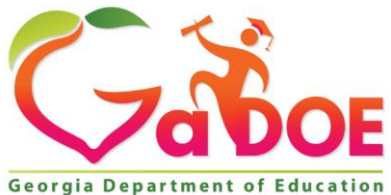# Indicator 13 Compliance and Cross Functional Monitoring FY20

Georgia Department of Education

Special Education Services and Supports

Results Driven Accountability

October 2019

Alignment with State Priorities

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

2020 vision

Keeping Students First

GaDOE
Georgia Department of Education

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 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)]

Indicator 13 – Transition Planning Survey

The Transition Planning Survey will no longer be used for monitoring transition plans.

Beginning with the FY20 Cross Functional Monitoring (CFM) cycle, the results from the 10 transition plan items reviewed during this monitoring will be reported for Indicator 13 compliance.

Georgia Department of Education
Division of Special Education Services

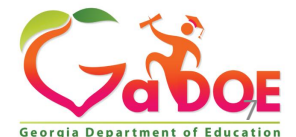Transition Documentation Checklist

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 ASSESSSMENTS	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

Transition Documentation Checklist

- Districts may continue to use the Transition Documentation Checklist as a tool or guidance for peer reviews and checking transition plans

- Updated - July 2019

https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/Transition/Transition%20Documentation%20Checklist%20%20July%202019.pdf

J.	TRANSITION SERVICES PLAN	34 C.F.R. 300.320, 34				
	C.F.R. 300.43					
24.	Postsecondary outcome goal for Employment					
25.	Postsecondary outcome goal for Education/Training					
26.	Postsecondary outcome goal for Independent Living (if appropriate)					
27.	Reflects steps to desired post-secondary outcomes					
28.	Postsecondary goals based on transition assessments					
29.	Transition services and/or activities to facilitate movement to postsecondary outcomes					
30.	Course of study to facilitate movement to post-school outcomes					
31.	Student invited to meeting					
32.	Agency representative invited, if applicable					
33.	Parent consent received prior to inviting agency representative, if applicable					

Cross Functional Monitoring Checklist

- Items reported for Indicator 13 (1-10 on the Transition Documentation Checklist) are shown here on the Due Process Checklist for Student Folder Review.

https://www.gadoe.org/School-Improvement/Federal-Programs/Documents/Cross%20Functional%20Monitoring/DUE%20PROCESS%20CHECKLIST%20FOR%20STUDENT%20FOLDER%20REVIEW.pdf

Checklist Comparison

Cross Functional Monitoring Checklist for Student Folder Review

| J.	TRANSITION SERVICES PLAN	34 C.F.R. 300.320, 34 C.F.R. 300.43			
24.	Postsecondary outcome goal for Employment				
25.	Postsecondary outcome goal for Education/Training				
26.	Postsecondary outcome goal for Independent Living (if appropriate)				
27.	Reflects steps to desired post-secondary outcomes				
28.	Postsecondary goals based on transition assessments				
29.	Transition services and/or activities to facilitate movement to postsecondary outcomes				
30.	Course of study to facilitate movement to post-school outcomes				
31.	Student invited to meeting				
32.	Agency representative invited, if applicable				
33.	Parent consent received prior to inviting agency representative, if applicable				

Transition Documentation Checklist

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 ASSESSSSMENTS	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)

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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 <mark>transition assessments</mark> related to training, education, employment, and, where appropriate, independent living skills;**

[34 CFR 300.320(b)(1)]
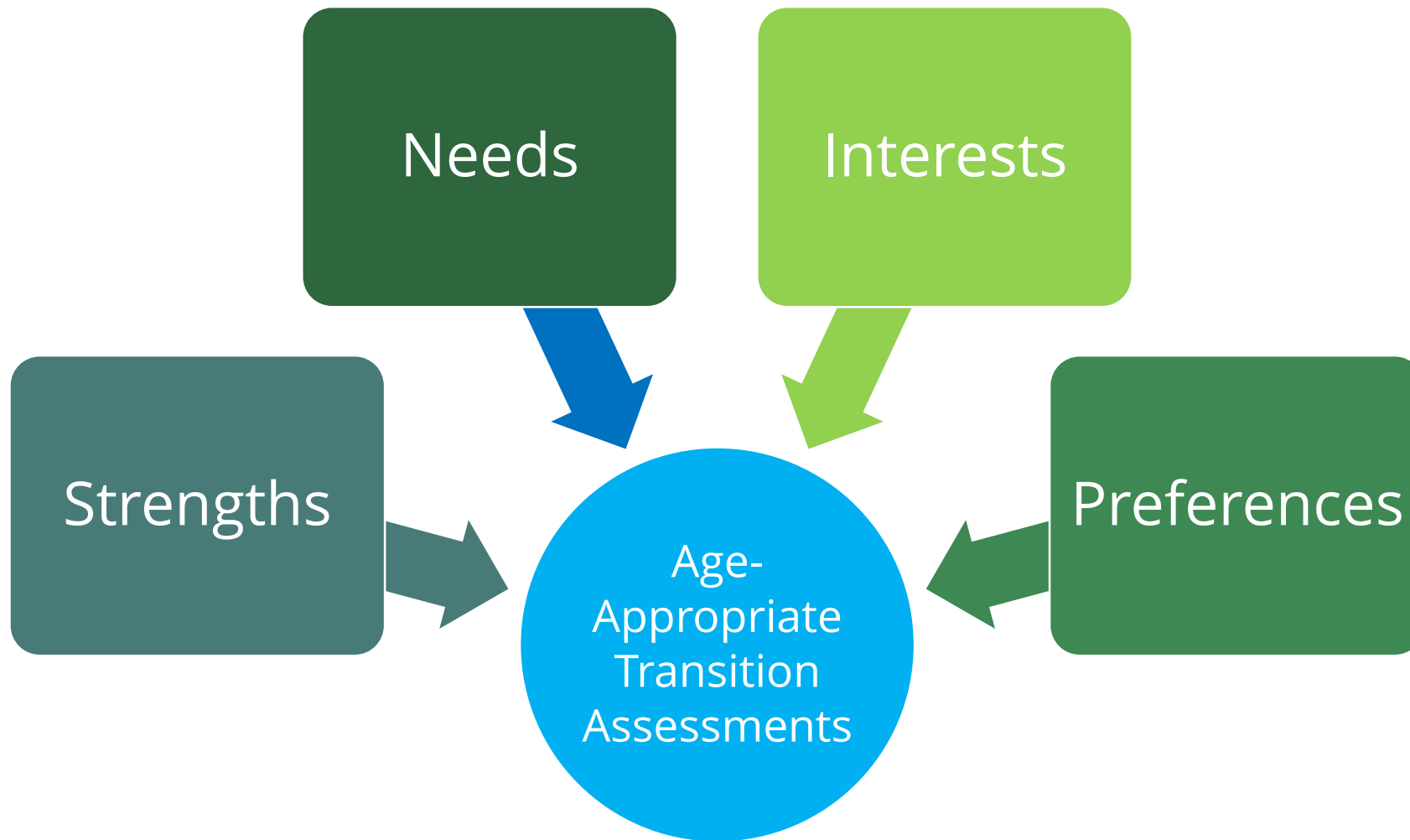
Age Appropriate Transition Assessments

Examples:

- Student Transition Needs and Preference Survey

- Pictorial Inventory of Careers

- Microcomputer Evaluation of Careers & Academics (MECA)

Non-Examples:

- Student Work Samples

- Report Card Grades

- Progress Reports

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

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)]

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.

Postsecondary Goals

Employment

Education/Training

Independent Living

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 the ………….marines
- 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.*

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.

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 of ……………….retail sales

Have only one PS goal for Education/Training
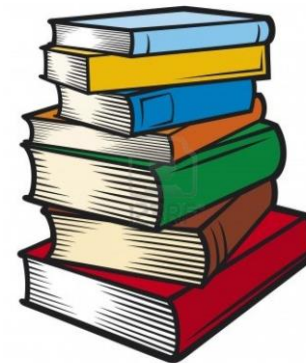
Refer to "after graduation"

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 begin a degree in nursing.

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.

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)]

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)]
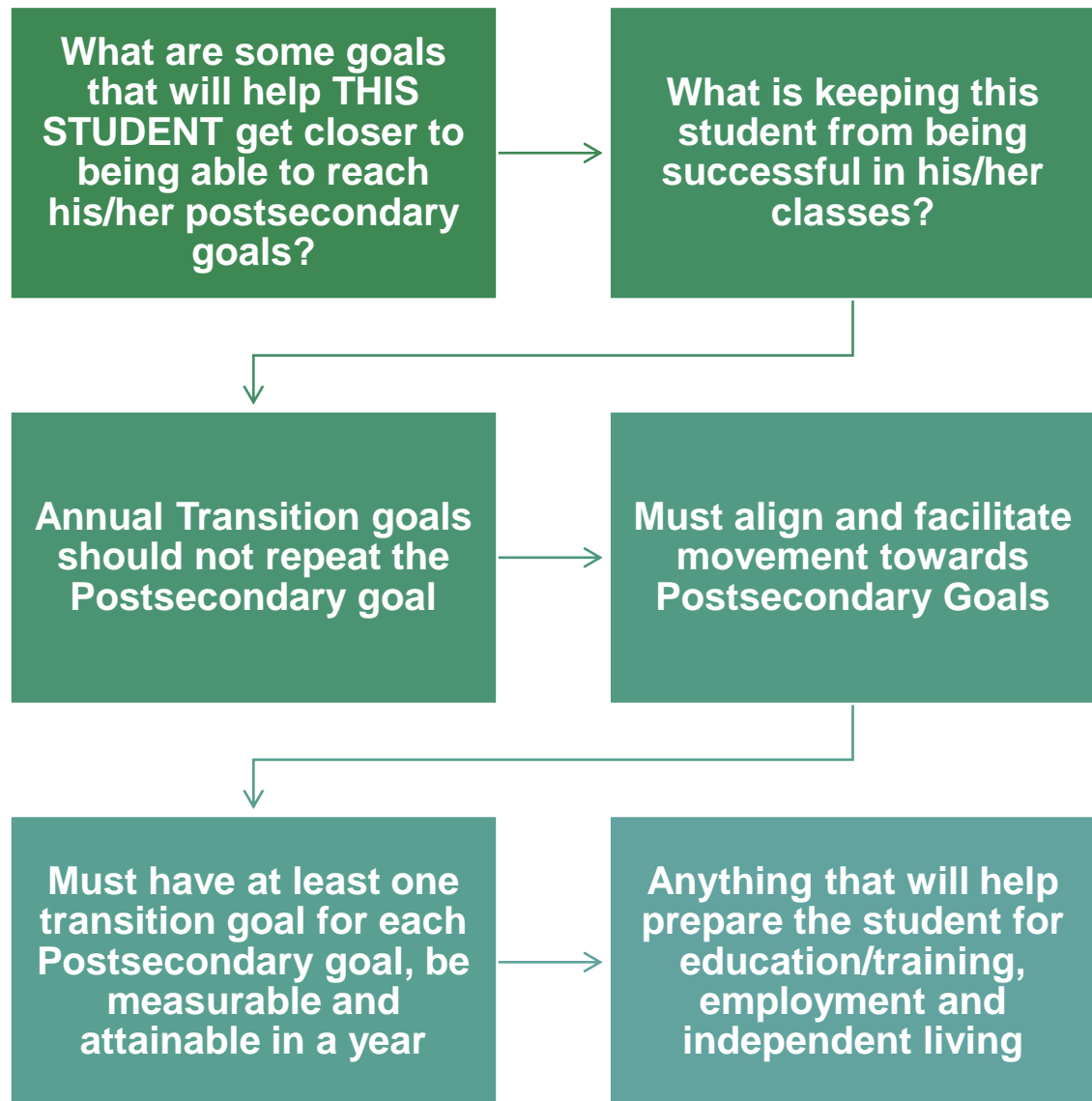
Agency Representatives

- 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

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?

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

Annual Transition goals should not repeat the Postsecondary goal

Must align and facilitate movement towards Postsecondary Goals

Must have at least one transition goal for each Postsecondary goal, be measurable and attainable in a year

Anything that will help prepare the student for education/training, employment and independent living

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 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

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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 (be on time)	Organizing notebook(s)	Attending tutoring sessions

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 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 Independent Living

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

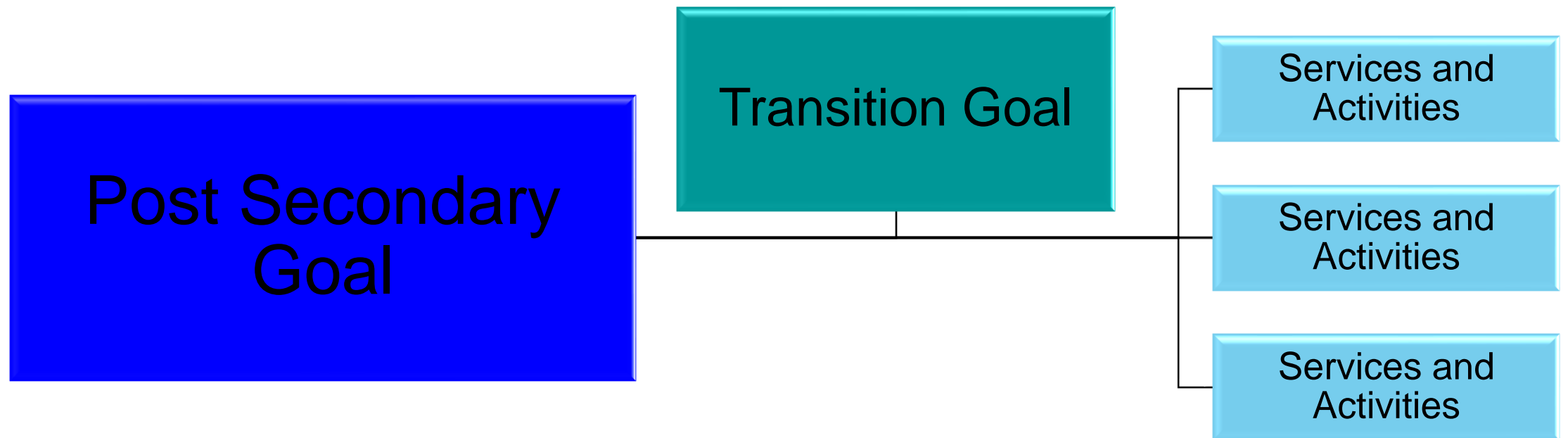# Independent Living Goal Examples

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

Post Secondary Goal

Transition Goal

Services and Activities

Services and Activities

Services and Activities

Transition Activities & Services

The activities and services should include the steps needed to help the 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)

Resource Links

- https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/Transition/Transition Documentation Checklist_July 2019.pdf

- https://www.gadoe.org/School-Improvement/Federal-Programs/Documents/Cross%20Functional%20Monitoring/DUE%20PROCESS%20CHECKLIST%20FOR%20STUDENT%20FOLDER%20REVIEW.pdf

- https://transitionta.org/

- https://transitioncoalition.org/

- http://www.ncset.org/

- https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/Implementation%20Manual%202018-19/IEP.pdf

Questions?

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Georgia Department of Education
Divisions for Special Education Services and Supports