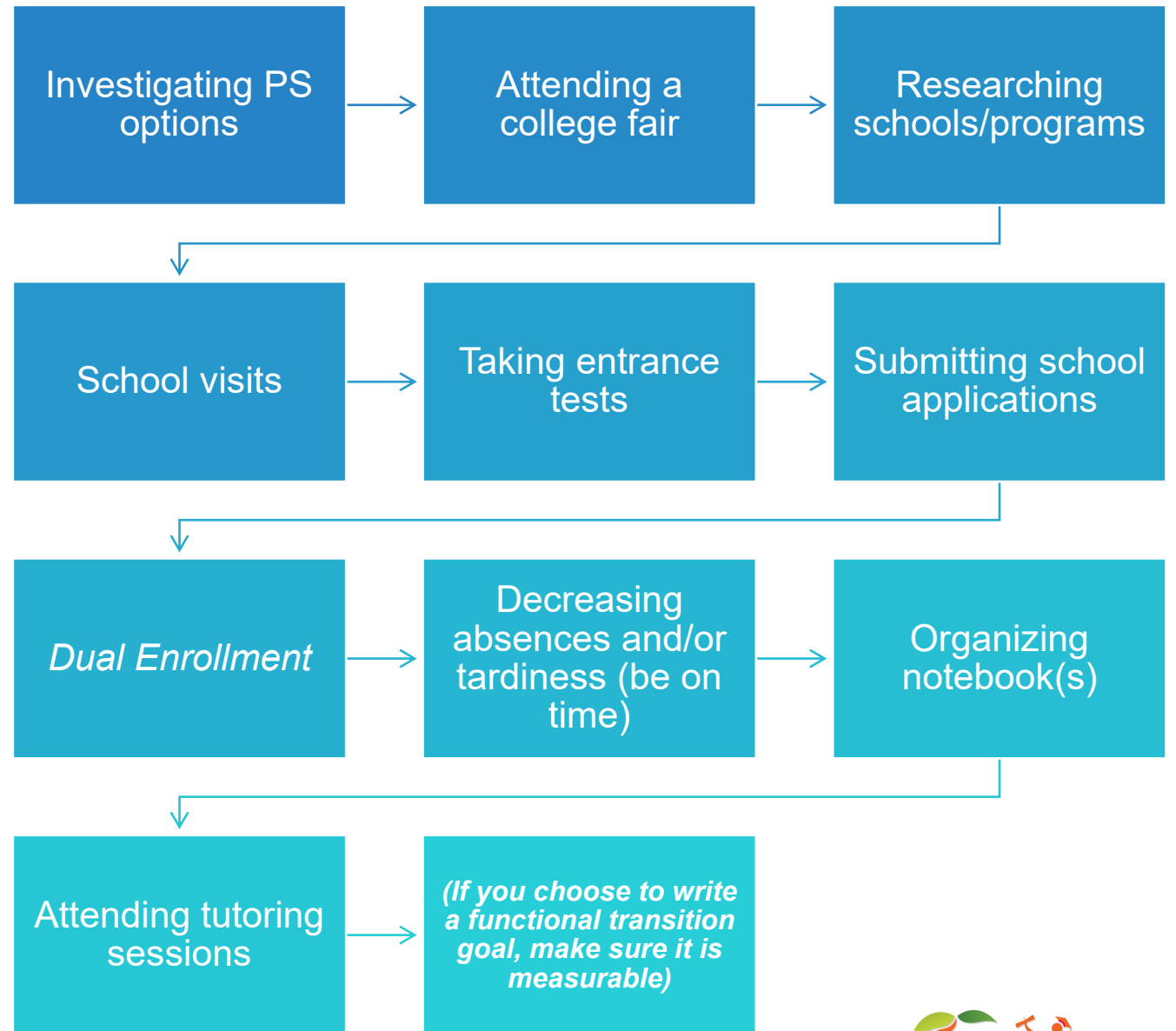


Refers to anything that will prepare the student for education or job training (movement towards Postsecondary Goal for Education)



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

Types of Education/ Training Goals



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 CBI by April 2020.
- Mary will apply for two part-time jobs in a medical office by completing the application and submitting her resume by June 2020 in order to participate in WBL.



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 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

Independent Living Goal Examples

Examples:



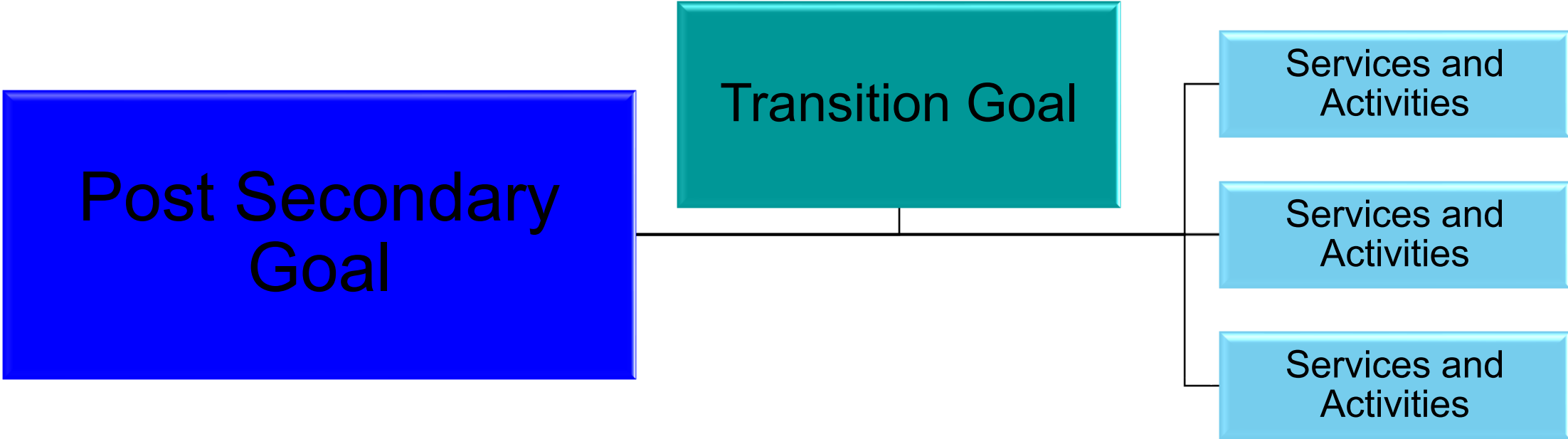
- Lisa will participate in two extra-curricular activities during the school year.
- Derrin will apply for Vocational Rehabilitation Services by December 2019.

Non-Examples:



- Susan will go to the football game on Friday night.
- Michael will go to the bank.

Helping students reach their Goals





Secondary Transition & Compliance

Transition Activities and Services

Transition Activities & Services

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)

Transition Activities and Services



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 each month by using her technology device to complete all the following activities:

Transition Activities and Services

1a. Record on calendar

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



Establish a peer review process



Follow-up with the student and family

Questions?

Preparing students for life.

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