Transition Planning Components

- Summary of Performance
- Annual IEP Goal(s)
- Course(s) of Study
- Transition Services/Activities
- Appropriate Measurable Postsecondary Goals
- Age-Appropriate Transition Assessments
- Future Planning

Transition Planning STARTS with Future Planning

Age-Appropriate Transition Assessment (AATA)

AATA Resources:
www.ohioAATAlibrary.org
Postsecondary Goals

- Based on AATA Data
- Stated in Measurable Term
- Based on what student will do AFTER high school
- Goals Must be Written for
  - Education & Training
  - Employment
    - If Appropriate
  - Independent Living

Education and Training Postsecondary Goals

Might include:
- On the job training
- 2 or 4-year college
- Adult education
- Apprenticeship
- Vocational and technical training with or without certification
- Military
- Volunteering
- Supported employment

Competitive Integrated Employment Postsecondary Goals

- Must be the first consideration for ALL individuals with disabilities
- Compensated at or above the minimum wage
- Includes supported or customized employment

Competitive Integrated Employment

Is work in the competitive labor market that is performed on a full or part-time basis in an integrated setting.

Integrated Setting

Means an employment setting typically found in the community.
Independent Living Postsecondary Goals
- Must be considered if AATA data, IEP profile or ETR support a need.
- May not be needed if the following two criteria are BOTH met:
  - Data-based documentation demonstrates no need;
  - IEP team agrees there is no need.

- Self-Advocacy
- Management of home and personal finances
- The use of public information

Postsecondary Goals
- Updated annually using newly collected AATA data
- Reflect new student interests and or experiences
- Goals may remain the same if the data does not support a change (rationale for this decision must be clearly documented).

- Postsecondary Goals Should
  - Show evidence of refinement
  - Be as specific as possible
  - Vague or Generic postsecondary goals are inappropriate
  - Become increasingly detailed and focused over time

Transition Services
- Individualized to each student’s needs, preferences, strengths and interests
- District is responsible for providing services and activities
- Improve academic and functional achievement
- Facilitate the student’s movement from school to post-school activities

34 CFR 300.43 (a) [20 U.S.C. 1401(34)]
**Transition Services**

Although the School District is NOT responsible for the students meeting the postsecondary goals after graduating from or exiting high school

- Providing transition services that will ...
- Enable students to move towards attainment of goal.

**Transition Services and Activities**

IEP must include at least one transition service relating to each postsecondary goal

May be developed in the area of:
- Instruction
- Related services
- Community experiences
- Employment objectives
- Daily living skills (if appropriate)
- Functional vocational evaluation (if appropriate)

Not meant to be a stand-alone service

**Transition Services and Activities**

Student/parent may NOT be the person or agency responsible for a transition service

Sally will

- The Intervention Specialist will…
- School Districts must do more than “provide an opportunity”
  - The Intervention Specialist will provide an opportunity to…
- The Intervention Specialist will teach…
Transition Services and Activities
Evidence may include, but is not limited to:
- Anecdotal Records
- Checklists
- Work Samples
- Rubrics

Course of Study
Must include curriculum requirements for Ohio high school graduation based upon:
- Ohio Learning Standards
- Ohio Learning Standards Extended

And, if applicable, add any of the following:
- Career-technical education program courses (related to postsecondary goals)
- High school courses for postsecondary credit
- Advanced Placement courses
- International Baccalaureate courses

Annual IEP Goals
There must be an annual goal in Part 6 of the IEP that links to the transition service needs identified in the areas of education/training, employment and independent living.
Summary of Performance (SoP)

• Required under IDEA for all students with an IEP who are exiting high school (graduation or aging-out of services)

• Recommended for students with an IEP leaving school for other reasons

• Provides a summary of academic achievements, functional performance and recommendations

The purpose of the SoP is:

- Provide Guidance
- Assist in transition from high school to post-high school activities
- Provide summative documentation
Progress Monitoring & Updates

• Must be evidence from the previous IEP to the current IEP.
• IEP team consider new information or student needs.
• Evidenced by documentation of progress or completion of transition services and activities.

Ohio’s Indicator 13 Checklist

• Reflects the 8 required compliance elements in the secondary transition section of the IEP.
• Every question on the checklist must be answered “Yes” or “Not Applicable.”
• Available on ODE’s website.
Ohio's Indicator 13 Checklist

Please Note:
The checklist is NOT organized in the order in which transition planning occurs.

Every Question on the checklist must be answered YES or NOT APPLICABLE.

Additional Resources

The State Support Teams have created a Livebinder containing numerous resources to support the development of successful transition plans:
• http://tinyurl.com/nqv7n77 or
• http://www.livebinders.com/play/play?id=1765024

Ohio Age Appropriate Transition Assessment Library
• www.ohioAATAlibrary.org

National Technical Assistance Center on Transition
• https://transitionta.org

Additional Resources

Community Life Guide offers training modules for students and educators around a variety of independent living topics to help students be safe and independent in their community:
https://jobguide.ohioemploymentfirst.org/safety.php

For more information on writing postsecondary employment goals for students with complex needs please visit Navigating Transition Planning for Youth on Place 3 and 4 on the Path to Employment at:
https://ohioemploymentfirst.org/view.php?nav_id=193#block_566

Please refer to the Ohio Department of Education’s website:
http://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements for continued updates and information regarding specific graduation pathways and options that must be met in addition to curriculum requirements.
For More Information

For more information, please visit:
http://education.ohio.gov/Topics/Special-Education/Federal-and-State-
Requirements/Secondary-Transition-and-Workforce-Development

Collection of information and links on federal and state regulations can
be found at:
https://education.ohio.gov/Topics/Special-Education/Federal-and-
State-Requirements

For further support, contact your State Support Team (SST). To find
your SST, please visit:
http://education.ohio.gov/Topics/School-Improvement/State-Support-
Team

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