

Tuesday's Transition Tip

IEP and EDP Alignment: Transition

In today's "Tuesday tip" we will focus on student's Educational Development Plan (EDP) and how annually updating this plan through the use of age appropriate transition assessments align with assisting in their postsecondary goals and overall transition plan.

The Michigan Merit Curriculum established a requirement for schools to assist students with the development of an EDP in Grades 7 and 8. The Individuals with Disabilities Education Act (IDEA) requires that students eligible for special education programs and services have an IEP. Additionally, transition services must be in place for students with disabilities who reach the age of 16. The transition services may be included in the IEP at an earlier age, when appropriate. The EDP and the IEP are distinct documents. However, as students move into high school, the documents share a common goal of improved postsecondary outcomes for students.

The primary emphasis of the EDP is to develop a student's statement of career goals and a plan of action for reaching them. Through the EDP process, each student becomes more aware of the connection between a career goal and the requirements for attaining that goal. The EDP is a secondary/postsecondary planning tool to direct the student's educational plan and career planning activities. Schools use paper EDPs, electronic EDPs, or Web-based systems such as Naviance or Career Cruising to help students write their education and career goals, including strategies and high school classes that will help them reach these goals.

The link between the EDP and the transition IEP may be more clearly understood by thinking about universal elements of quality planning:

1. Development of postsecondary goals in education, training, employment, and, when appropriate, adult living.
2. Identification of student preferences, interests, strengths, and needs.
3. Review of academic performance, learning style, and effective support strategies for students in grades K-8.
4. Identification and coordination of course(s) and support and possible consideration of a Personal Curriculum (PC).
5. Annual review.

[Sample EDP from Kent ISD](#)

Secondary Transition Considerations		
Transition Assessments Completed:		Date of Most Recent Assessment: 10/11/2017
Assessments	Student/Parent Input	School Observation Data
STAT- R Supported Independence Student Version	Information was obtained during an informal conversation with the student and parent and through assessment given to the student.	<ul style="list-style-type: none"> • Eli participates in on site job training in the community. Eli continues to explore job opportunities through work site experiences at Old Navy, PTSO thrift store and community based experiences. Eli will continue to participate in all community outings with a focus on life skills, and shopping in the community. • Eli will continue to participate in all community outings with a focus on life skills, shopping in the community. • Eli participates 100% in work-based activities and community activities with a recreational focus. .
Date of Educational Development Plan (EDP): 10/11/2017		
If student did not attend IEP, describe steps taken to ensure consideration of student's preferences/vision: Student attended the IEP		

***note: EDP date should be same as date of Most Recent Assessment**

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