

-SECONDARY TRANSITION: TIPS FOR COMPLIANCE TO INDICATOR 13



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NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION/OFFICE OF SPECIAL EDUCATION

Secondary Transition Requirements: *Tips for Compliance to Indicator 13*

Indicator 13: What is it? The Individuals with Disabilities Education Act (IDEA) was reauthorized December 3, 2004, and its provisions became effective on July 1, 2005. In conjunction with the reauthorization, the US Department of Education, through the Office of Special Education Programs, required states to develop six-year State Performance Plans in December, 2005 around 20 indicators, on which data will be submitted annually (beginning February, 2007) in Annual Performance Reports. Indicator 13 relates to transition plans for students

Current Measurement Language for Indicator 13

“Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon age appropriate transition assessment, transition services, including course of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to 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)].

Who is the intended audience for “Secondary Transition Requirements: Tips for Compliance to Indicator 13”?

The *Tips to Meeting Compliance to Indicator 13* are designed to be used primarily by those who write IEPs for transition aged students.

How are the *Tips for Compliance to Indicator 13* organized?

The *Tips for Compliance to Indicator 13* follow the North Dakota Indicator 13 Checklist which was adapted from the checklist created by the National Secondary Transition Technical Assistance Center (NSTTAC). The Checklist is available on the ND DPI website <http://www.dpi.state.nd.us/transitn/index.shtm>

The *Tips for Compliance to Indicator 13* are organized so that they can be easily printed/copied front to back. The sections for questions 1, 3, 4, 5, 6, and 8, **list bulleted key points that highlight guidance for practitioners that will assure compliance** and lead toward writing appropriate transition plans for students with disabilities that will increase the odds for positive post-secondary outcomes. The examples model compliance and lead to best practice. Questions 2 and 7 simply define compliance.

QUESTION 1

Are there appropriate measurable postsecondary goal(s) that cover education or training, employment, and as needed, independent living?

KEY POINTS

- Measurable Postsecondary Goals (MPSG) are required in the areas of education, training and employment. Based on the individual needs of the student and the student's plans after leaving high school, it may be reasonable for an IEP team to interpret the areas of education and training as overlapping in developing postsecondary goals for a student. If a student's MPSGs in training and education address both training for a career and other education after high school (e.g., enrollment in any postsecondary program that includes both education and training: teachers, doctors, lawyers, accountants, mechanic, computer programmers, etc. then the goal can be combined.
- Employment is a distinct activity from training and education and each student's IEP must include a separate MPSG in the area of employment.
- A MPSG for independent living skills is optional. Determination of whether to include a MPSG for independent living skills is a decision of the IEP team, taking into account the student's present level of academic achievement and functional performance; the student's strengths, preferences, and interests, and the environment the student will be moving into when they exit school.
- Information from current transition assessments should be used to develop MPSGs. When no MPSG for independent living skills is necessary, leave that area blank because TIENET automatically populates the MPSGs to the Transition Services section on the T-3 page. If N/A is written in the independent living goal section the N/A will auto populate the independent living section on the T3 page.
- The postsecondary goal must be measurable. Can the MPSG be counted or measured?
- The PSMG must occur AFTER the student graduates or exits school.
- Based upon the information available, the MPSGs should seem appropriate for the student.

An IEP that is compliant in the area of MPSGs will meet the following criteria:

- There is a MPSG for education, training, and employment. (Note: It is permissible to combine education and training into one MPSG).
- An independent living skills goal is optional. When included in the IEP there should be identified needs in the present level.
- Each postsecondary goal must be measurable.
- The MPSG must occur AFTER the student graduates or exits school.

Note:

- A Transition Program for 18-21 year olds is considered part of the public education's continuum of services that provide a free appropriate public education (FAPE) to students with disabilities. For those students, the PSG must address what will occur after the student completes the 18-21 year old Transition program.
- It is suggested, when writing a MPSG, one begins with phrases such as, "after graduation", "following exit from high school". This will make it clear that the MPSG is postsecondary and identifies that it will occur after the student exits the public school system.
- Using the findings from transition assessments conducted with the student, the MPSG should state succinctly what the student will do. The MPSG should be written as "will apply", "will work", etc." MPSGs using verbs/verb phrases such as "wishes", "would like to" or "wants to" are not measurable and therefore will not meet compliance.
- The MPSG must state an outcome and not an activity or process. MPSGs with verbs like "pursues", "continues", "learns", describe processes, not outcomes. "Applying to a college" or "seeking employment" are not considered measurable postsecondary outcomes; therefore they too will not meet compliance.

QUESTION 1

Are there appropriate measurable postsecondary goal(s) that cover education or training, employment, and as needed, independent living?

EXAMPLES
PSG: EDUCATION/TRAINING
After graduation, Sarah will participate in on the job training at Closer Animal Clinic.
Following high school graduation, Tom will attend a four year college for business management.
Dennis will attend a community based employment program after he exits school.
PSG: EMPLOYMENT
After attending a two-year college Jane will work as a licensed Day Care Provider.
Following graduation, Tina will have volunteer positions in the community with support from the Center Adult Services Agency.
Following high school, Paul will work at the local hospital with a job coach.
PSG: INDEPENDENT LIVING SKILLS
After completion of the Transition Program, Jackie will prepare for each day by dressing and feeding herself with assistance.
After graduating from high school, Devon will live semi-independently with a roommate in an assisted living environment and utilize the public transportation to access his community.
After graduation, Bob will live at home and participate to the maximum extent possible in his daily routines (e.g. feeding, dressing, bathing, etc) through use of technology.

QUESTION 2

Are the postsecondary goals updated annually?

An IEP that is compliant in the area of annually updating measurable postsecondary goals will meet the following criteria:

- The IEP must be current and have MPSGs for education/training, employment, and as needed, independent living skills.
- If this is the student's first IEP that addresses secondary transition services, it is considered an update for the purposes of meeting the requirement.

Note: If current IEP information indicates that the student's preferences and interests have changed since the last IEP, then MPSGs should be updated to reflect those changes. If the MPSGs do not reflect these changes, this requirement will be reviewed as noncompliant. When MPSGs from the previous year's IEP have not changed and have been copy/pasted into the current IEP, a statement that the MPSGs continue to be current and appropriate must also be included.

QUESTION 3

Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessment?

The Division on Career Development and Transition (DCDT) of the Council for Exceptional Children defines transition assessment as an “ongoing process of collecting data on the individual’s needs, preferences, and interests as they relate to the demand of current and future working, educational, living, and personal and social environments. Age appropriate means a student’s chronological age, rather than developmental age.”

Current and ongoing transition assessment information is the foundation for the entire IEP for students of transition age. Transition assessment information leads to the development of the student’s MPSGs, their courses of study, transition services (coordinated set of activities), annual goals, and agency linkages. Zunker and Osborn (2006) remind us that the most important reason for conducting transition assessments is to help students learn about themselves so they are better prepared to take an active role in making decisions about their future.

KEY POINTS:

- MPSGs must be based upon “age appropriate transition assessment”. The student’s MPSGs – what they will do and where they will go following secondary school – should drive the IEP discussions, planning, and decisions for students of transition age. Providing students with ongoing, age appropriate transition assessments helps them identify their preferences- interests that translate into postsecondary goals for education, training, employment and independent living. The goal of transition assessment is to assist students, families, and professionals as they make transition planning decisions for student success in postsecondary environments.
- While there is no clear requirement on what or how to conduct age appropriate transition assessments, it would be best practice to use some combination of the following types: Paper and pencil tests, structured student and family interviews, community or work-based assessments (situational) and curriculum-based assessments. These assessments or procedures come in two general formats- formal and informal. Informal measures may include interviews or questionnaires, direct observations, anecdotal records, environmental or situational analysis, curriculum-based assessments, interest inventories, preference assessments and transition planning inventories. Formal measures include adaptive behavior and independent living assessments, aptitude tests, interest assessments, intelligence tests, achievement tests, personality or preference tests, career development measures, on the job or training evaluations, and measures of self-determination.
- The North Dakota Transition Assessment Matrix tool was developed by the ND Secondary Transition Community of Practice to assist teams in identifying transition assessments to be used to provide information about the students

strengths and needs as they relate to the postsecondary goals. It can be found at: <http://www.dpi.state.nd.us/transitn/matrix/matrix.shtm>

- When the assessment impacts a student's eligibility for special education and related services or changes those services, it is an evaluation under IDEA and requires parental consent. If an assessment is administered to gather ongoing data on the student's strengths, interests, and needs in order to determine postsecondary goals and transition services, parental consent is not required.
- The information from the results of the transition assessments should be documented in the Present Level of Academic Achievement and Functional Performance/Transition Domain areas, on the TIENET Transition IEP form. The name of the assessment used and the date the assessment was given or reviewed, can be included in the PLAAFP/Transition Domain areas or following the phrase "By What Method was the Information Obtained".

An IEP that is compliant in the area of transition assessment will meet the following criteria:

- For each MPSG, there must be evidence that at least one age appropriate transition assessment was used to gather and provide information on the student's needs, strengths, preferences and interests regarding the postsecondary goals.
- There must be evidence that transition assessment was completed or considered prior to development of the current IEP.
- At least one **specific** transition assessment tool must be listed to meet compliance. A parent/student interview alone is not sufficient to meet compliance. Best practice would be to have multiple transition assessments administered over time and/or annual review of existing assessment information.
- A student's strengths, interests, preferences, and needs must be considered and documented. Information can be gathered via situational, task, or environmental assessment for students with more significant support needs.
- The information gathered on student strengths, interests, preferences and needs was obtained from age-appropriate transition assessments.

QUESTION 3

Is there evidence that the measureable postsecondary goals were based on age-appropriate transition assessment?

EXAMPLE

(Using information obtained from the assessments in the Present Level Transition Domain sections of the IEP)

Student Example 1

- Transition Planning Inventory, Case Manager updated 4/2014
- Casey Life Skills Inventory 3/6/14
- Informal Student Transition Checklist 3/7/14
- Review of MAPs Testing , School Counselor 3/9/14

Assessments indicated that Jayden has adequate and age appropriate independent living, career awareness, and community skills. Jayden is interested in a job where she can work with children.

Jayden will attend a Community college for Child Development and eventual Day Care Provider Licensure. Her *MAPs* scores indicate that math is an area of need, but her other academic skills are at grade level. Jayden identified that she would like to live by herself in an apartment or a dormitory. Jayden reported difficulty with conflict resolution on these assessments. She is in the process of getting her driver's license.

Student Example 2

- *A summary of the student's current psychological report*
- *Career Interest Inventory*
- *Work Adjustment Inventory*
- *Self Directed Search Form R*

On the *Career Interest Survey* Tom scored in the High Range for Educational Service, Health Service, and Mathematics and Science. On the *Self-Directed Search Form- R* his score profile matched that for Social, Artistic, and Enterprising (SAE) which matches that for a high school teacher. Given his previous work history, Tom also took the *Work Adjustment Inventory* scoring high on the Activity, Empathy and Adaptability scales and low on Assertiveness. The score patterns suggest a preference for jobs that keep him active, work with co-workers who appreciate his empathy for others and is comfortable with adapting to changes in routine and settings. *Conversely, his low score suggests that he may have difficulty asserting himself in some work situations.*

For additional student examples and TIENET IEP examples please refer to the North Dakota Department of Public Instruction Secondary Transition website:

www.dpi.state.nd.us/transitn/index.shtm

or the

National Secondary Transition Technical Assistance Center (NSTTAC) website:

www.nsttac.org

QUESTION 4

Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?

The term “transition services” means a coordinated set of activities for a student with a disability that is designed to be within a results-oriented process focused on improving the academic and functional achievement of the student with a disability to facilitate the student’s movement from school to post school activities. Transition services are based on the individual student’s needs taking into account the student’s strengths, preferences and interests.

KEY POINTS:

- The transition services activities should be aligned with and assist the student in achieving their MPSGs. Transition services includes the activities (actions/steps/strategies) under each of the areas of *instruction, related services, community experiences, employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and functional vocational evaluation.*
- The activities/action steps/ should identify what needs to occur, designate the responsibilities of each party, include timelines, and reflect the coordination and efforts of all parties (school, the student, the family, other agencies, and post-school programs, services and supports). Coordinated planning, linkages with other agencies, and multiple supports for students are researched predictors of post-school success (Test et al. 2009). That is why this type of planning must occur early, identify what needs to happen and involve everyone.
- The idea is that, beginning at age 16; a long range plan for post-school adult life would be developed. This requires that the IEP actively involve the student, family, and representatives from the post-school services, supports, or programs that are necessary in order for the student to be successful when they exit. Again, there should be a direct relationship between the student’s desired MPSGs, what the student will be taking in school, and this long range plan for the post-school adult life. It is clear that if students are to be successful post-school, the school cannot provide or pay for everything. That is why this plan must be a coordinated effort, a coordinated set of activities between the school, the student, the family, and the necessary post-school services, supports, or programs.

An IEP that is compliant in the area of transition services will meet the following criteria:

- Transition services are specific and individualized for the student. They answer the question, “What are the unique needs for this student with disabilities that must be addressed to help him/her reach the MPSGs and result in a coordinated plan that will help the student achieve those goals”. The services listed should not include what every graduating senior receives. The coordinated set of activities includes both activities that will occur or be initiated during the current IEP year as well as long-range.
- A school may facilitate the linkage and referrals to an adult agency; however, the school may not commit another agency to providing services without the involvement and approval of that agency.

Please note that the TIENET IEP form does instruct that the five required areas be considered when planning transition services: instruction, related services, community experiences, employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation. Every student may not need a transition service that reflects each of those areas, but each area should be considered by the IEP team.

QUESTION 4

Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?

T-3 Transition Services Strategies and Activities Needed to Assist the Student in Reaching Post-Secondary Goals

Education/Training:

Goal: After high school graduation Jayden will attend a two-year technical college.

Activity	Person/Agency Responsible	Timeline	Instruction	Community Experiences	Employment	Related Service	Adult Living	Daily Living	Func Voc Assess
Student will research the eligibility requirements and services provided by the college disability services center	School counselor	4/16/14 through 4/16/15	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruction and modeling in how to advocate for learning needs in college	Special Education teacher	4/16/14 through 4/16/15	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student will learn how to locate transportation resources	Special Education Teacher	4/16/14 through 4/16/15	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				

Employment:

Goal: After high school graduation Jayden will be employed part-time as a Day-Care Assistant

Activity	Person/Agency Responsible	Timeline	Instruction	Community Experiences	Employment	Related Service	Adult Living	Daily Living	Func Voc Assess
Work experiences in two community Day Care Centers	Transition Coordinator	4/16/14 through 4/16/15	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student will be provided opportunities to learn and practice conflict resolution skills	School Psychologist during weekly anger management group	4/16/14 through 4/16/15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Direct instruction in real world application of practical math skills	Consumer Math Teacher	By end of first semester 12/30/14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

QUESTION 5

Do the Transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?

Once the MPSGs have been developed and the present levels of academic achievement and functional performance discussed, the team should have an understanding of the student's vision for the future. The purpose of this requirement (Course of Study) is to identify courses and educational experiences that will lead to graduation and the student's desired post-school goals.

KEY POINTS:

- All anticipated coursework for the remaining high school years is to be identified as completely as possible. The IEP team will enter its best estimate of anticipated coursework for grades 9-12 for a ninth grade student. For a junior, the team will enter anticipated coursework for both eleventh and twelfth grades, and so on. An up-to-date accounting of the number of credits the student has earned at the time of the IEP meeting is essential.
- The information is reviewed and updated each year as changes are made and the postsecondary plans of the student become more refined. The documentation of credits earned by the student should equal or exceed the number of credits required for graduation.
- The IEP team should see a correlation between the postsecondary goals and the course of study. For example, if a student expresses interest in employment in a postsecondary program that will require a liberal arts focus, the curriculum for high school should identify those classes required to enter a liberal arts program.
- When the regular curriculum offerings are inappropriate for a student, individualized programming may be designed through an individual education planning process. Specific course offerings should address the unique needs of each individual student. Under such circumstances the Functional and Community-Based Curriculum (Applied Topics may be appropriate. This curriculum is designed particularly for students who participate in the North Dakota Alternate Assessment, and is most appropriate for those students with intellectual disabilities and/or significant learning or emotional disabilities.
- Focusing on the course of study as described above promotes the concept that the high schools program focus on post-school results. Consequently, the courses may be more meaningful to the student and, at the same time, may motivate the student to complete his/her education.

An IEP that is compliant in the area of course of study will meet the following criteria:

- The course of study is a multi-year description of coursework to achieve the student's desired post-school goals from the student's current to anticipated exit year.
- The course of study includes an aligned set of courses that will enable the student to meet his/her identified postsecondary goals. The number of required credits for graduation should be identified and credits earned should be clear and up to date.

It is recommended that the course of study should stand up to the "Stranger test" – is the course of study clear and transferable to another school? In other words, could another school district build a schedule based on this information?

Note: The TIENET IEP allows for the revision of the course of study annually as student preferences and academic needs change. TIENET includes a feature in the course of study where earned credits are annually and automatically tallied to prevent unforeseen credit shortages that may delay graduation. Therefore it is necessary that all columns of the course of study are completed at each annual IEP.

QUESTION 5

Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?

EXAMPLE

T-2 Course of Study for student preparing to be a Day Care Provider

School Year	Grade Level	List Courses and educational Experiences to be taken each year	Credits to be earned	Credits Earned	Total Credits Earned
2012-13	Ninth grade	Physical Science General Math English/Lang arts Global studies Keyboarding (1/2) Foods (1/2) PE	6	6	6
2013-14	Tenth grade	Biology Composition Algebra Child Development Keyboarding (1/2) Art (1/2) World History	6	6	12
2014-15	Eleventh grade	US History American Literature Consumer Math Consumer Science Career & Tech Applied topics in Daily Living I & II	6		
2015-16	Twelfth grade	Government Speech Work Experience (2) Applied Topics in Daily Living III & IV	5		
18-21					

QUESTION 6

Are there annual IEP goals related to the student's transition service needs?

Annual goals are statements that describe what a student with a disability can reasonably be expected to accomplish (e.g., master some skill or knowledge [not an activity] within a twelve-month period in the student's education program. For each MPSG in the student's IEP, there must be at least one annual goal in the IEP that will help the student make progress toward their stated postsecondary goal. One annual goal may link to more than one MPSG.

KEY POINTS:

The IEP should include annual goals that state what the student will do or learn within the next year that relate to the student's transition services needs (identified in T-3 section of the IEP) and will move the student toward achieving their postsecondary goals (PSG).

An IEP that is compliant in the area of annual goals will meet the following criteria:

- For each MPSG there is an annual goal in the IEP related to the MPSG/transition service needs. **One annual goal may link to more than one measureable postsecondary goal.**

QUESTION 6

Are there annual IEP goals related to the student's transition service needs?

EXAMPLES

Annual Goals

In order to prepare for transition out of high school and into a career related to caring for children, Jayden will research Child Care professions and identify three potential types of jobs that require child care experience or licensing by 12/12/14.

To improve conflict resolution skills in school and daily life activities, Jayden will model the eight steps to conflict resolution with 100% accuracy for four consecutive trials by 12/12/14.

To attain math skills required in daily life activities and work situations, Jayden will complete six teacher selected units from the Life Centered Career Education Curriculum with 90% accuracy by 12/12/14.

QUESTION 7

Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?

The legislative intent of Individuals with Disabilities Education Act (IDEA) is to encourage student involvement in educational decision-making process, particularly in transition planning. The IEP must focus on the student's preferences, interests, needs and strengths. All students, regardless of age or disability, can be involved in the development of their own IEP.

KEY POINTS:

- Although attendance and participation are not required, only an invitation, all students need to be a part of their IEP meetings after being provided with direct instruction, accommodations, and opportunities to practice or role play their participation.
- Students who participate in their own IEP meetings often know more about their disability, rights, goals and accommodations. Through this participation, they have the opportunity to practice many skills that will help facilitate their independence, their ability to overcome obstacles, and their ability to lead more self-determined lives.
- Student participation in the IEP meeting is a great way to build self-advocacy skills.

An IEP that is compliant in the area of student invitation will meet the following criteria:

- Documented evidence in the student TIENET file that the student was invited to participate in his/her IEP Team meeting prior to the day of the meeting can include:
 - A Prior Written Notice of Meeting addressed specifically to student (may be co-addressed with parents), or
 - An uploaded copy of a separate invitation to the student

Note: The inclusion of the student's name on the list of who will be invited on the Prior Written Notice does not constitute an invitation to the student.

Question 8

If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior written consent of the parent or student who has reached the age of majority?

KEY POINTS:

- An adult agency representative is only required to be invited to the IEP meeting when that agency is likely to provide and/or pay for transition services within the next year. You may choose, with parental permission to invite agency representatives earlier in the planning process.
- Schools can actively facilitate linkages to the appropriate outside adult service agencies. Establishing those linkages could be an appropriate transition service. Linkages can be facilitated effectively outside of the IEP meeting. Work with your local agency partners to establish relationships and develop strategies for their participation in the IEP planning process.

An IEP that is compliant in the area of agency invitation and parental consent will meet the following criteria:

- Evidence can be found in the student file that parents' written permission (or the student's written consent once the student has reached the age of majority) was obtained prior to extending an invitation to an outside agency representative. This written permission must be obtained each and every time an IEP meeting is held.
- Evidence can be found that the agencies where parental (or students who have reached the age of majority) consent was obtained were invited to the IEP meeting.
 - Exception: If an agency has a custodial role with the student, parental consent to invite the agency is not required.

Note: Evidence that this area is compliant will be determined by reviewing the student's TIENET file for the Parental or student consent and the IEP list of attendees.