

Writing Effective Transition Individual Education Plans (TIEPs)

Project 10: Transition Education Network


This training was developed by the Project 10: Transition Education Network, a discretionary project funded by the Florida Department of Education, division of public schools, Bureau of Exceptional Education and Student Services (BESS), through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

1

Objectives

After this training, participants will be able to:

- Develop effective IEP transition planning components for students who are 12 years old or during 7th grade;
- Develop effective transition IEP components for students age 14 or the IEP in effect on first day of high school, whichever occurs first;
- Understand the different standard diploma options;
- Understand required Transfer of Rights components.





2

Planning for Transition


Plan for the Future!

- In general, transition occurs when a person moves from one stage to another. It could be moving to another city or moving to different job. Both of these transitions require planning ahead.
- In education, transition primarily refers to moving from one level of school grades to another, such as elementary to middle school; middle to high school; and high school to postsecondary education or employment.

3

IEP requirements for students who are turning 12 years old/during 7th grade, whichever occurs first.



4


Overview of Transition Planning at Age 12 or During 7th Grade

- **Invite** the student to the IEP meeting. (34 C.F.R. § 300.320(b); Rule 6A-6.03028(3)(b)(4), F.A.C.)
- **Provide** notice to parent of the IEP meeting, indicating that the student will be invited to attend and that the purpose of the meeting will be to identify transition services. (34 C.F.R. § 300.320; Section 1003.5716, F.S.)
- **Document** steps taken to ensure that the student's strengths, preferences and interests were considered. (34 C.F.R. § 300.321; 34 C.F.R. § 300.320(b); Rule 6A-6.03028(3)(c)8, F.A.C.)
- **Discuss** measurable postsecondary goals based on age-appropriate transition assessment in the areas of education, training, and employment, including career goals, and independent living, where appropriate. (s. 1003.5716, F.S.)
- **Discuss** the graduation pathways and diploma designations (Scholar and/or Industry Scholar) in the IEP meeting. (Rule 6A-6.03028(3)(h)8, F.A.C.; s.1003.4285, F.S.)

5

Overview of Transition Planning at Age 12 or During 7th Grade

- **Describe** how the student is being prepared to graduate with a standard diploma, including a Scholar or Industry Scholar designation. (s. 1003.5716, F.S.)
- **Provide** transition-related information to the student and family about the school district's high school-level transition services, career and technical education, and collegiate programs available to students with disabilities and how to access such programs. Information shall also be provided on programs and services available through Florida's Center for Students with Unique Abilities, the Florida Centers for Independent Living, the Division of Vocational Rehabilitation, the Agency for Persons with Disabilities, and the Division of Blind Services. (s. 1003.5716, F.S.)
- **Document** the need for instruction in the area of self-determination and self-advocacy to assist the student to participate in the IEP meetings. Review annually and update as needed. (s. 1003.5716, F.S.)




6

IEP Meeting Purpose and Invite

Notice of the IEP meeting (at 12 or during 7th grade, whichever occurs first)

- States that the meeting purpose is to identify transition services needs.
- Indicates that the student will be invited.



7

Required and Potential IEP Team Members

Required	Potential
<ul style="list-style-type: none"> □ Student □ Parent/Guardian □ ESE Teacher □ General Education Teacher □ LEA □ Interpreter of evaluation results 	<ul style="list-style-type: none"> □ Members of the student's circle of support, such as family members, friends, service providers or employers □ School representatives such as teachers, counselors or transition specialists □ Career assessment personnel □ Employment specialists □ Agency representatives

8

Transition Assessments


Purpose: To collect data on students' strengths, interests, and preferences.

<p style="text-align: center; color: #0056b3; margin: 0;">Academics</p> <ul style="list-style-type: none"> ▪ Statewide Progress Monitoring ▪ Achievement Tests ▪ Individual Progress Monitoring 	<p style="text-align: center; color: #0056b3; margin: 0;">Career Interests and Exploration</p> <ul style="list-style-type: none"> ▪ General and Specific Aptitude Tests ▪ Interest Inventories ▪ Career Maturity or Employability Tests ▪ Transition Planning Inventories ▪ Conversations with student
<p style="text-align: center; color: #0056b3; margin: 0;">Self-Determination and Self-Advocacy</p> <ul style="list-style-type: none"> ▪ Self-Determination Assessments ▪ Interviews or Questionnaires ▪ Structured Observations 	<p style="text-align: center; color: #0056b3; margin: 0;">Daily Living</p> <ul style="list-style-type: none"> ▪ Adaptive Behavior/Daily Living Skills Assessments ▪ Temperament Inventories/Instruments ▪ Situational Analysis


9

Documenting Transition Assessment Results

- Describe the student's strengths, preferences and interests.
- Name the assessment instrument or describe the procedure
 - Date administered
 - Results and findings
- Summarize and synthesize the data collected
- Include results in relevant sections of the student's IEP
- Relate to postsecondary education and career goals (education, training, employment, and independent living, if appropriate)



* For a 12 year old or during 7th grade, this could be documented in present levels statement, preparation to graduate statement, or other locations in the IEP.



10

Transition Assessment Results Example

Jada was administered a teacher-created interest inventory and interview on April 11, 2023. The interest inventory and interview shows that Jada has an interest in the fields of information technology and teaching. Jada stated that she is most interested in pursuing a career as a preschool teacher and would like to find out more about it. Jada's self-determination skills were assessed in May of 2023 using the AIR Self Determination scale to determine her current level of choice-making, self-regulation, self-awareness, self-advocacy, goal setting and planning. The results showed that Jada has difficulty expressing her own needs and interests and is unaware of her accommodations.

11

The When and What of Transition Services

When: Transition services begin to be identified at age 12 or in the 7th grade, whichever occurs first. A few examples of areas the IEP team can consider needs for transition services beginning at age 12 or during 7th grade:

<ul style="list-style-type: none"> □ Instruction in Self Determination and Self Advocacy □ Community Based Instruction (CBI) □ Community Based Vocational Education (CBVE) □ Job Coaching □ Social Skills Training 	<ul style="list-style-type: none"> □ College/Career Exploration and Enrollment □ Instruction in Daily Living □ On campus job experiences □ School Based Enterprise □ Work Readiness Training
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12

Standard Diploma

Standard diploma requirements:

- ❑ Determined based on 9th grade entry year
- ❑ Scholar or Industry Scholar designation
- ❑ 2.0 GPA and passing scores on appropriate required statewide assessments.
 - Waiver of statewide assessment results is allowed if granted by student's IEP team
- ❑ One credit in fine or performing arts, speech and debate, or career and technical education.



In 2020-21, 87.66% of students with disabilities earned a standard diploma (Standard Diploma Exiter Rate)



13

Standard Diploma - Academic & Employment Competencies

Standard diploma:

- ❑ Career and Technical Education (CTE) course substitutions
- ❑ ½ credit in a course that includes employment at or above minimum wage for a specified number of hours/week for a minimum of one semester
- ❑ Documented achievement of all components of the student's employment transition plan
- ❑ 2.0 GPA and passing scores on required statewide assessments
- ❑ Waiver of statewide assessment results can be granted by student's IEP team



14

Standard Diploma – Access Courses

Students on Access Points and Florida Alternate Assessment:

- ❑ Access course (or more rigorous ESE course or core course) for each required course
- ❑ CTE Course substitutions for certain courses
- ❑ 2.0 GPA
- ❑ Participation in an alternate assessment is required
- ❑ Score at least a 3 on FSAA/FAA in Reading and 3 on the B.E.S.T. Access Algebra I EOC in Mathematics
 - A waiver is allowed for FSAA/FAA and/or B.E.S.T. Access Algebra I
 - If waiver, graduation portfolio is required



15

Standard Diploma - 18-Credit ACCEL Option

All 24-credit graduation requirements EXCEPT:

- ❑ Complete 3 elective credits instead of 8
- ❑ No physical education course requirement
- ❑ Students taking Access Courses are eligible for this diploma



16

Career and Technical Education Graduation Pathway (minimum of 18 credits)

Students using this option must meet all the requirements for a 24-credit standard diploma, with the following differences:

- ❑ Only four elective credits are required.
- ❑ Two elective credits in CTE Courses must result in a program completion and an industry certification.
- ❑ Two elective credits are required in a work-based learning program (students may substitute up to two credits of electives, including one-half credit in financial literacy, to fulfill the work-based learning requirement).
- ❑ Physical education, fine arts, performing arts, speech and debate, are not required.

[Graduation Pathways Chart](#)



17

High School Diploma: Parent Involvement

- ❑ Parents must approve any change to their student's graduation option and waiver of statewide standardized assessment results.
- ❑ The parent may also request that an independent reviewer verify the appropriateness of these changes.



18

Preparing for Graduation at 12/7th grade

Describe how the student is being prepared to graduate with a standard diploma, including a Scholar or Industry Scholar designation. Examples may include the following:

- Summary of current courses, that could include high school credits and vocational or CTE credits.
- Career and Education Planning course.
- Status of Civics EOC (met/not met requirements).
- Middle School core course requirements (3 English, 3 Science, 3 Social Studies, 3 Math).
- Summarize path to future courses/electives based on student interests and preferences (including CTE).
- Results of the transition assessment and discussion of the measurable postsecondary goals.
- Document the discussion of the pathways to the standard high school diploma.

19

Activity Time!

Developing the “How the student is being prepared to graduate with a standard high school diploma” statement involves many components. You will now use the activity sheet and what you have learned to guide you through completing Jada’s IEP statement.

TIME FOR ACTION!

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20

Sample: Jada

Find the Entire Sample in the Handout

Jada has taken and passed all of her 6th grade courses in ELA, Math, Science, and Social Studies and is currently enrolled in middle school level Language Arts 2, 7th grade Mathematics, 7th grade Civics, Comprehensive Science 2, Career Research and Decision Making and Learning Strategies. For her 8th grade year, Jada will take her 8th grade level ELA course, US History with Career Planning, Algebra I which will count as high school credit, and electives. Jada requires learning strategies courses and assistance from a support facilitation teacher in all core academic courses to assist with reading comprehension, math computation, self-determination and self-advocacy.

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21

Provision of Information

Describe the information provided to the parent and the student regarding transition services and educational programs available from the school, district, and outside agencies, including how the information was provided (e.g., discussion, pamphlets/informational flyers; online sources; referral or contact information). (s. 1003.5716(1), F.S.)

This information must be provided and discussed *every annual review* beginning at age 12 or during 7th grade.

- Describe what information was provided and how.
- Information must include Vocational Rehabilitation, Florida Center for Students with Unique Abilities, Division of Blind Services, Agency for Persons with Disabilities and Centers for Independent Living.
- The district’s high school-level transition services, career and technical education, school-based transition programs, and collegiate programs available to students with disabilities and how to access such programs must be included.

22

Provision of Information Sample Statement

Parent and student were provided with a **district developed document/online sources/QR code/other source** that includes contacts, referral forms, links, accessibility and technical support of the high school-level transition services, career and technical education, and collegiate programs, school-based transition programs and programs and services available through Florida’s Center for Students with Unique Abilities, the Florida Centers for Independent Living, the Division of Vocational Rehabilitation, the Agency for Persons with Disabilities, and the Division of Blind Services. The IEP team recommends Pre-ETS services from Vocational Rehabilitation at 14 and an informational flyer for Pre-ETS services was provided.

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23

The Need for Self-Determination and Self-Advocacy



The team must consider at **every annual IEP meeting** whether or not the student requires special instruction in the area of self-determination and self advocacy.

How will the team know?

- Observations of the Student
- Student Self-Reports
- Transition Assessments (multiple)

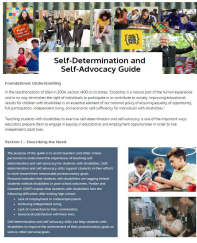
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24

Self-Determination and Self-Advocacy in Action

Examples of self-determination and self-advocacy in action:

- ❑ Active participation in the IEP meeting and leading discussions.
- ❑ Request an IEP meeting and identify any additional person to invite, including agencies.
- ❑ Explain one's disability and how it affects their learning, employment and ability to live independently.
- ❑ Awareness of one's accommodations and how to request them in multiple settings.



Resource: Project 10's Self-Determination and Self-Advocacy Guide


25

Annual IEP Goals

Develop measurable annual goals related to the student's transition services needs. Include benchmarks or short-term objectives for students with disabilities that take the alternate assessment or any other student with a disability as determined by the IEP team. [34 CFR §300.320\(a\)\(2\)](#); [Rule 6A-6.03028, F.A.C.](#)


Annual Goals:

- ❑ Address the specific individual needs of the student; these can include transition services needs.
- ❑ Focus on academic and functional needs of the student.
- ❑ Are derived from present-level statements (data collection).
- ❑ Drive ESE supports and services students require.




26


Alignment




Transition Assessment



Discussion of Postsecondary Goals




Instruction, Services, Annual Goals



27


IEP to be in effect at age 14 or in place and operational on the student's first day of high school, whichever occurs first.



28

Overview of Transition IEP requirements at age 14 or Prior to the Beginning of High School


- ❑ **Provide** notice to parent of the IEP meeting, indicating that the student will be invited to attend and that the purpose of the meeting will be to identify transition services and consider measurable post secondary goals. ([34 C.F.R. § 300.320](#); [s. 1003.5716, FS.](#))
- ❑ **Invite** a representative of any agency to attend the IEP meeting that is already providing or likely to provide or pay for transition services to the student, but only after obtaining written consent from the parent or adult student whose rights have been transferred. ([34 C.F.R. § 300.347\(b\)\(2\)](#); [Rule 6A-6.03028\(3\)\(c\)\(9\), F.A.C.](#))
- ❑ **Document** steps taken to ensure that the student's strengths, preferences and interests were considered. ([34 C.F.R. § 300.321](#); [34 C.F.R. § 300.320\(b\)](#); [Rule 6A-6.03028\(3\)\(c\)8, F.A.C.](#))
- ❑ **Discuss** measurable postsecondary goals (MPGs) and document.



29

Continued: Transition IEP requirements at age 14 or Prior to the Beginning of High School

- ❑ **Develop** measurable postsecondary goals based on age-appropriate transition assessment in the areas of education, training, employment, including career goals and independent living (where appropriate). Review annually and update as needed. If there are changes to postsecondary or career goals included in an IEP, the parent or adult student must approve the changes; parents may choose an independent reviewer to help decide if the change is appropriate. ([34 C.F.R. § 300.320\(b\)](#)).
- ❑ **Document** the graduation decision and whether or not the student will work toward diploma designation. Review the graduation decision and diploma designation annually; revise if needed. ([s. 1003.4282\(10\)\(a\), FS.](#); [s. 1003.5716\(2\), FS.](#))
- ❑ **Describe** how the student is being prepared to graduate with a standard diploma, including a Scholar or Industry Scholar designation. ([s. 1003.5716, FS.](#))



30

Continued: Transition IEP requirements at age 14 or Prior to the Beginning of High School

- **Develop** a statement regarding the student's course of study leading to a standard diploma (description of instructional program and experiences) and update annually, if needed. (Rule 6A-6.03028, F.A.C.)
- **Document** the discussion of the process for a student with a disability who meets the requirements for a standard high school diploma to defer the receipt of such diploma pursuant to (s. 1003.4282 (10)(c), F.S.; s. 1003.5716, F.S.)
- **Provide** transition-related information to the student and family about the school district's high school-level transition services, career and technical education, and collegiate programs available to students with disabilities and how to access such programs. Information shall also be provided on programs and services available through Florida's Center for Students with Unique Abilities, the Florida Centers for Independent Living, the Division of Vocational Rehabilitation, the Agency for Persons with Disabilities, and the Division of Blind Services. (s. 1003.5716, F.S.)



31

Continued: Transition IEP requirements at age 14 or Prior to the Beginning of High School

- **Document** the need for instruction in the area of self-determination and self-advocacy to assist the student to participate in the IEP meetings. Review annually and update as needed. (s. 1003.5716, F.S.)
- **Develop** transition services, based on age-appropriate transition assessment, in each of the needed transition services activity areas (i.e. instruction, related services, community experiences, employment, post-school adult living and, if appropriate, daily living skills and functional vocational evaluation) that focus on improving the academic and functional achievement of the student. This will assist students to reach their measurable postsecondary goals. Services can be provided earlier as appropriate. (Rule 6A-6.03028(3)(b)(5), F.A.C.; s. 1003.5716, F.S.)



32

Continued: Transition IEP requirements at age 14 or Prior to the Beginning of High School

- Document the consideration of pre-employment transition services (Pre-ETS). These services are offered through Vocational Rehabilitation at no expense and include:
 - Job-Exploration Counseling
 - Work Readiness Training
 - Self-Advocacy Training and Peer Mentoring
 - Postsecondary Educational Counseling
 - Work-Based Learning Experience. Information about Vocational Rehabilitation must be provided to students and parents at age 12 or 7th grade, but Pre-ETS are not available until age 14. (s. 1003.5716, F.S.)



33

Continued: Transition IEP requirements at age 14 or Prior to the Beginning of High School

- Develop the statement of outcomes and additional benefits expected by the parent and the IEP team by the time the student graduates; review annually and revise as needed. (Rule 6A-6.03028, F.A.C.; s. 1003.5716, F.S.)
- Obtain a signed statement by the parent, guardian, or the student, if the student has reached the age of majority and rights have transferred to the student, that he/she understands the process for deferment and identifying if the student will defer the receipt of his or her standard high school diploma for the IEP in effect at the beginning of the school year the student is expected to graduate. If a student will defer receipt of the diploma, the request to defer must be received in writing by the school district by May 15th in order for the student to continue receiving transition or related services. The request to defer is only needed once. Ages may vary depending on when graduation requirements are completed. (Rule 6A-1.09963, F.A.C.; s. 1003.5716, F.S.)



34

IEP Meeting Purpose and Invitation

Notice of the IEP meeting (at 14 or prior to the first day of high school, whichever occurs first)

- States that the meeting purpose is to identify transition services needs **AND** consideration of post secondary goals.
- Indicates that the student will be invited.
- Indicates if any agency will be invited (with prior consent of the parent or age of majority student)



35

Required and Potential IEP Team Members

Required	Potential
<ul style="list-style-type: none"> □ Student □ Parent/Guardian □ ESE Teacher □ General Education Teacher □ LEA □ Interpreter of evaluation results 	<ul style="list-style-type: none"> □ Members of the student's circle of support, such as family members, friends, service providers or employers □ School representatives such as teachers, counselors or transition specialists □ Career assessment personnel □ Employment specialists □ Agency representatives

36

Documenting Transition Assessment and MPGs

- Describe the student's strengths, preferences and interests
- Name the assessment instrument or describe the procedure
 - Date administered
 - Results and findings
- Summarize and synthesize the data collected
- Include results in relevant sections of the student's IEP
- Relate to postsecondary education and career goals (education, training, employment, and independent living, if appropriate)



37

Transition Assessment Results Example

Find the Entire Sample in the Handout

Jude provided input through participation in interviews, completion of interest inventories and transition assessments. Jude completed the RIASEC Inventory on October 21, 2022. Jude's interests remain high in the areas of Artistic and Realistic.



38

Measurable Postsecondary Goals

- Education
 - Adult education, college, technical college, university
- Training
 - Short-term employment training, career and technical program or on-the-job training
- Career
 - Long-term career outcome
- Employment
 - Immediate employment after high school
- Independent living, if appropriate
 - Personal care, community participation, and leisure
 - Self-advocacy and self-determination



39

Describing the Measurable Postsecondary Goal

- Addresses All Required Areas
- Understandable and Clear
 - Describes the expected outcome the student will accomplish
 - Includes details, such as where it will occur
- Objective and Observable
 - Timeframe is specific
 - Same result, no matter who measures it
- Relevant
 - Based on student's strengths, preferences, and interests



40

Measurable Postsecondary Goals: Three Parts

Target date or timeline

- By January 2024.
- Within six months of leaving the K-12 system.

Behavior and outcome: (Name) will ...

- Work in a part-time job at a day care.
- Complete requirements for a career certificate in construction from a technical college.

Conditions, if any

- Using personal assistive technology



41

Measurable Postsecondary Goals: Examples

1. Within two years of leaving the K-12 system, Jack will earn a workforce certificate through the Automotive Service program at Florida State College at Jacksonville (FSCJ).
2. Within two and a half years, through the assistance of Vocational Rehabilitation (VR) and the staff of the Automotive Service program at FSCJ, Jack will obtain employment at a local mechanic shop.
3. Within five years of graduating from FSCJ, Jack will meet his career goal of working as an automotive technician in a car dealership.
4. Within three months of leaving the K-12 system, Jack will utilize the city bus to independently get to and from classes at FSCJ.



42

Preparing for Graduation at 14 or Prior to Beginning High School

Describe how the student is being prepared to graduate with a standard diploma, including a Scholar or Industry Scholar designation.

- Summary of current courses, which could include CTE courses
- Pursuing Scholar or Industry Scholar designation?
- Status of FSA/FSAA/FAA/FAST, End of Course Exams (ELA 1, ELA 2, Algebra 1, Geometry, US History, Biology).
- High School core course requirements (4 English, 3 Science, 3 Social Studies, 4 Math and electives depending on pathway to the standard diploma)



43

Preparing for Graduation at 14 or Prior to Beginning High School

- Summarize path to future courses/electives based on student interests and preferences.
- Document participation in Community Based Instruction, Community Based Vocational Education, Work-Based Learning Experiences.
- Counseling on postsecondary education provided as a pre-employment transition service (Pre-ETS) accessed through Division of Vocational Rehabilitation (beginning at age 14)... receiving any Pre-ETS services?



44

Preparation to Graduate Example

Find the Entire Sample in the Handout

Jude is taking all required courses that are necessary to earn a standard diploma. Jude is currently enrolled in English III, Geometry, American Sign Language, US History, Marine Science, Critical Thinking Skills, and courses that will lead to an industry certification as a Building Construction Assistant. Jude receives instructional supports in reading, as well as classroom and testing accommodations.



45

Course of Study Description

Description of instructional program and experiences to meet requirements of high school diploma and prepare for adult living:

- Reference type of standard high school diploma
- Describe choices for courses to meet requirements and electives (including the use of CTE courses and possible substitutions)
- Describe the plan for participation in the statewide assessment and whether a waiver of this requirement is in place
- Describe experiences, such as job shadowing, work experiences
- Describe situations/environments, such as community-based, on-the-job, etc.
- Describe needs that relate to specific transition service areas



46

Course of Study Example: Mark's Middle School Course of Study

Find the Entire Sample in the Handout

Mark is 13 years old and is in the 8th grade. He is pursuing course requirements for promotion to high school. When he begins high school, his diploma of choice is the 24-credit standard diploma pathway with Industry Scholar designation.



47

Course of Study Example: Jane's High School Course of Study

Find the Entire Sample in the Handout

Jane is pursuing the 18-credit standard diploma option. She is a transfer student from another state and upon review of her records, she is found to be deficient in the required academic credits for a Florida standard diploma. In an effort to graduate with her cohort, Jane has decided to pursue the 18 credit option. Information on Scholar and Industry Scholar designation was provided and discussed and Jane has decided not to pursue either designation at this time.

48

Deferment and Florida Law

Legislative Underpinning	Considerations/Implications
<p>Section 1003.4282(9)(c), F.S. A student with a disability who meets the standard high school diploma requirements in this section may defer the receipt of a standard high school diploma if the student:</p> <ol style="list-style-type: none"> Has an individual education plan that prescribes special education, transition planning, transition services, or related services through age 21; and Is enrolled in accelerated college credit instruction pursuant to <u>s. 1007.27, F.S.</u>, industry certification courses that lead to college credit, an early college program, courses necessary to satisfy the Scholar designation requirements, or a structured work-study, internship, or pre-apprenticeship program. 	<p>Deferment is an additional period of time to support experiences and skill readiness to support successful postsecondary outcomes.</p> <p>Deferment services and programs should be specific, intentional and in alignment with students' needs and their postsecondary goals.</p> <p>Continue to consider Least Restrictive Environment (LRE).</p>

49

The Deferral Timeline and Florida Legislation

By age 14 or prior to beginning high school (whichever occurs first)
s. 1003.5716, F.S.

- A statement documenting discussion of deferral process

Prior to the year the student is expected to meet graduation requirements
s. 1003.5716, F.S. & Rule 6A-109963, F.A.C.

- A signed statement by parent or adult student indicating the deferral process is understood and the choice to defer or not to defer

By May 15 of the year the student meets graduation requirements
Rule 6A-109963, F.A.C.

- School districts inform parent/student that:
 - FAPE obligations end if diploma is not deferred
 - Deadline for diploma deferral or acceptance is May 15
 - Failure to attend graduation ceremony does not constitute a deferral

50

The When and What of Transition Services

When: Transition services begin to be identified at age 12 or in the 7th grade, whichever occurs first. Transition services are implemented at age 14 or are in place and operational on the student's first day of high school, whichever occurs first.

What: Transition Service Activity Areas (Instruction, related services, community experiences, employment, post-school adult living, and, if appropriate, daily living skills and functional vocational evaluation.)

A few examples of transition services:

<input type="checkbox"/> Instruction in Self Determination and Self Advocacy	<input type="checkbox"/> College/Career Exploration and Enrollment
<input type="checkbox"/> Community Based Instruction (CBI)	<input type="checkbox"/> Instruction in Daily Living
<input type="checkbox"/> Community Based Vocational Education (CBVE)	<input type="checkbox"/> On campus job experiences
<input type="checkbox"/> Job Coaching	<input type="checkbox"/> School Based Enterprise
<input type="checkbox"/> Social Skills Training	<input type="checkbox"/> Work Readiness Training

51

Division of Vocational Rehabilitation (DVR/VR) Pre-Employment Transition Services (Pre-ETS)

Vocational Rehabilitation Pre-ETS are available to eligible students with disabilities ages 14-21. The following are the five Pre-ETS areas:

- Job Exploration Counseling
- Work Readiness Training
- Work-Based Learning Experiences (WBLEs)
- Self-Advocacy Training and Peer Mentoring
- Postsecondary Educational Counseling

VR website, Pre-ETS:
<https://rehabworks.org/student-youth/student-youth.html>

Pre-ETS Flyer:
https://www.rehabworks.org/_resources/docs/flyers/pre-employment-transition-services.pdf

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52

Statement of Outcomes and Additional Benefits

- Included on the IEP that takes effect when the student turns age 14, or in place and operational on the first day of high school and updated annually.
 - Delineates positive results of the student's completion of high school, including extracurricular activities.
 - Expected by the parents and student.
 - Potential achievements not included elsewhere on the IEP.
- Possible Benefits
 - Work-based learning experiences such as CBI and CBVE.
 - Participation in Special Olympics.
 - Accessing agency-provided services such as pre-employment transition services, Pre-ETS

53


Outcomes and Additional Benefits: Examples

- Sanchez will seek industry certification for welding.
- Suzy will seek to obtain an internship at the local television station to gain experience as a production assistant.
- Sam will participate in track & field athletics with his local Special Olympics program to increase physical activity, participate in a sport of his interest and increase social interaction opportunities.
- Sarah will participate in the High School High Tech (HSHT) program to access career-oriented activities that are aligned with her interests in careers related to science, technology, engineering and/or math (STEM).

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54

Alignment Recap



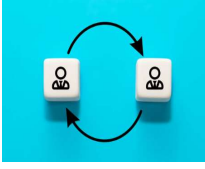
“A goal without a plan is just a wish”

- STEP 1** Conduct age-appropriate transition assessment data.
- STEP 2** Establish postsecondary goals based on age-appropriate transition assessment data.
- STEP 3** Identify transition services or activities, annual goals, and agency linkages that support achievement of students' MPGs.

55

Transfer of Rights Information

- Inform the parent and the student of the rights that will transfer to the student, at least one year prior to the student's 18th birthday, and document the notification on the Transition IEP. ([34 C.F.R. § 300.320; Rule 6A-6.03028, F.A.C.](#))
- Provide the parent and student a separate and distinct notice regarding the transfer of rights when the student reaches age 18. ([34 C.F.R. § 300.520; Rule 6A-6.03311\(8\)\(c\), F.A.C.](#))



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56

Transfer of Rights Information

At least one year before the student reaches the age of majority, provision of information and instruction to the student and his or her parent on self-determination and the legal rights and responsibilities regarding the educational decisions that transfer to the student upon attaining the age of 18. The information must include the ways in which the student may provide informed consent to allow his or her parent to continue to participate in educational decisions, including:

1. Informed consent to grant permission to access confidential records protected under the Family Educational Rights and Privacy Act (FERPA) as provided in [s. 1002.22, F.S.](#)
2. Powers of attorney as provided in [chapter 709, F.S.](#)
3. Guardian advocacy as provided in [s. 393.12, F.S.](#)
4. Guardianship as provided in [chapter 744, F.S.](#) (House Bill 19 (2023)).

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57

Summary of Performance (SOP)

Provide a summary of the student's academic achievement and functional performance which shall include recommendations on how to assist the student in meeting the student's postsecondary goals for students exiting with a standard diploma or aging out of the K-12 system. (Age may vary.) ([34 C.F.R. § 300.305\(e\)\(3\); Rule 6A-6.0331\(8\)\(f\), F.A.C.](#))

- Written for any student with a disability who is graduating or aging out of school
- Summary of academic performance
- Summary of functional performance
- Recommendations on how to assist the student in their postsecondary endeavors
- Student input – what accommodations were effective/not effective and why

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58

Summary of Performance (SOP)



- Students may take the SOP to an office of disability services at a college or other institution of higher education.
- Students may also share the SOP with employers or agencies.

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59

Let's Get to Know Frank!

Meet Frank



Grade: Senior

- Age: 18
- Exceptionality: Intellectual Disabilities, Language Impaired
- IEP: Annual Review and Transition Planning
 - Measurable Postsecondary Education and Career Goals
 - Intent to pursue standard diploma by age 22
 - Transition services, including course of study
 - Outcomes and additional benefits

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60

Results of Transition Assessments

Find the Entire Sample in the Handout

Frank shows strengths in his empathy for others and his English teacher describes him as a "people person." Frank is friendly and speaks to other students. Based on a teacher-created assessment, Frank's career preferences are to work inside and to help people. He likes to make people smile.

61

Frank's Graduation Plan

- Standard High School Diploma – In accordance with [s. 1003.4282\(10\), F.S.](#) (Available only to students with disabilities.)
- [Section 1003.4282\(9\)\(b\)1, F.S.](#) (Available only to "a student with a disability for whom the IEP team has determined that the Florida Standards Alternate Assessment is the most appropriate measure of the student's skills.")

Frank is pursuing the 24-credit standard diploma option via Access Courses. Information on the scholar and industry scholar designations was provided and discussed. Frank and his parents decided that he will not pursue either designation.

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62

What Does Frank's Student Data Suggest?

- Transition Assessment Results
- Diploma Option and Graduation Requirements

Activity

Activity: Participants will use this information to write an Employment postsecondary goal and Career postsecondary goal.

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63

Frank's Postsecondary Goals



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64

Frank's Sample Employment and Career MPG:

- Employment: Within three (3) months of completing his employment training from Project SEARCH, Frank will be employed at a local hospital.
- Career: Within two (2) years of obtaining employment at a local hospital, Frank will meet his career goal of working in the patient transport department.

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65

Closing Comments

The IEP is an essential tool for transition planning.

Through the IEP:

- Students with disabilities are personally engaged and actively involved in their educational planning.
- Students identify what they want to do in life after high school and prepare to achieve their goals.
- We demonstrate the value we place on the futures of our students.



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66

Questions and Thank You!

Freddy Valadez

Nicole Klees

Thank you for your attendance and participation!

Project 10: Transition Education Network

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