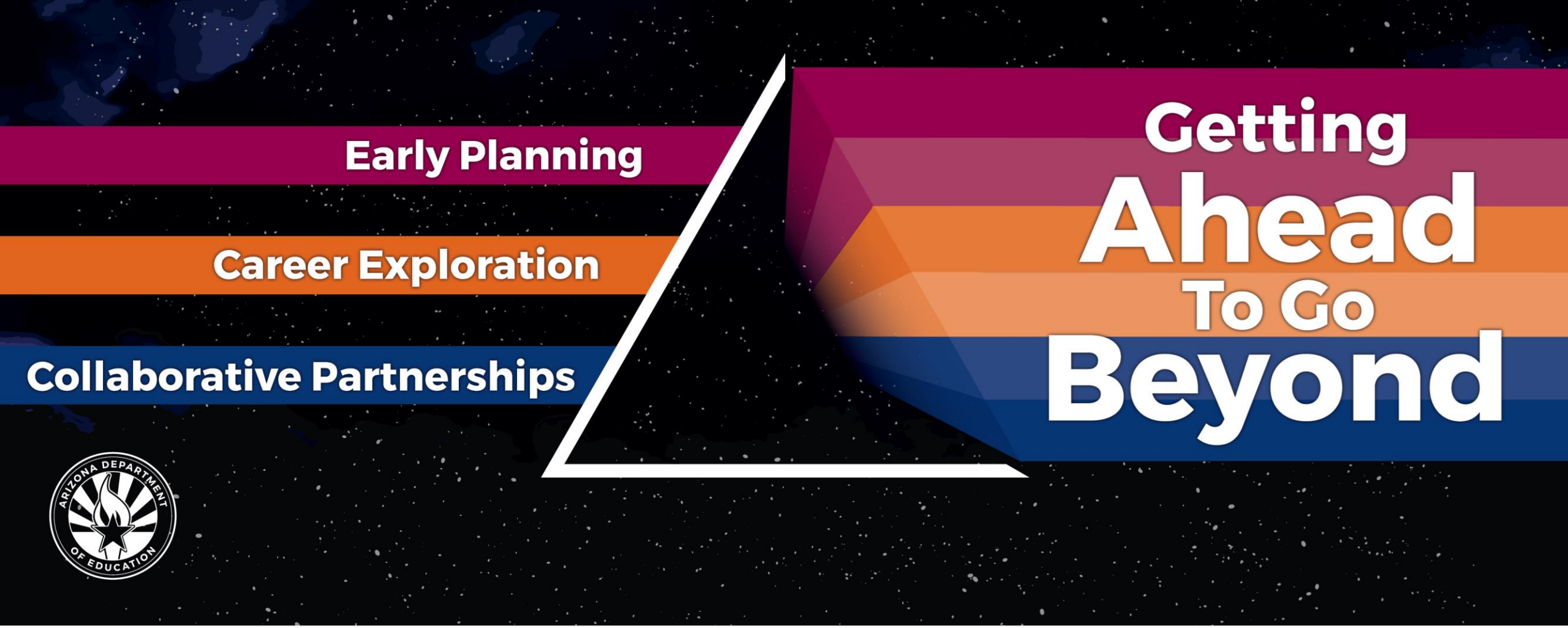


Secondary Transition
Exceptional Student Services
Arizona Department of Education

Getting Ahead to Go Beyond:
Secondary Transition Changes and Considerations

Agenda

- Review the importance of Early Transition Planning
- Navigate Arizona's Secondary Transition Requirements
- Gain resources and strategies to support career exploration and effective, early planning

Indicator 13 Components

Getting Ahead to Go Beyond

Secondary Transition
Exceptional Student Services
Arizona Department of Education

Transition – Beyond Compliance

What constitutes an effective secondary transition program?

Compliance

Transition plans that are within regulations according to Federal and State standards.

Best Practice

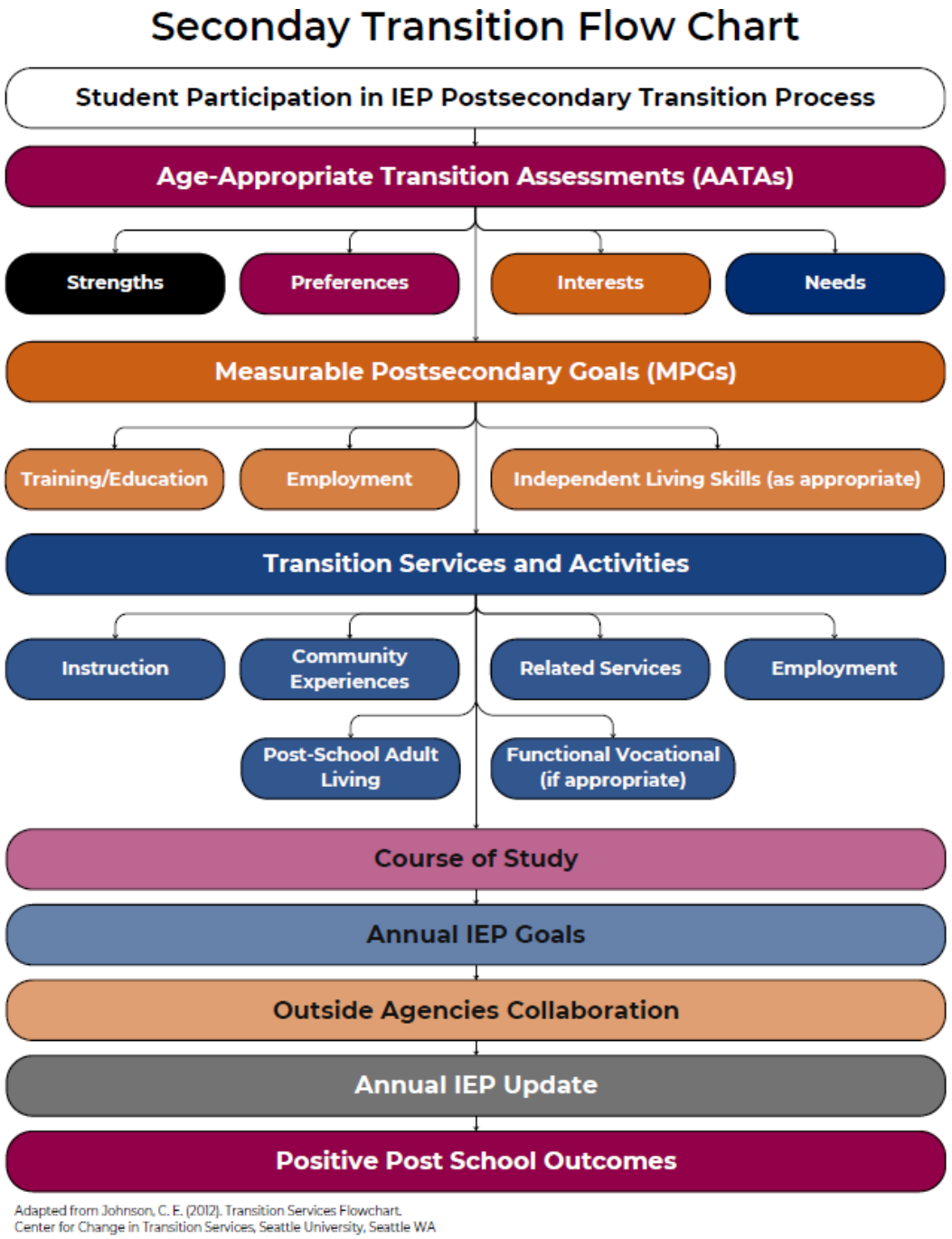
Compliance plus program integrity.

Building organized and well-developed transition programs using evidence-based practices.

Predictors of Post School Success

Indicator 13 Components

- Age-Appropriate Assessments
- Measurable Postsecondary Goals
- MPGs Updated Annually
- Transition Services/Activities
- Course of Study
- Annual IEP Goal(s)
- Evidence that student was invited to the meeting
- Prior consent required to invite outside agencies to IEP meeting



Adapted from Johnson, C. E. (2012). Transition Services Flowchart.
Center for Change in Transition Services, Seattle University, Seattle WA

Secondary Transition Flow Chart

2024 Changes to Arizona Secondary Transition Planning

- Transition Planning must be included in the IEP by the end of the 9th grade year or age 16, whichever comes first, or earlier as determined necessary by the IEP team.
- The transition plan must include the estimated graduation, aligned with the transition plan.
- School must provide written notification to parents of a student's anticipated graduation date at least one year in advance.

The rule is in effect of **October 21, 2024**

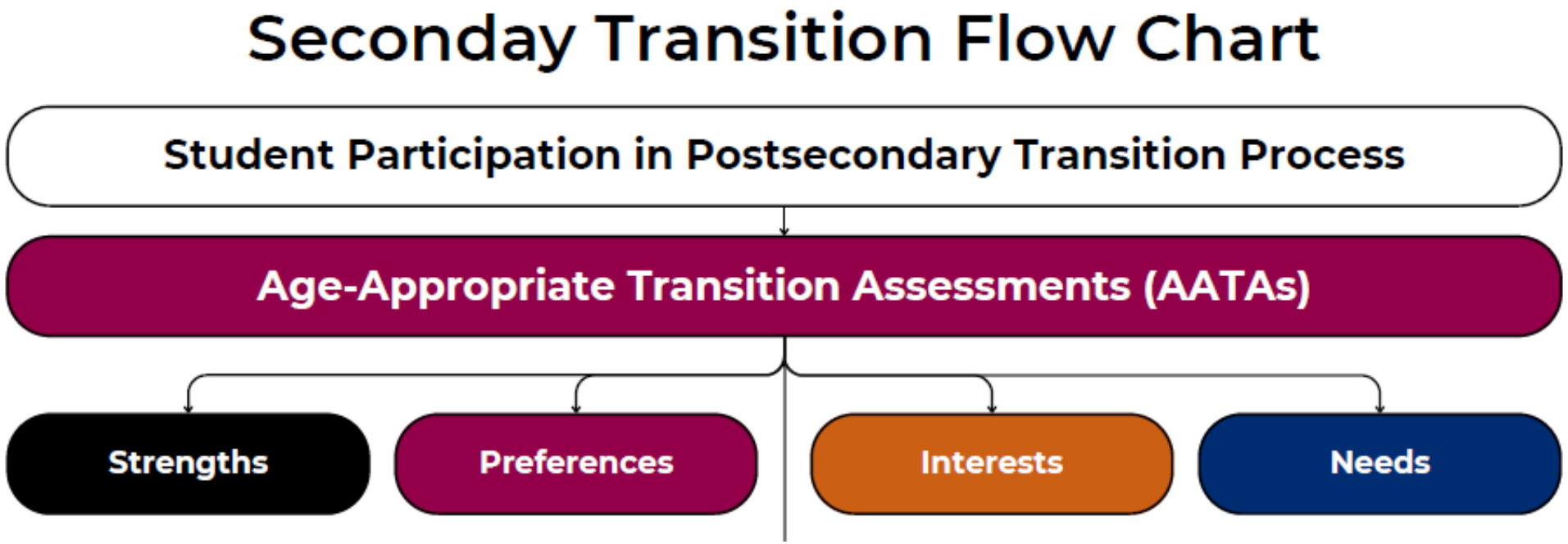
Board rule **A.A.C.R7-2-401(G)(4)**

Age-Appropriate Transition Assessments

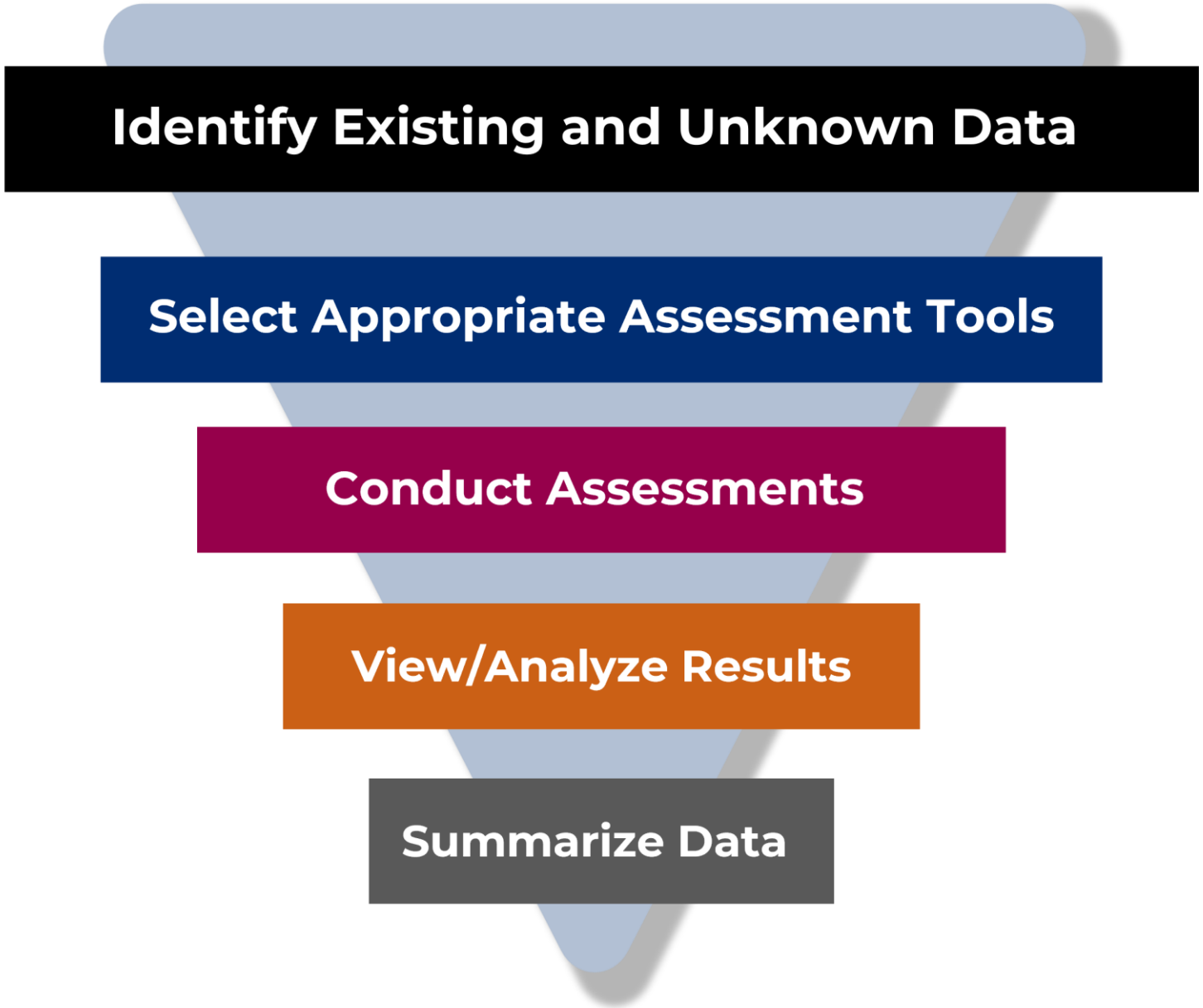
Getting Ahead to Go Beyond

Secondary Transition
Exceptional Student Services
Arizona Department of Education

Where to Start: AATAs



The Assessment Process



Identifying Existing Data

- Present Levels of Academic Achievement and Functional Performance (PLAAFP)
- Student Preferences
- Parent and Teacher Feedback
- Assessment data within the student's file
- Transcripts
- Career and Technical Education (CTE) classes
- Feedback and reports from outside agencies

Existing data examples are **not** an exhaustive list.

SPIN Data

Strengths

A measure of **how well** the student does on activities and coursework

- Have any talents been revealed?
- Demonstration of a student's well-developed KSAs that align with the basic skills needed to successfully perform job duties

Preferences

Required **action/effort** from the student

- Hobbies or other personal pastimes
- Activities and services from the transition plan and any other school-related engagements

Interests

Student's personal:

- Expression of likes/wants
- Areas of passion
- Vision of their future

Needs

Disability-related needs that impact the work environment

- What job skill need to improve to make the MPG(s) attainment possible?
- What work-related assistive technology/accommodations will be needed?

Common Assessment Tools

Informal Assessments

- Education and Career Action Plan (ECAP)
- Informal interviews—Student, parent, teacher, etc.
- Interest inventories (including career cluster surveys)
- Situational assessments
- Grades/Transcripts
- Person-centered planning notes
- Related services and nurses' files

Formal Assessments

- Achievement tests
- Intellectual functioning assessment
- Adaptive behavior scales
- Aptitude tests (Accuplacer/ASVAB)
- Temperament inventories
- Self-Determination scales
- Personality/preference tests

Assessment examples are **not** an exhaustive list.

Considerations for Conducting Assessments

Offer Accommodations

- Communication
- Physical
- Behavioral
- Learning

Use a Variety of Strategies to Gather Information

- Gather information about their hobbies
- Identify their favorite academic area(s)
- Conduct a situational assessment
- Observe the student
- Review their progress reporting on transition activities

Individualize Questions

- What activities do you enjoy that cause you to lose track of time?
- What do people ask you for help with?
- What problem would you like to solve in the world?

AATA Strategies for Freshmen

Identify Initial SPIN Data

- Have an open conversation to gather student strengths, preferences, and interests.
- Explore a student's day and ask about his/her activities.
- Ensure parent/caregiver insights are used to identify SPIN data.
- Gather observations and progress reports from services such as Pre-ETS.

Conduct Data-Rich AATAs

- Start with available assessment results and present level information.
- Use informal interviews and tools for self-discovery.
- Ask more prompting, open-ended questions.
- Gather broad ideas to help the student generate a field of interest
  - Ex: Interest inventories

AATA Strategies for Seniors

Gather MPG-related SPIN Data

- Ensure that career knowledge, skills, and abilities align with student strengths.
- Assess for career-related needs and potential barriers.
- Explore reasonable work and school accommodations.
- Include SPIN data from employment and volunteer experiences.

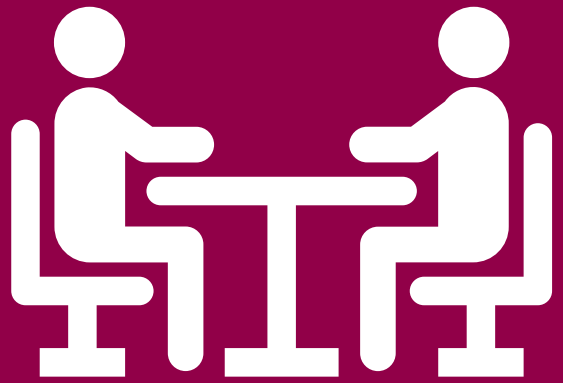
Rely on Career-related AATAs

- Identify specific activities in the student's chosen field
  - Ex: Informational interview with a professional in that position
- Review data pulled from transcripts, tests, and job-related assessments.

Let’s Discuss!

Review the assessment data below and identify Jack’s strengths, preferences, interests, and needs.

- Jack has an A in his Construction course. His instructor said that Jack prefers hands-on work to stay focused.
- Jack’s evaluation shows that he reads at an 8th-grade level.
- Jack told his counselor that he wants to attend college.
- Jack’s teacher reports that he needs to request adult assistance when he needs extended time for homework.



Career Exploration

Knowledge

- Theoretical understanding of concepts
- Textbook knowledge

Skills

- Capabilities or proficiencies
- Practical application of theoretical knowledge
- Developed through hands-on experience

Abilities

- **Innate** traits or talents that a person brings to a task or situation

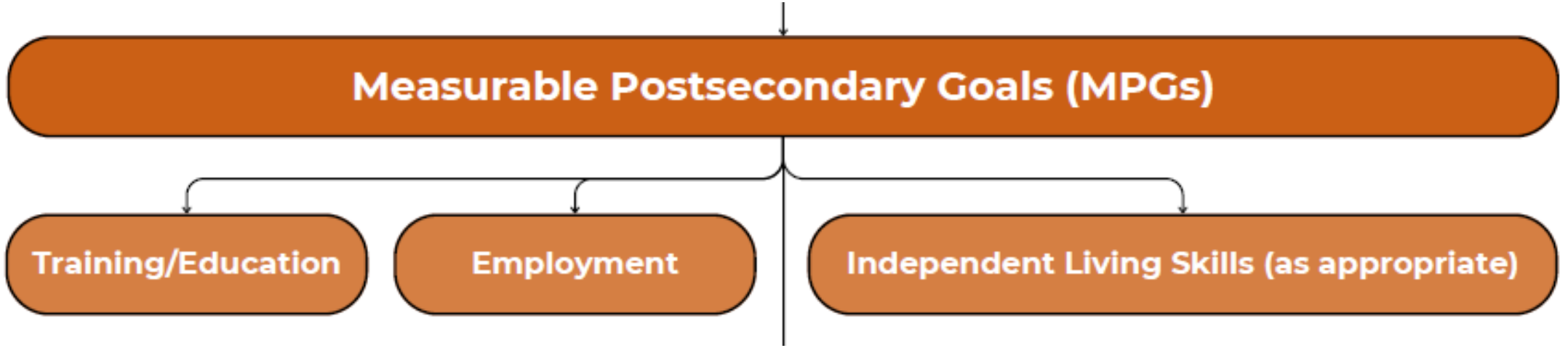
Measurable Postsecondary Goals

Getting Ahead to Go Beyond

Secondary Transition
Exceptional Student Services
Arizona Department of Education

The Purpose of MPGs

To develop appropriate goals based on the student SPIN data collected from age-appropriate transition assessments in the areas of



MPG Requirements

Goals that capture a student's vision of his/her adult life and their desired outcomes **after** high school exit.

Employment

Post-secondary Education/ Training

Independent Living

Clarifying MPG Requirements

IDEA 2004 **does** require

- ✓ Including student strengths, preferences, and interests based on assessment data
- ✓ That MPGs be appropriate and individualized
- ✓ Transition services needed to assist in reaching goals

IDEA 2004 **does not** require

- X That schools be held accountable for the attainment of MPGs.
- X Students to accomplish their MPGs based on the defined criteria of Post School Outcomes categories of engagement.

Follow the Sequence for MPG Development

Developing Meaningful Goals

- Use ongoing assessment, exploration, and experience to align goals with skills, interests, and preferences.
- Embed opportunities for students to learn about the requirements for their goals.
- Further exploration may indicate a broader area of interest and help expand career opportunities.

Best Practice MPG Examples

Freshman Year

Employment	After graduation, Jack will work as a construction worker.
Education/ Training	After graduation, Jack will attend a vocational school to attain a certification in construction.
Independent Living Skills	After graduation, Jack will independently use text-to-speech software for work and school.

Best Practice MPG Examples

Senior Year

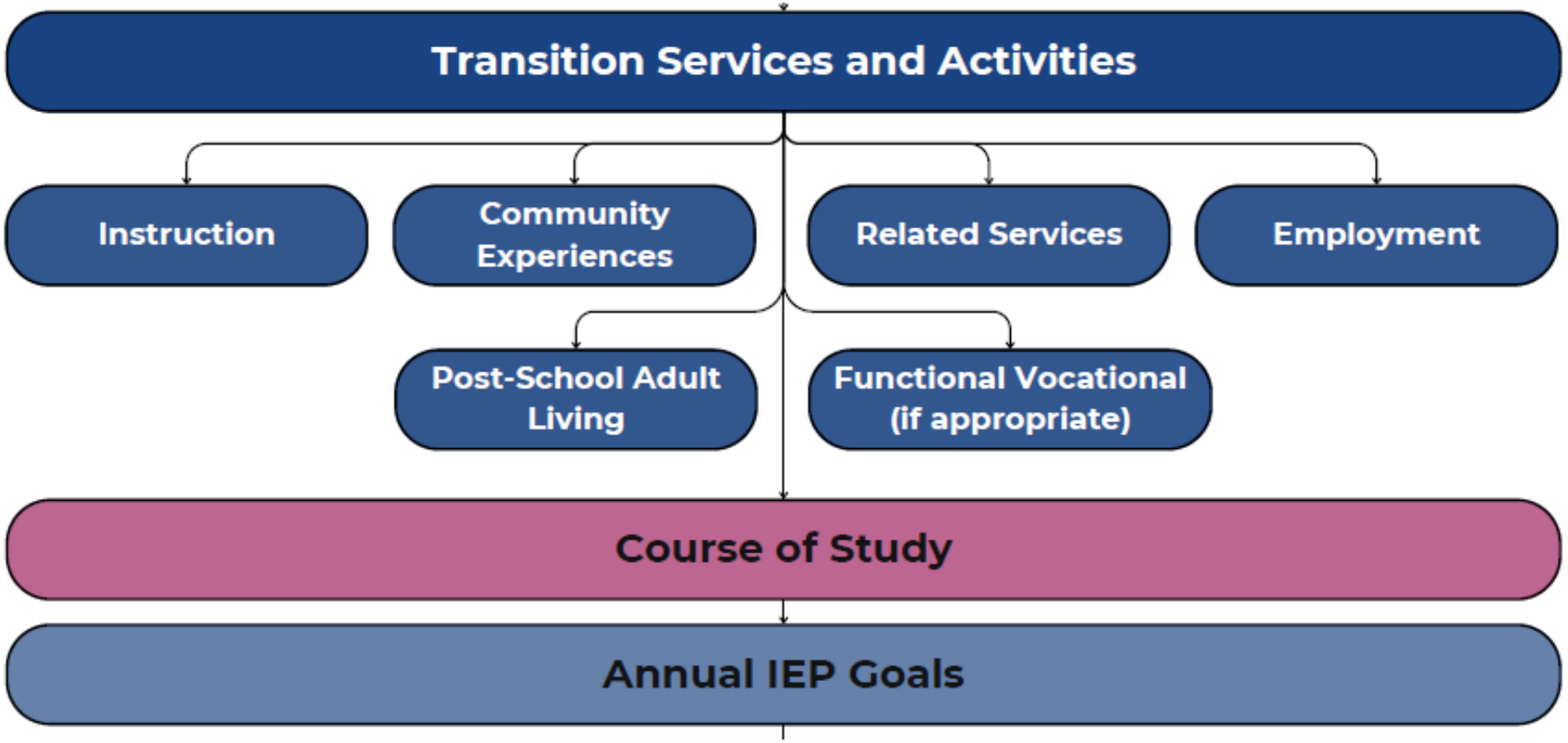
Employment	After graduation, Jack will work full-time as a Welder for ABC Construction.
Education/ Training	After graduation, Jack will attend Mesa Community College to attain certification as a welder.
Independent Living Skills	After graduation, Jack will independently use text-to-speech software to read blueprints at work.

Other Components

Getting Ahead to Go Beyond

Secondary Transition
Exceptional Student Services
Arizona Department of Education

The Purpose of Transition Services and Activities



Requirements for Transition Activities

Evidence of at least one transition activity to assist the student in reaching their measurable postsecondary goals. One transition service/activity may support multiple measurable postsecondary goals.

Documentation must show MPG alignment and include:

- Instruction, related services, community experiences, or employment development.
- Other adult living objectives and, if needed, daily living skills and vocational evaluations.

Freshman Activities in Varied Environments

Community

- Tour the ABC Construction facility and identify a specific position of interest.
- Conduct an informational interview with a professional from ABC Construction to learn about the career KSAs.

Campus

- Attend career fairs to explore different career options and required KSAs.
- Participate in an extracurricular activity of interest offered at school.

Classroom

- Complete a career interest inventory to understand better his strengths, preferences, and potential career paths.
- Participate in a mock interview following visual cues to practice responses.

Seniors Activities in Varied Environments

Community

- Complete an in-person or virtual tour of a vocational school with a construction degree.
- Participate in volunteer work at Habitat for Humanity to gain work experience.

Campus

- Attend a job fair to network and research various positions in a Construction Company.
- Schedule check-ins with service coordinator to monitor progress, address concerns, and adjust the transition plan as needed.

Classroom

- Take and pass the CTE technical skills assessment for Construction Technologies.
- Complete a project using appropriate math calculations to build a model house to scale.

Considerations for Course of Study

Freshmen

- Identify multiple projected courses that will align with the student's MPGs.
- Consider courses that support the student's career exploration.
- Include courses that provide insight into missing SPIN data (i.e., course grades, opportunities for new transition activities, etc.).

Seniors

- Be flexible and adaptable with course selection based on new SPIN information and the student's refined MPGs.
- Evaluate prior skill development and revise the courses of study to align classes to the career KSAs.
- Continue collaborating with teachers, school counselors, and parents to ensure meaningful and realistic courses are chosen.

Annual IEP Goal(s)

Compliance:

- Documentation of annual goal(s) that is/are related to the student's transition service needs. At least one annual IEP goal that supports each measurable postsecondary goal is required. One annual IEP goal (whether measurable or not) can support multiple postsecondary goals.

Considerations for Annual IEP Goal(s)

- When reviewing IEP goals, ensure that the goal(s) are clearly related to the student's MPGs.
  - Check for any stated "goals" that unintentionally describe transition activities.
  - Writing SMART IEP goals ensures that IEP teams agree on clear, actionable, and measurable goals instead of unintentional transition activities.
- Conduct the "Stranger Test."
  - Ask yourself: Could someone not familiar with the IEP recognize the alignment between the student's IEP goal(s) and his/her MPGs?
  - Aim for goals and clarifying information that is written in parent- and student-friendly language.

Other Indicator 13 Components

Compliance:

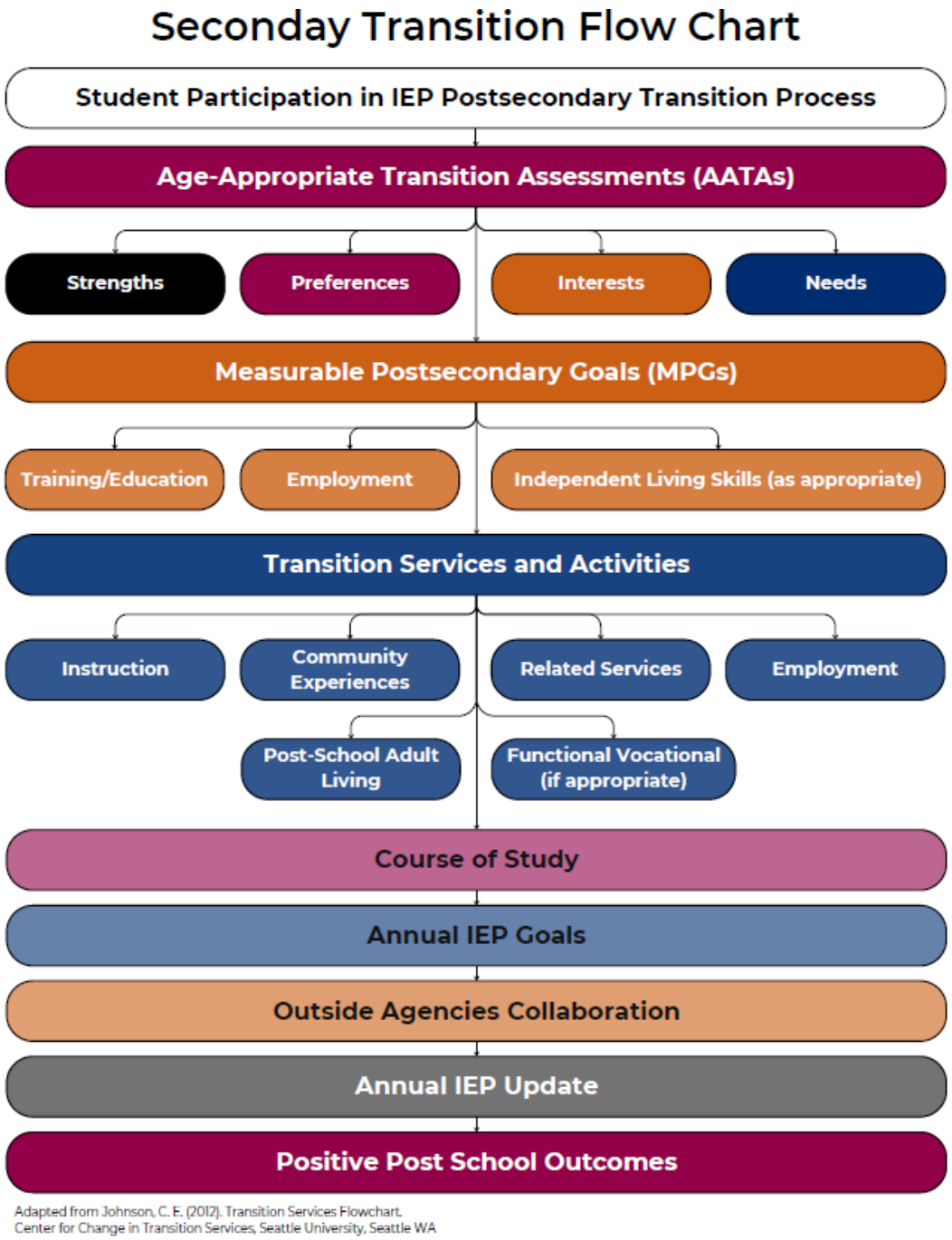
- When to invite students to the IEP Meeting
- Documentation that the student was invited to the meeting when postsecondary transition services will be discussed.
- When a representative from an outside agency will be present
- Evidence that written consent of parent or adult student was obtained prior to inviting outside agency

Student Invitation

- Ensure the student is introduced to the transition planning process and build meaning around transition activities and services.
- Use a broad, student-centered approach.
- Continue building student self-determination toward end-of-year planning.
- Build awareness around the transfer of rights and the shift in educational responsibility.

Outside Agency Invitation

- Ensure agency participation through early communication.
- Set clear objectives for the purpose of the meeting and the role(s) each agency will play.
- Actively involve outside agencies in the planning process.
- Building collaborative partnerships at the school and district level to support transition programming.



Adapted from Johnson, C. E. (2012). Transition Services Flowchart.
Center for Change in Transition Services, Seattle University, Seattle WA

Ultimate Goal: Positive Post School Outcomes

Putting Things into Practice

Getting Ahead to Go Beyond

Secondary Transition
Exceptional Student Services
Arizona Department of Education

Transition Planning Activity

Follow the transition planning process throughout the years.

Josh

- **Freshman high school student who transferred from out of state**
- **SDI in all academic areas, struggles academically**
- **Likes photography and posting images to Instagram**
- **Earned an “A” in photography**
- **Socially adept and gets along well with others.**

Secondary Transition Resources

For information on compliance:

- USDOE IDEA website
- PSM Website
- NTACT Checklist, Form B
- AZ-TAS Documents

For information on Best Practice:

- Predictors by Outcome Area
- Wakelet Hub
- Acronyms Handout

Contact Information

Arizona Department of Education
Exceptional Student Services

Special Projects Unit
Secondary Transition Team

ESSTransitionInbox@azed.gov

1535 W. Jefferson St. Bin #24
Phoenix, AZ 85007

(602) 542-3855

www.azed.gov/specialeducation/transition

Join the Secondary Transition Email List

SCAN HERE