



Thank you for joining the
Transition from School to Adult Life
State Performance Plan Indicator 13 Webinar.

We will begin shortly.

While you are waiting, please adjust your sound level by clicking on the audio setup wizard button  located in the audio & video panel on the upper left hand side of your screen.

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Transition from School to Adult Life State Performance Plan Indicator 13

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Purpose of Transition Webinar

- Provide resources to assist the district with implementing IDEA and appropriate transition services that lead students to success in postsecondary education, career and living independently;
- Provide a review of State Performance Plan (SPP) Indicator 13 and the specific IDEA requirements for transition planning for students aged 16 and above that will be monitored by NJOSE as part of the targeted review; and
- Review the procedures and timelines for submission of documentation by the district for the NJOSE targeted review.

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Transition Defined

Transition is a *formal process of long-range cooperative planning* that will assist students with disabilities to successfully move from school into the adult world.

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NJ Post-School Outcome Data 2010

Within one year of leaving high school –

- **85%** of respondents were:
 - Enrolled in higher education or some other postsecondary education or training; or
 - Competitively employed or in some other employment
- **75%** of respondents were:
 - Enrolled in higher education or competitively employed
- **49%** of respondents were:
 - Enrolled in higher education

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Indicator 13: 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)]

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Documents to be Submitted to NJOSE for Transition Targeted Review

- For **each** of the selected students, age 16 or above:
 - A copy of the **current** IEP;
 - A copy of the student invitation to the IEP meeting;
 - Documentation of transition assessment; AND
 - If an agency that may pay or provide services to the student was invited to the last IEP meeting, a copy of the invitation and parental consent to invite the agency.

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In the IEP of Students Aged 16 and Older,

Focus Points:

1. Is there an appropriate measurable postsecondary goal or goals that covers education or training, or employment, and, as needed, independent living?
2. Is (are) the postsecondary goal(s) updated annually?
3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?

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In the IEP of Students Aged 16 and Older, ...(Continued)

5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?
6. Is (are) there annual IEP goal(s) related to the student's transition services needs?
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?
8. 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 parent or student who has reached the age of majority?

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Data Collection Form (DCF) Transition to Adult Life

1. Is there an appropriate measurable postsecondary goal or goals that covers education or training, or employment, and, as needed, independent living?

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Question 1: Postsecondary Goal

- **Definition:** A goal or goals indicating what the student plans to do after high school regarding:
 - Employment – specific job or field
 - Education – college, trade school
 - If appropriate, independent living
- **Required Evidence:** Current IEP listing postsecondary goal(s) (State sample IEP Form Box A)
- A postsecondary goal **MUST** be included in the IEP. If the student is uncertain, conduct additional transition assessment to identify a postsecondary goal(s)

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STATEMENT OF TRANSITION PLANNING	
Beginning with the IEP in place for the school year when the student will turn age 14, or younger, if appropriate, develop the long range educational plan for the student's future. Review annually.	
Statement of the student's strengths, interests and preferences.	
APPROPRIATE MEASURABLE POSTSECONDARY GOALS	
Postsecondary Education: (Including, but not limited to, college, vocational training, and continuing and adult education)	
A	Employment/Career:
	Community Participation: (Including, but not limited, to recreation and leisure activities, and participation in community organizations)
	Independent Living:
COURSES OF STUDY	
Considering the student's strengths, interests, preferences, and desired postsecondary goals, list the specific courses of study for the period of time covered by this IEP. Include both general education and special education courses. When appropriate, identify the courses of study projected for future years.	
Grade ___	Courses of Study (List course names):
Grade ___	Projected Courses of Study (List course names):
Grade ___	Projected Courses of Study (List course names):
Grade ___	Projected Courses of Study (List course names):
RELATED STRATEGIES AND/OR ACTIVITIES	
In addition to the courses listed above, list related strategies and/or activities that are consistent with the student's strengths, interests, and preferences, and are intended to assist the student in developing or attaining postsecondary goals related to training, education, employment and, if appropriate, independent living.	

How do I write measurable postsecondary goals?

Examples:

- "After graduating high school, the student will _____"
- Use results-oriented terms such as "enroll in", "work", "attend", "participate in"
- Use descriptors such as "full-time" and "part-time"

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Appropriate Measurable Postsecondary Goals

- Prior Findings:
 - Leaving this section in the IEP blank, stating "Undecided" or another indication that the student does not have postsecondary goals.
 - Including the student's needs, current status information, or past accomplishments.
 - Including staff impressions of what the student will be capable of doing after high school.
 - Including the parent's, educator's, or other's future plans *for* the student.
 - Including what the student plans to do *prior* to finishing high school.

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

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Question 2: Postsecondary Goals Updated Annually

- **Definition:** At each annual review, for students turning age 16 and above, the IEP team, including the student, discusses and documents the student's current postsecondary goals for education, training, employment and/or independent living
- **Required Evidence:** Current IEP listing postsecondary goal(s) (State sample IEP Form Box A)

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Data Collection Form (DCF) Transition to Adult Life

3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?

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Question 3: Transition Assessment

- **Definition:** An ongoing process of collecting information on the student's strengths, preferences and interests as they relate to the demands of current and future working, educational, living, and personal and social environments. (Sitlington, Neubert, & Leconte 2007)

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Question 3: Transition Assessment

- **Required Evidence:** Documentation of transition assessment (formal or informal) which can include ONE or MORE of the following:
 - Description of interviews conducted with student, parents, and others in the PLAAFP section of the IEP
 - Documentation of computer-based transition assessments
 - Copies of formal assessment/test results
 - Copies of curriculum-based assessments (i.e. writing prompt on self-discovery or future goals)
 - Documentation of observational and situational assessments

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Age-Appropriate Transition Assessments

Resources:

- www.nsttac.org (Transition Assessment Toolkit)
- CEC and NSTTAC Fact Sheet
- Career Planning Begins with Assessment: A Guide for Professionals Serving Youth with Educational and Career Development Challenges

www.ncwd-youth.info/career-planning-begins-with-assessment

- Guide to Computer/internet-based tools:
www.quintcareers.com/career_assessment.html

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Age Appropriate Transition Assessments

The following publications are available at your regional Learning Resource Center

- Transition Methods For Youth With Disabilities, Chapter 3, by David W. Test, Nellie P. Aspel, and Jane M. Everson
- Transition Assessment: Wise Practices for Quality Lives by Caren L. Sax and Colleen A. Thoma
- Assessment for Transitions Planning - Second Edition by Gary M. Clark
- Transition Planning Inventory and Informal Assessments in Transition Planning by Gary M. Clark, James R. Patton, & Rozelle Moulton
- Enderle-Severson Transition Rating Scales

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

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Question 4: Transition Services

- Definition:** Activities and/or strategies in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)
- Required Evidence:** Current IEP listing activities and strategies/services, dates of implementation and persons or agency arranging or providing services (job titles are acceptable) (State Sample IEP form Box B)

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STATEMENT OF TRANSITION SERVICES: COORDINATED ACTIVITIES/STRATEGIES		
B Beginning with the IEP in place for the school year when the student will turn age 16 or younger, if appropriate, complete the following multi-year plan for promoting movement from school to the student's desired post-school goals. The student's needs, strengths, interests and preferences in each area (instruction, community experiences, etc.) must be considered and responsibilities should be shared among participants (student, parent, school staff, outside agencies, employers, etc.).		
Activities/Strategies Related to Measurable Postsecondary Goals	Expected Date of Implementation	Person or Agency Arranging and/or Providing Services
Instruction – Postsecondary Education/Training		
Related Services		
Community Experiences		

B STATEMENT OF TRANSITION SERVICES NEEDED TO ATTAIN MEASURABLE POSTSECONDARY GOALS: COORDINATED ACTIVITIES/STRATEGIES (Continued)		
Activities/Strategies Related to Measurable Postsecondary Goals	Expected Date of Implementation	Person or Agency Arranging and/or Providing Services
Employment		
Adult Living Objectives		
Daily Living Skills		
Functional Vocational Evaluation		

Statement of Transition Services

- Prior Findings:
 - Repeating information in this section from other areas of the IEP (i.e. current educational program description).
 - Lack of individualization across students
 - Listing people responsible and one implementation date for multiple activities/strategies in an area, rather than specifying the individuals responsible and implementation dates for each activity/strategy within an area. For example:

STATEMENT OF TRANSITION SERVICES: COORDINATED ACTIVITIES/STRATEGIES		
Beginning with the IEP in place for the school year when the student will turn age 16 or younger, if appropriate, complete the following multi-year plan for promoting movement from school to the student's desired post-school goals. The student's needs, strengths, interests and preferences in each area (instruction, community experiences, etc.) must be considered and responsibilities should be shared among participants (student, parent, school staff, outside agencies, employers, etc.).		
Activities/Strategies Related to Measurable Postsecondary Goals	Expected Date of Implementation	Person or Agency Arranging and/or Providing Services
Instruction – Postsecondary Education/Training <ol style="list-style-type: none"> 1. Learn about section 504 of the Rehabilitation Act 2. Enroll in SAT prep course 3. Visit college campuses and meet with student support services 4. Learn about process for accessing apartments for rent 5. Obtain, complete, and submit applications to Rutgers and Rowan 6. Obtain, complete, and submit applications for tuition assistance 	9/12	Guidance, transition coordinator, special education teacher, Student, Parent

Who is doing what, and when?

STATEMENT OF TRANSITION SERVICES: COORDINATED ACTIVITIES/STRATEGIES		
Beginning with the IEP in place for the school year when the student will turn age 16 or younger, if appropriate, complete the following multi-year plan for promoting movement from school to the student's desired post-school goals. The student's needs, strengths, interests and preferences in each area (instruction, community experiences, etc.) must be considered and responsibilities should be shared among participants (student, parent, school staff, outside agencies, employers, etc.).		
Activities/Strategies Related to Measurable Postsecondary Goals	Expected Date of Implementation	Person or Agency Arranging and/or Providing Services
Instruction – Postsecondary Education/Training <ol style="list-style-type: none"> 1. Learn about section 504 of the Rehabilitation Act 2. Enroll in SAT prep course 3. Visit college campuses and meet with student support services 4. Learn about process for accessing apartments for rent 5. Obtain, complete, and submit applications to Rutgers and Rowan 6. Obtain, complete, and submit applications for tuition assistance 	Fall 2012 Fall 2013 Spring and Fall 2014 Spring 2013 Fall 2014 Fall 2014	Student, Teacher Student, Parent Student, Parent Student, Teacher Student, Guidance Student, Parent

Data Collection Form (DCF) Transition to Adult Life

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

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Question 5: Course of Study

- **Definition:** Names of specific courses student will take during IEP implementation period – related to postsecondary goal(s)
- **Required Evidence:** The student's current IEP listing the names of the courses he/she will take during the implementation year (State sample IEP Form Box C)



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STATEMENT OF TRANSITION PLANNING	
Beginning with the IEP in place for the school year when the student will turn age 14, or younger, if appropriate, develop the long range educational plan for the student's future. Review annually.	
Statement of the student's strengths, interests and preferences.	
APPROPRIATE MEASURABLE POSTSECONDARY GOALS	
Postsecondary Education: (Including, but not limited to, college, vocational training, and continuing and adult education)	
Employment/Career:	
Community Participation: (Including, but not limited, to recreation and leisure activities, and participation in community organizations)	
Independent Living:	
COURSES OF STUDY	
Considering the student's strengths, interests, preferences, and desired postsecondary goals, list the specific courses of study for the period of time covered by this IEP. Include both general education and special education courses. When appropriate, identify the courses of study projected for future years.	
Grade ___	Courses of Study (List course names):
Grade ___	Projected Courses of Study (List course names):
Grade ___	Projected Courses of Study (List course names):
Grade ___	Projected Courses of Study (List course names):
RELATED STRATEGIES AND/OR ACTIVITIES	
In addition to the courses listed above, list related strategies and/or activities that are consistent with the student's strengths, interests, and preferences, and are intended to assist the student in developing or attaining postsecondary goals related to training, education, employment and, if appropriate, independent living.	

Data Collection Form (DCF) Transition to Adult Life

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

Question 6: IEP Goals Related to Transition Service Needs

- **Definition:** Annual goal(s) and objective(s) in the IEP that relate to the postsecondary goal:
 - Goals and objectives related to CCCS leading to a high school diploma
 - Goals and objectives for an occupational program
 - Goals and objectives for other needs related to the student's postsecondary goals (i.e., mobility)

- **Required Evidence:** IEP - (State sample IEP Form Box D) Each IEP must have one or more annual goals with objectives (see NJOSE memo dated 12/20/2010)

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ACADEMIC AND/OR FUNCTIONAL AREA:		
ANNUAL MEASURABLE ACADEMIC AND/OR FUNCTIONAL GOAL: (Academic goals should be related to the Core Curriculum Content Standards through the general education curriculum unless otherwise required according to the student's educational needs.		
D		
BENCHMARKS OR SHORT TERM OBJECTIVES:	CRITERIA	EVALUATION PROCEDURES
MODIFICATIONS AND SUPPLEMENTARY AIDS AND SERVICES IN THE REGULAR EDUCATION CLASSROOM		
State the modifications for the student to be involved and progress in the general education curriculum and be educated with nondisabled students. State the supplementary aids and services that will be provided to the student or on behalf of the student [N.J.A.C. 6A:14-3.7(e)4]. Identify any assistive technology devices and services to be provided. Attach additional pages as necessary.		
State the modifications to enable the student to participate in the general education curriculum.	State the supplementary aids and services.	
MODIFICATIONS AND SUPPLEMENTARY AIDS AND SERVICES IN THE SPECIAL EDUCATION CLASSROOM		
If the student will not be participating in the regular education classroom, state the modifications and supplementary aids and services to enable the student to be involved and progress in the general education curriculum in the special education classroom. Identify any assistive technology devices and services to be provided. Attach additional pages as necessary.		
State the modifications to enable the student to participate in the general education curriculum.	State the supplementary aids and services.	

Data Collection Form (DCF) Transition to Adult Life

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

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Questions 7: Student Invitation

- **Definition:** A written invitation, addressed to the student, to the IEP meeting where transition services will be discussed
- **Required Evidence:** Copy of the written invitation, addressed to the student, that includes the time, location and purpose of the meeting



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**STUDENT INVITATION TO A TRANSITION IEP MEETING
TURNING AGE 16 (or younger, if appropriate)**

Date:

Dear *(Student's Name)*:

You are invited to attend a meeting to review and revise your individualized education program (IEP). Some of the activities of this meeting will be to discuss; 1) your strengths, interests and preferences; 2) the courses, related strategies and transition services that will help you to develop and achieve your goals for the future; and 3) the other agencies that may provide help to you both now and in the future to live a successful adult life.

The meeting is scheduled for:

Date: _____ **Time:** _____ **Location:** _____

The following individuals will be attending the meeting:

- _____ School psychologist
- _____ Learning disabilities/teacher consultant
- _____ School social worker
- _____ Special education teacher
- _____ General education teacher
- _____ Related services provider
- _____ Other school personnel: _____
- _____ Representatives from the following outside agency or agencies: _____

Your participation in this meeting is important. Please make arrangements to attend. If you have any questions or would like help in preparing for this meeting, please contact me at (phone).

Sincerely,
(Name)
(Title)

Student Invitation

- Prior Findings:
 - Sending student invitation via mail to the parents
 - Verbal invitations
 - Only providing hall passes

Data Collection Form (DCF) Transition to Adult Life

8. 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 parent or student who has reached the age of majority?

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Question 8: Agency Invitation to IEP Meeting (if appropriate)

- **Definition:** Written invitation to an IEP meeting addressed to an agency that is likely to provide or pay for transition services to the student during the implementation period of the IEP.
 - Required only if the student's IEP states that the agency will provide or pay for transition services to the student during the implementation period of the IEP
 - Cannot be sent without written consent from the parent
- **Required Evidence:** Copy of written invitation addressed to the agency to the IEP meeting which includes the time, date and place of the meeting AND copy of written parental consent (See sample notice forms)

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**SAMPLE REQUEST FOR CONSENT
TO INVITE AGENCY REPRESENTATIVE(S) TO A TRANSITION IEP MEETING
(Parent)**

Date:
Name
Address
City, NJ 00000

Dear (parent's name):

We are beginning to plan for your (son's/daughter's) next IEP meeting. During the meeting, we will be discussing (his/her) transition from school to adult life. To assist in planning for your (son's/daughter's) future after high school, we would like to invite a representative from an agency or agencies that would be likely to provide or pay for transition services. A brief list or description of the services offered by the agency or agencies is listed below. Before a representative may be invited your written consent is needed. Please complete the form below and return it to school no later than (date) so that we may invite the necessary person(s) to the meeting. An invitation to the meeting will be sent to you at as soon as we schedule the meeting.

If you have any questions about this you may contact me at (phone number).

Sincerely,

Name, title

.....
Name of Agency:

List or Description of Agency Services:

_____ I give permission to invite a representative from the agency/agencies listed above to my (son's/daughter's) IEP meeting.

_____ I do not give permission to invite a representative from the agency/agencies listed above to my (son's/daughter's) IEP meeting.

(Signature)

(Date)

Agency Invitation

- Prior Findings:
 - Sending agency representatives a copy of the parent notice of a meeting
 - Verbal invitations
 - Inviting an agency to the IEP meeting without written consent

Targeted Review Requirements

District Activities

- The district must submit a list of all students with IEPs, ages 16 and above, educated in and out of the district to NJOSE by **November 19, 2012**.
- **Include; Name, Date of Birth, Eligibility Category, Placement and Race/Ethnicity**
- **Send list to:**
 - Ms. Kim Murray
 - NJDOE, Office of Special Education
 - PO Box 500
 - 100 River View Plaza
 - Trenton, NJ 08625-0500

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Targeted Review Requirements

District Activities

- **October 2012-February 2013**
 - Using the **Data Collection Form**, the district will review files of students, ages 16 and above, to review current status of compliance with transition requirements.
 - Issue an addendum or conduct an IEP meeting to correct any noncompliance identified.

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Targeted Review Requirements

NJOSE Activities

- **January 2013:** NJOSE will review the list submitted by the district and identify students whose files will be reviewed as part of the targeted review.

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Targeted Review Requirements

NJOSE Activities

- **March 2013:** A monitor from NJOSE will contact the district with the names of students whose files will be reviewed. For each of the identified students, the district will be required to submit to NJOSE 1 copy of:
 - The student's CURRENT IEP;
 - The Invitation to the Student to the IEP meeting;
 - Documentation of Transition Assessment (refer to slides 16-19); and
 - If an agency that may pay or provide transition services to the student was invited to the meeting to develop the current IEP, the invitation and parental consent to invite the agency.

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Targeted Review Requirements

NJOSE Activities

- Note: Districts may submit documentation or bring files to the nearest DOE location for the targeted review.

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Targeted Review Requirements

NJOSE Activities Continued

- **April – May 2013**
 - NJOSE will review files submitted by district and determine the status of compliance with each of the 8 indicators (Questions 1 – 8) using the DCF; and
 - Develop report for each district regarding status of compliance.
- **July – December 2013**
 - NJOSE monitors will verify correction of noncompliance.

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Transition Trainings @ LRCs

- **Transition from School to Adult Life: Making the Process Meaningful**
 - LRC – N – East Orange December 4, 2012
 - LRC – C - Trenton December 6, 2012
 - LRC – NS – Morris Plains December 7, 2012
 - LRC – S – Mullica Hill December 10, 2012
- **Planning for a Student's Transition to Adult Life: Transition Assessments for Students with Disabilities**
 - LRC – S – Mullica Hill, January 8, 2013
 - LRC – NS – Morris Plains, January 14, 2013
 - LRC – N – East Orange, January 17, 2013
 - LRC – C - Trenton, January 18, 2013

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Transition Trainings @ LRCs

- Information about registration for the transition trainings and other LRC trainings is on the web at:

www.state.nj.us/education/lrc/pd/

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Technical Assistance Meeting (Optional)

- One hour meeting - Bring IEPs and questions
LRC-Central in Trenton - November 28 & December 3
LRC-South in Mullica Hill - November 27 & December 13
LRC-NS in Morris Plains – November 30 & December 5
- To schedule a date and time please call
Bill Freeman (609) 292-0362
- Directions are available on the web at:
www.nj.gov/education/genfo/directions.htm#lrc

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For More Information

Visit

www.state.nj.us/education/specialed/transition/

For questions regarding targeted review procedures,
contact

Ms. Patricia Fair at

patricia.fair@doe.state.nj.us

For questions regarding transition practices, contact

Bill Freeman 609-292-0362

bill.freeman@doe.state.nj.us

Bob Haugh 609-633-6431

robert.haugh@doe.state.nj.us

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