

Welcome to Secondary Transition Requirements

Presented by the Arizona Department of Education
Exceptional Student Services Special Projects Unit



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First...

What is your experience with the secondary IEP transition process?



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Outcomes

- * Understand Transition Requirements
- * Look at resources and examples for completing a meaningful transition plan
- * Check and Review



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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 age-appropriate transition assessments, 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.

IDEA Requirement (Indicator 13)



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(20 U.S.C. 1416(a)(3)(B)) 4

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Summary of Performance

- Required for all students that graduate with a regular diploma or exit due to reaching the maximum age (22 in Arizona)
- "A public agency must provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's post secondary goals." Federal Register Vol. 71 No. 156 300.305(e)(3)

<http://www.azed.gov/special-education/special-projects/secondary-transition/summary-of-performance/>



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* IEP Transition Components Required (by age 16)



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Let's Talk Language

- **Appropriate** • Suitable or proper in the circumstances
- **Align** • Come together in agreement or alliance
- **Reasonably enable** • Sensibly, rationally, logically
- **Related** • Associated with the specified item or process, especially causally
- **Based on** • Use particular ideas or facts to make a decision, do a calculation, or develop a theory
- **Type** • A category of people or things having common characteristics; a person or thing symbolizing or exemplifying the ideal or defining characteristics of something



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LET'S PRACTICE TOGETHER

- Using the same sample student IEP we will review each of the components with the guidance associated with the checklist, to determine Y or N for each component
- You will notice that this sample IEP has no headings, boxes, etc.
- It is important to remember that the IEP needs to tell the story of the student, and as long as the information required and needed to tell the story is included it is ok for the information to be located in any place in the document.



https://padlet.com/andi_asel/transitionresources



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Measurable Postsecondary Goals

Is there an appropriate measurable postsecondary goal for each of the following areas: Training, Education, Employment, Independent living (if applicable)

Guiding Questions:

If yes to all of the following then the IEP contains measurable postsecondary goals.

- Can the goal(s) be counted?
- Will the goal(s) occur after the student graduates from high school?
- Based on the information available about this student, does (do) the postsecondary goal(s) seem appropriate for the student?



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STUDENT STRENGTHS, PREFERENCES, AND INTERESTS		
Information about the student's strengths, preferences, and interests were provided by:		
<input checked="" type="checkbox"/> Student	<input checked="" type="checkbox"/> Parent(s) and/or Family Members	<input checked="" type="checkbox"/> School Staff
<input type="checkbox"/> Service Agency (_____)		
<input type="checkbox"/> Other (_____)		
<p><i>Stu completed 3 of 4 activities last year and in all his coursework received a B or better indicating strengths related to MPG. Stu's ASTAB score of 80 is an indication that he could do well in the field of computer graphic design. Based on Stu's ACCUPLACER results attending a community college to get an associate's degree in Digital Arts, with only remedial math classes needed, is supported. His AZCTS portfolio updates identified Retail Graphics Arts as the Post secondary Employment goal. His Football Coach stated that Stu appropriately and successfully created the logs for a letterhead.</i></p>		
POSTSECONDARY GOALS		
<input checked="" type="checkbox"/> Training/Education	<input checked="" type="checkbox"/> Employment	<input type="checkbox"/> Independent Living
<p>Employment: After graduation, Stu will work full time as a display designer for ABC Department Store.</p> <p>Education: After graduation, Stu will enroll full time at Glendale Community College to complete training in Graphic Arts and obtain an Associate Degree.</p>		



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Postsecondary Goals Updated Annually

Is (are) the postsecondary goal(s) updated annually?

Guiding Question:

- Was (were) the postsecondary goal(s) addressed/updated in conjunction with the development of the current IEP?




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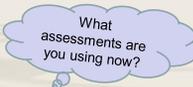
Postsecondary Goals Based on Age Appropriate Assessment

Is there evidence that the measurable postsecondary goal(s) were based on age appropriate assessments?

Guiding Question:

- Is the use of transition assessment(s) for the postsecondary goal(s) mentioned in the IEP OR evident in the student's file?

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ASSESSMENTS

Training: ASTAB, ASSET, RYIS Private Committee Teacher Report, RYIS Yearbook Committee Teacher Report, CTE Computer teacher report, Art teacher report, Transition Planning Interview (TPI), Parent and Student Report, Summary of Course of Study and Coordinated Activities

Education: Art teacher report, Report Cards, Progress Reports, Yearbook Facilitator Report, Football Coach Interview, TPI, ASSET, ASTAB, Parent Report, Student Report, Summary of Course of Study and Coordinated Activities, updates on AZCIS

Employment: Art teacher report, updates on AZCIS - Assessing the Future, Career Pathways Self-Inventory, Parent report, Student Interview, ASTAB, Yearbook Teacher Report, TPI, Summary of Course of Study and Coordinated Activities, Football Coach

Independent Living Skills: (If "yes," list assessment(s) used that support the decision to include independent living.) Needed: yes no
Considered but not needed

STUDENT STRENGTHS, PREFERENCES, AND INTERESTS

Information about the student's strengths, preferences, and interests were provided by:
 Student Parent(s) and/or Family Members School Staff
 Service Agency () Other ()

Stu completed 3 of 4 activities last year and in all his coursework received a B or better indicating strengths related to MPGs. Stu's ASTAB score of 80 is an indication that he could do well in the field of computer graphic design. Based on Stu's ACT/PLACER results attending a community college to get an associate's degree in Digital Arts, with only remedial math classes needed, is supported. His AZCIS portfolio updates identified Retail Graphics Art as the Post secondary Employment goal. His Football Coach stated that Stu appropriately and successfully created the logo for a letterhead.

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Transition Services/Activities

Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?

Guiding Question:

- Are **any** of the following listed in association with meeting the post-secondary goal(s):
 - Instruction
 - Related Service
 - Community Experience
 - Development of employment
 - Other post school adult-living objectives
 - *If appropriate* - daily living skills and provision of functional vocational evaluation

https://padlet.com/andi_asef/d8jrhvhtoca

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Transition Area	Transition Activity/Strategy	Person and/or Agency Responsible	Start Date	End Date
Educational Instruction	Instructor in the use of community college software	Stu, parent	August 2015	May 2016
Community Experience	She will make contact with the Disability-Resource Center office at Glendale Community College (GCC) Stu will complete two displays for his church.	School and Stu's mother, PCC, DSR Stu, church and parents	August 2014	May 2016
Employment	Resume preparation, mock interviewing practice, research job availability at ABC Department Store, work with school job developer to seek part-time job in ABC Department Store.	School, job developer, parents and Stu	January 2013	May 2016
Adult Living	School will design committee activities, yearbook committee activities (classroom, campus events during and after school) Seek eligibility for Vocational Rehabilitation.	Student, parents, sponsors Student, parents	August 2014 Aug 2014	May 2015 Aug 2015
Daily Living Skills	No needs in this area.			
Functional/Vocational	Maintain a daily planner for time management Retake the ASTAB, ASSET, and updates to AZCIS	Stu, his mother, and resource teacher	August 2012	May 2016
Related Services	No needs in this area.			

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Courses of Study

Do the transition services include courses of study that will reasonably enable the students to meet his or her postsecondary goal(s)?

Guiding Question:

- Do the transition services include courses of study that are aligned to the student's postsecondary goal(s)?



COURSES OF STUDY				
	School Year: 14-15	School Year: 15-16	School Year: 16-17	School Year: 17-18
Language Arts	English I	English II (completing résumé and applications)	English III	English IV
Math	Pre-Algebra	Algebra I-A	Algebra I-B	Geometry
Science/ Foreign Language	Earth Science	Biology	Physical Science	Advance Computer Applications
Social Studies/ Humanities	US History	World History	Careers Class	World Geography
Health & PE/ Elective	Health & PE	Photography	Journalism	Senior Internship Program
Elective	Art I	Art II	Art III	Art IV
Elective	Intro to Computers	Computer Applications I	Computer Applications II	

ADDITIONAL EDUCATIONAL OPPORTUNITIES

Stu will complete three graphic display projects for a department store in Intro to Computers.
Stu will complete résumé writing in English II.
In Careers Class Stu's project will be focused on graphic arts and creating displays.
In the Senior Internship Program, he will intern in a photography studio (off campus) and receive studio work experience.



Annual IEP Goals

Is (are) there annual IEP goal(s) related to the student's transition services needs?

Guiding Question:

- Is (are) there annual goal(s) included in the IEP that is/are related to the student's transition service needs?



ANNUAL IEP GOALS

Name: Stuart Dent DOB: 01/01/98 Meeting Date: 2/3/15

Area of Eligibility: Specific Learning Disability in math calculation

MPG:

- Employment:** After graduation, Stu will work full time as a displays designer for ABC Department Store.
- Education:** After graduation, Stu will enroll full time at Glendale Community College to complete training in Graphic Arts and obtain an Associate Degree.

Given	condition	(student)	will	(behavior)	(criteria)	(time frame)
	(teaching strategies) e.g., direct instruction modeling peer tutoring				e.g., 3 out of 4 times 80%	(by June 09)

Goal: Given direct instruction, Stuart will calculate the area of 10 shapes of varying sizes with a 90% average over 4 trials by February, 2016 in order to accurately measure the size of a display space. His current average over 4 trials is 75%.

Goal: Given direct instruction and peer tutoring in calculation of percentages, Stuart will increase his score on the Accuplacer basic algebra practice test from 60% to an average of 70% over 4 attempts by February, 2016 in order to meet the entrance requirements of Glendale Community College.

Evidence that Student was Invited to IEP Team Meeting

Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?

Guiding Question:

- For the current year, is there documented evidence in the IEP or student file that the student was invited to attend the IEP Team meeting?

Whose plan is it?

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Evidence that an Outside Agency Representative was Invited with Prior Consent from Parent

If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parents or student who has reached that age of majority?

Guiding Questions:

- For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development, including but not limited to: postsecondary education, vocational education, integrated employment, continuing and adult education, adult services, independent living or community participation for this post secondary goal?
- Was consent obtained from the parent/student of majority PRIOR to the meeting notice date?

Who else can help?

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Does the IEP Meet the Requirements of Indicator 13?

- If all required components met the previous criteria then Yes
 - Does this plan make sense??
- If all components did not meet the previous criteria then No
 - How will you know?

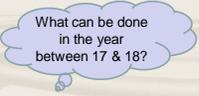


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Additional Secondary Transition Requirement

- Transfer of Rights - 300.320(c)
 - Transfer of rights at age of majority (18 in AZ). Beginning **not later than one year before** the child reaches the age of majority under State law, the IEP must include a statement that the child has been informed of the child's rights under Part B of the Act, if any, that will transfer to the child on reaching the age of majority under Sec. 300.520.



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Your Turn....

- Did you learn something new?
- Did you change your mind about something?
- Is there something that is still a bit confusing?



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READY FOR A QUIZ?

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