**TRANSITION AND IDEA 2004- KEY POINTS** (July 2010)

The following list of transition planning requirements is based on IDEA 2004.

1. Transition services are designed to be within a **results-oriented process**, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, (602)
2. **To the extent appropriate, with the consent of the parents or a child who has reached the age of majority, in implementing the requirements of paragraph (b)(1) [***meaning the transition participants of the team***] of this section, the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services. §300.321(b)(3) IEP Team.**
3. The transition process is based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests. (602)

1. It includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives. In some cases, it also includes the acquisition of daily living skills and a functional vocational evaluation. (602)
2. For a child whose eligibility for school is ending due to graduation or age, a local education agency shall provide the child with a summary of the child’s academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child’s postsecondary goals. This is known as a **summary of performance**.(614)
3. Transition planning should begin not later than the first IEP to be in effect when the child is 16, and updated annually thereafter. (614)

1. There should be appropriate measurable postsecondary goals based upon age appropriate transition assessments related to **training, education, employment,** and, where appropriate, independent living skills; (614)
2. There should be a description of the transition services (including courses of study) needed to assist the child in reaching those goals. (614)
3. Also, beginning not later than 1 year before the child reaches the age of majority under state law, a statement that the child has been informed of the child’s rights under this title, if any, that will transfer to the child on reaching the age of majority under section 615(m). (614)
4. There should be a statement of measurable annual goals, including academic and functional goals, designed to- (614)

* (aa) meet the child’s needs that result from the child’s disability to enable the child to be involved in and make progress in the general education curriculum; and
* (bb) meet each of the child’s other educational needs that result from the child’s disability;

1. In addition, there should be a description of how the child’s progress toward meeting the annual goals will be measured and when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report card) will be provided; (614)
2. Under Section 616 of IDEA 2004, all states are directed to develop a

**State Performance Plan (Section 616 of IDEA 2004)** plan to evaluate the state's efforts to implement the requirements and purposes of IDEA priorities and describe how the state will improve such implementation. Michigan has developed a plan that includes **twenty** indicators in this process. **Four** of the indicators are of great importance for **improving transition planning** **and subsequent post school outcomes for students**.

* **Indicator 1:** Percent of youth with IEPs graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
* **Indicator 2:** Percent of youth with IEPs dropping out of high school.

(20 U.S.C. 1416 (a)(3)(A))

* **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)
* **Indicator 14**: Percent of youth who are no longer in secondary school, had Individualized Education Plans (IEPs) in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school. (20 U.S.C. 1416(a)(3)(B))