

The Transition Process Flowchart

Click [here](#) to start the Transition process

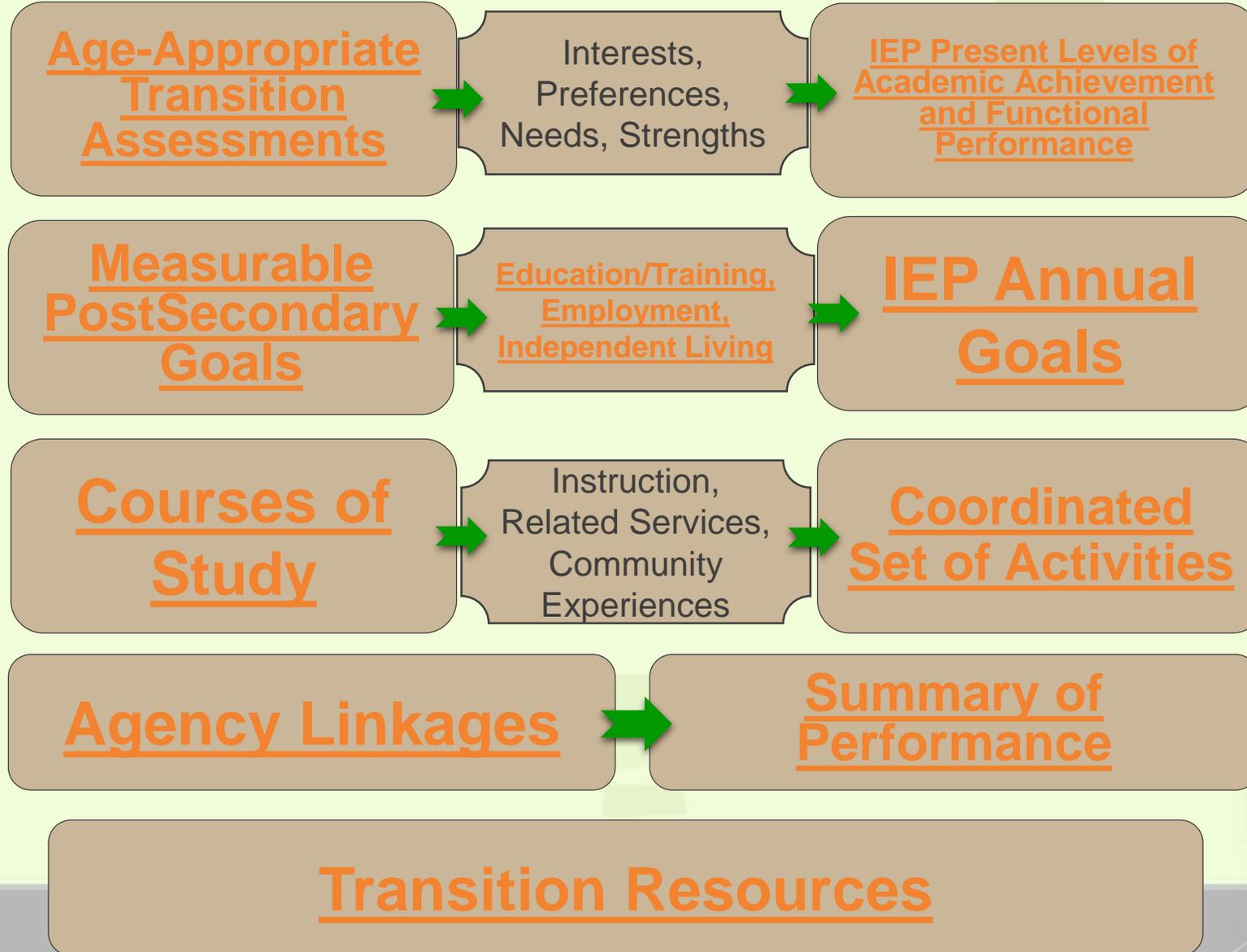
ESC★20

Serving the Educational Community

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For information on each step, click the **BOLD** section

The Transition Process



Age-Appropriate Transition Assessments

The transition assessment drives the transition plan. Local Education Agencies (LEA) have many options to choose which format and type of assessment they use. There are thousands of assessments, each one is different and provides different data to use to help create the student's transition plan.

Federal Requirements:

IDEA 2004 states: "Beginning no later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP team, and updated annually thereafter, the IEP must include appropriate measurable postsecondary goal based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills;"

"Transition assessment is an on-going process of collecting information on the student's strengths, needs, preferences and interests as they relate to the demands of current and future living, learning, and working environments"

Click [for Transition Assessment examples](#)



IEP Present Levels of Academic Achievement and Functional Performance (PLAAFP)

The PLAAFP gives us a starting point to developing a transition plan to meet the student postsecondary goals

- **Academic Achievement** (PLAAFP) focuses on what specific kinds of academic information and skills the student has mastered – such as reading at a certain grade level, or performing certain mathematical calculations for example.
- **Functional Performance** (PLAAFP) refers to other areas of achievement that are not academic. It can include information about the student's social skills, communication skills, and other activities of daily living (ADL).

What can the student do and what does he/she know *right now*?

Where is the student performing academically and functionally?



Measurable Postsecondary Goals

Postsecondary Goals are DIFFERENT from annual IEP annual goals. Post-Secondary goals are projections of what the student will accomplish after they graduate or age out of the public school system.

Postsecondary goals will not be accomplished during high school.

Postsecondary goals may or may not be met once student leaves school. Circumstances change, and people change their minds. It is Important that transition plan supports the postsecondary goal that is developed by the ARD committee.



Measurable Post-Secondary Goals

Education/Training

-specific vocational or career field, apprenticeship, on the job training, 2-4 year college/university, vocational-tech programs

Example of Post-Secondary Education Goal:

After high school, Rachel will attend a university to obtain a degree in Biology.

Employment

-this can be paid (competitive, supported or sheltered), unpaid (internship), military.

Example of Post-Secondary Employment Goal:

After high school, Chris will work in a barbershop, cleaning and organizing supplies.

Independent Living Skills (if applicable)

-adult living, daily living, financial, transportation, hygiene, personal care, etc.

Example of Post-Secondary Independent Living Goal, (if applicable):

After high school, Bill will cook a simple meal in an adult day training program with support staff.



Annual IEP Goals

For students whose IEPs do include a transition plan with appropriate post-secondary goals, the annual IEP goals that are included must facilitate movement toward the post-secondary goals. There must be an IEP goal that supports each area identified as a post-secondary goal.

IEP *goal(s)* is a target for what your child will learn in a school year.

Transition IEP goals can be academic or functional.

See [FAQ-Individual Education Program \(IEP\) Q and A 2017](#) from ESC-20 PGC Network for more information, question 1.28-1.31 address transition goals.



Courses of Study

Planning the courses of study should start no later than Junior High School/Middle School.

Includes list of courses, graduation requirements, Career and Technical Education.

Prepares student to be college, career and military ready, after graduation.

Personal Graduation Plans (PGP) can help create a courses of study

Visit the [TEA Graduation Tool Kit](#)

STUDENT needs to be involved in these decisions.



Coordinated Set of Activities

This can be any other area, individual or activities that supports and helps the student reach their postsecondary goal. The ARD committee should address, as appropriate:

- Instruction
- Related Service
- Community Experiences
- Employment
- Daily Living
- Outside Agencies

For more information visit
[Texas Project First](#)



Agency Linkages

Involvement of community agencies is an important part of the student's transition planning.

Agencies can offer Long Term Support Services (LTSS) after the student graduates and no longer receives a Free and Appropriate Public Education (FAPE).

Wait time for **local authority services (reword this to specify what local authority is) can be 12-15 years long**

Local links for community agencies.

Alamo Area of Council of Government (AACOG)

<http://www.aacog.com/>

Texas Health and Human Services

<https://hhs.texas.gov/>

Texas Workforce Commission (TWC)

<http://www.twc.state.tx.us/>



The Arc of San Antonio offers Family Support Services, and has a free Community Resource Guide

<http://www.arc-sa.org/>



Summary of Performance (SOP)

Texas Administrative Code (TAC) 19 §89.1070(h) requires that:

All students **graduating high school who receive special education services must** be provided with a **summary of academic achievement and functional performance**. This summary must, as appropriate.

- Consider the views of the parent;
- Consider the views of the student; and
- Include written recommendations from adult service agencies on how to assist the student in meeting postsecondary goals.

The SOP must also include an evaluation for a student who graduates under 19 TAC § 89.1070(b)(2)(A), (B), or (C) or (g)(4)(A), (B), or (C).

- See [ESC-20 Graduation Resources](#) for additional information on Graduation Requirements in Texas.

The SOP is a summary of the students time in high school.

The classes taken, accommodations/modifications used, post secondary goals, academic, community agency support, and functional testing data. SOP along with the most updated testing can be taken to higher education or employers and be proof of having a disability and the support received in high school to help the student be successful.



Transition Resources

Visit the [ESC-20 Transition Page](#)
for all your transition resources

