

ALABAMA STATE DEPARTMENT OF EDUCATION
Special Education Services
ASSIST Funding Support Plan for
V. TRANSITION SERVICES

Introduction

Transition planning is a formal process for helping students with Individualized Education Programs (IEPs) determine what they want to do after high school and how to get there successfully. It is required by the Individuals with Disabilities Education Act (IDEA).

Under IDEA, a student's IEP must include transition services by the time the student turns 16. However, planning often starts earlier. Many IEP Teams begin working with students as early as middle school to help them explore their interests and possible careers.

The purpose of transition planning is to help the student prepare to be an independent adult. The student should be encouraged to attend IEP meetings and to play a leading role in the IEP plan. IEP transition planning is more than just a hopeful exercise or brainstorming session. During planning, the student will work on specific goals geared to prepare the student for life after high school. The student will also receive services to help achieve these goals.

Some transition services can only be provided by outside organizations and not the school. During transition planning, the circle of people involved in a student's transition plan may expand to include people from the community. These may include counselors, employment agency staff, job coaches and transition specialists.

At the heart of the transition process is the transition plan. To develop this plan, the IEP Team will work with the student to identify the student's strengths and interests. This, in turn, will guide planning.

The transition plan has two parts: postsecondary goals and transition services.

Postsecondary goals should state what the student wants to do or achieve after high school. Goals can be in four areas:

1. Vocational training (e.g., learning a trade)
2. Postsecondary education (e.g., college or other schooling)
3. Jobs and employment
4. Independent living

Transition goals related to independent living may involve having the student take on responsibilities. Here are some examples of what the student may learn to do in preparation for adulthood:

- Open a bank account and learn to manage money.
- Shop for groceries and plan and prepare meals.
- Be responsible for maintaining a car and buy auto insurance.
- Use public transportation.
- Schedule their own appointments with the doctor and dentist and choose health insurance.
- Organize a calendar for school, work, personal appointments and leisure time.

Transition goals should not just reflect a hope or desire. Transition goals must specifically be beneficial to the student's plans for life after high school. Preparing IDEA students for a successful life after high school is the ultimate goal for LEAs across the State.

V. The Transition Services Support Plan

The Alabama State Department of Education (ALSDE) Special Education Services (SES) will reserve money from Other State-Level Activities to support transition services for a specific student or group of students who are in need of additional transition supports. All services must be provided in accordance with 20 U.S.C. 1400, et.seq.,(P.L. 108-446) IDEA, Part B, and the Alabama Administrative Code. Services requested will be monitored by the ALSDE.

Criteria

1. Consultations, assistance, training, transition counseling and conducting assessments must be completed by by a highly skilled professional in the area of transition services.
2. LEAs Should Consider the Following Guidelines for Professionals in Case Preparation:
 - Schedule all parts of the transition planning with the LEA;
 - Conduct a student interview;
 - Conduct an interview with the family;
 - Conduct an interview with school personnel who interacts with the child;
 - Observe the child in both a structured and unstructured school environment or natural setting;
 - Provide consultation feedback to both the student, family and the LEA;
 - Provide a written diagnostic summary to the LEA that includes summative information of interviews, and observations conducted, and provide analysis of a transition plan;
 - Develop a transition plan;
 - Provide the report and the transition plan to the LEA within 21 days of the transition evaluation.

Criteria for LEA Participation:

An LEA is eligible to complete an ASSIST funding application for transition services on behalf of any student or a group of students, from middle school to high school, who has a disability under IDEA, a current IEP, and may benefit from additional supports in the area of transition services.

Criteria for LEA Use of the Application Funds for ASSIST, V. Transition Services:

1. Allowable expenditures include, but are not limited to:
 - Highly skilled credentialed professionals that are specifically trained in the area of transition services.
 - License or fees for internships.
 - Contracted services specific for the student with a disability who is in need of additional transition services and intervention, such as career and college counseling.
 - Professional Development for middle school and high school Special Education Teachers.
 - Transition Assessments Analysis.
 - Job skill services such as resume building.
 - Costs involved with Community experiences, such as transportation, and grocery shopping.
 - Assistance to provide help with daily living skills.
2. The Application for ASSIST funding, V. Transition Services is used only to provide transition support documented in the application for a specific student or a group of students with a disability that exceeds the average cost of typical transition supports and interventions.
3. If a trainer requires travel costs, it is the responsibility of the LEA to pay costs using the LEAs rates, rules, and regulations, or the State's rates, rules, and regulations regarding travel. It will be the responsibility of the LEA to determine and account for travel costs and to negotiate for services rendered. Any transportation costs not specific to the transition services outline in the application is considered an unallowable expense.
4. An LEA submitting a claim under this provision of IDEA shall be prepared to provide supporting documentation related to the transition supports the specific student or group of students with a disability received.

Documentation:

The LEA may also be required to submit supporting documents and have available for review in the statewide electronic portal the current *Notice and Eligibility Decision Regarding Special Education Services* form and the IEP relating to the submitted application.

Application for HELPS Funding, V. Transition Services Awards Status Timelines, Procedures, and Notification:

The procedural timelines for ASSIST fund application, V. Transition are as follows:

1. An LEA may submit multiple student applications for students with a disability that may benefit from additional transition supports and interventions in the LEA's jurisdiction.
2. The application for ASSIST funds, V. Transition Services cannot be used for expenses incurred for the identified transition needs or services in prior years or funded by an alternate funding source.
3. All applications received will be reviewed by staff of the ALSDE within 15 days to determine if the unique qualities of the student(s) related to occurrence, intensity of, and diversity of services are in excess of the typical high-needs child with a disability that needs additional transition supports and interventions. An award notification will be sent via email to the LEA after an approval of the application is granted.

Please complete and return the Application for ASSIST funding via email to:

speced@alsde.edu

ATTENTION FISCAL TEAM