

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

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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* IEP Transition Components Required (by age 16)



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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.

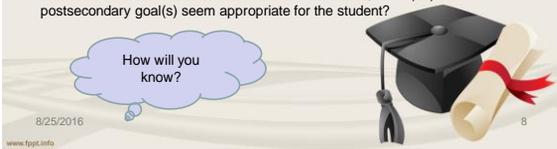


Measurable Postsecondary Goals

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?



Measurable Postsecondary Goals

Compliant

- Melissa will attend a four year liberal arts college.
- Sam will volunteer for 10 hours per week at the local food bank.

Not Compliant

- Melissa plans to enroll in a four-year university.
- Sam hopes to improve his vocational skills through work experiences.



Measurable Postsecondary Goals

Compliant

- Bella will use an augmentative communication device to interact with her environment more independently.

Not Compliant

- Bella will rely on family members and staff to communicate her needs and wants.



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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 MPGs. Stu's ASSTAB score of 89 is an indication that he could do well in the field of computer graphic design. Based on Stu's ACUPLACER 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 Arts as the Post secondary Employment goal. His Poothall Coach stated that Stu appropriately and successfully created the logo 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?

https://padlet.com/andi_asel/bsp633ty7w10



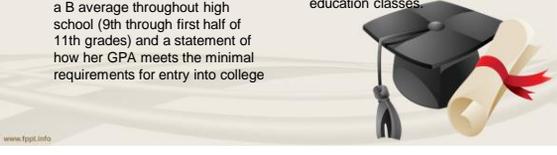
Assessment Examples (NOT an exhaustive list)

- | | |
|--|--|
| <p>INFORMAL ASSESSMENTS</p> <ul style="list-style-type: none"> * Student interview * Parent interview * Interest inventories * Person-centered planning * Teacher reports * Related services files * Nurse's report * AzCIS portfolio | <p>FORMAL ASSESSMENTS</p> <ul style="list-style-type: none"> * Achievement tests * Intellectual functioning assessment * Adaptive behavior scales * Aptitude tests * Temperament inventories * Self-determination scales * Pre-vocational/employability scales |
|--|--|



Age-Appropriate Assessments

- | | |
|---|---|
| <p>Compliant</p> <ul style="list-style-type: none"> A statement by Jessica, gathered during an informal interview, recorded on the IEP regarding her interest in attending a university to pursue a degree in Child Development. Record of student grades throughout high school, indicating a B average throughout high school (9th through first half of 11th grades) and a statement of how her GPA meets the minimal requirements for entry into college | <p>Not Compliant</p> <ul style="list-style-type: none"> Jessica has strong problem solving, interpersonal, and oral expression skills. Jessica's learning disabilities are in written expression and reading comprehension, which necessitate accommodations for her to be successful in her general education classes. |
|---|---|



ASSESSMENTS
Training: ASTAB, ASSET, RYIS Palouse 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 AZCCS
Employment: Art teacher report, updates on AZCCS - 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: <input type="checkbox"/> yes <input checked="" type="checkbox"/> no <i>Considered but not needed</i>
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 (_____)
<i>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 AZCCS portfolio updates identified Retail Graphics Art as the Post secondary Employment goal. His Football Coach stated that Stu appropriately and successfully created the logs for a letterhead.</i>

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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_ase/d8jrhvnhctoc

Is one really enough?

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Transition Activities

MPG: Gordon will attend Glendale Community College

<p>Compliant</p> <ul style="list-style-type: none"> Learn GCC software for homework submission. Complete GCC application process Contact the disability resource center at GCC 	<p>Not Compliant</p> <ul style="list-style-type: none"> Pass courses required for graduation Complete ASU application process Obtain driver's license
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Transition Area	Transition Activity/Strategy	Person and/or Agency Responsible	Start Date	End Date
Education/ Instruction	Instruction in the use of community college software	Stu, parent	August 2015	May 2016
Community Experience	Stu 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, FCC-DIR 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 web 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 Renew the ASVAB, ASSET, and update to a BC73	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)?

What does the student need to know?

Is it just academic or skill knowledge?

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Courses of Study

MPG: Maria will work as a medical technician.

Compliant

- English 3
- Algebra 2
- US History
- Biology
- Speech
- Medical Professions

Not Compliant

- Daily Living Skills 1
- Shapes of the World
- Functional Reading
- Life Skills Science
- Elective
- Elective

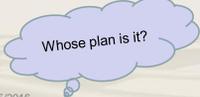
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Evidence that Student was Invited to IEP Team Meeting

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?



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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?

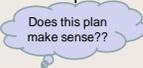


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Does the IEP Meet the Requirements of Indicator 13?

- If all required components met the previous criteria then Yes



- If all components did not meet the previous criteria then No



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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.

What can be done in the year between 17 & 18?



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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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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