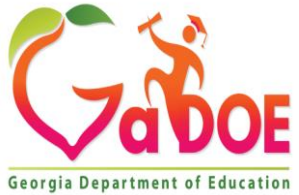


# Indicator 13- Secondary Transition

College, Employment, Life  
Dawn Kemp & Laurie Ponsell



# Indicator 13: Postsecondary Goals for Transition

## Compliance Indicator:

Secondary transition: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B)).



# Transition Planning

WHEN THINKING ABOUT TRANSITION, WHAT MIGHT AN IEP TEAM LOOK AT TO DISCUSS POST-SECONDARY GOALS FOR A STUDENT WHO IS TRANSITIONING TO HIGH-SCHOOL? WHAT TYPES OF TRANSITION SERVICES MIGHT BE NEEDED TO HELP THE STUDENT MOVE TOWARDS REACHING THOSE GOALS?

WHAT ARE THE FIRST STEPS IN DETERMINING HOW TO BEGIN WRITING THE TRANSITION PLAN?





# Individualized Transition Plan

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- Using age-appropriate transition assessments, the team can determine the student's interests, strengths and needs.
- Additional information can be useful in aiding the team in determining the most appropriate goals and services and supports the student will need as they begin the process of transitioning to high-school and ultimately, transitioning to college, employment and adulthood.
- Individualized Graduation Plan
- Student Interest Inventory
- Student Interview
- Parent Interview



## Monitoring Indicator 13

# Indicator 13- A Look Back



Previously, Georgia’s method to collect data for Indicator 13 was to use a sample from each LEA to determine whether the LEA had compliant practices regarding transition planning and services for students. The process was completed through a state monitoring survey. Based on the size of the LEA, two (2) to five (5) student names were randomly selected by the GADOE from the Federal Child Count data reported in October each year. The selected students would be at least 16 years of age regardless of grade placement. LEAs had the opportunity to self-assess the transition plans for compliance prior to submitting the plans for GADOE review. GADOE staff reviewed all plans submitted and determined compliance.

# Indicator 13-A Look Back

For LEAs that had transition plans found to be non-compliant, Prong 1 and Prong 2 activities were required.

- Prong 1 requires the correction of non-compliant transition plan(s) and review and revision, if necessary, of policies, practices and procedures regarding transition planning.
- Prong 2 requires the submission of additional transition plans for review. LEAs with non-compliance are required to submit additional plans equal to the number they submitted initially, based on their size. LEAs with continued non-compliance are required to continue to submit plans until the GADOE determines that the transition plans have the required components for secondary transition.

The GADOE calculated the percentage of youth with IEPs aged 16 and above with IEPs that contain each of the required components for secondary transition by dividing the number of compliant plans submitted by the total number of plans submitted including those submitted in Prong 2.

## Indicator 13-Moving Forward

- GADOE no longer uses the Transition Planning Survey to monitor Transition Plans
- GADOE began reviewing transition plans through the FY20 Cross Functional Monitoring (CFM) cycle
- Through CFM, the same 10 transition plan components are reviewed to measure compliance for Indicator 13
- LEAs that are not monitored in the cycle will receive a N/A on their District Determination



# Transition Plan Components Checklist Comparison

## Cross Functional Monitoring Checklist for Student Folder Review - Current

J.	TRANSITION SERVICES PLAN C.F.R. 300.43	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 - Previous

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 (AGENCY, 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)

# Transition Plan Components

## Cross-Functional Monitoring Checklist – Current

## Transition Documentation Checklist – Previous

J.	<b>TRANSITION SERVICES PLAN</b> C.F.R. 300.43	34 C.F.R. 300
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	

Transition Documentation Checklist									
									Date _____
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								

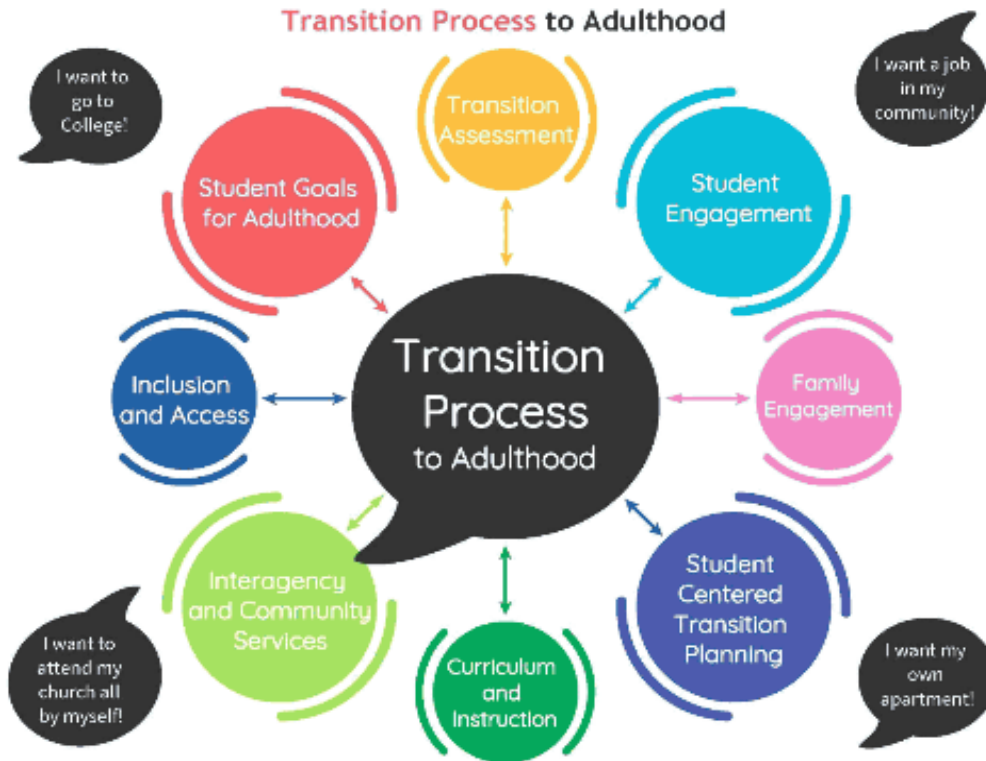
## Indicator 13: FY19 Data

- 91.4% in compliance
  - 521 plans reviewed
  - 476 found to be compliant
- Data collected and reviewed: December 2018 to February 2019

## Indicator 13: FY20 Data

- 91.1% in compliance
  - 326 plans reviewed
  - 297 found to be compliant
- Data collected and reviewed: November 2019 to November 2020

# Transition Support and Improvement



Excerpt from:  
Manning, M., & Lawrence-Deans, B. (2010). *Your Complete Guide to Transition Planning and Services*. Baltimore, Maryland: Paul H. Brookes.



# Improving results for Indicator 13

- Professional Learning Opportunities throughout the year through virtual meetings
- On-going webinars for Transition Planning and Assistive Technology
- Updated website for easier navigation and location of information
- Regional and on-site technical assistance (TA) provided to LEAs that are non-compliant and LEAs who request TA
- Recorded modules for writing compliant transition plans posted on website

