

Secondary Transition Indicator 13

Guidance in Meeting Compliance



What is Indicator 13?

The Individuals with Disabilities Education Act (IDEA) was reauthorized on December 3, 2004, and its provisions became effective on July 1, 2005. In conjunction with the reauthorization, the U. S. 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:

The *Secondary Transition Indicator 13 Help in Meeting Compliance* follow the National Secondary Transition Technical Assistance Center's (NSTTAC) *Indicator 13 Checklist*, which is available on their website:

<http://www.nsttac.org/>

Current Measurement Language for 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)).

Intended Purpose of this Document

The *Secondary Transition Indicator 13 Help in Meeting Compliance* is designed to be used primarily by those who actually write IEPs for transition aged students. This document is intended to help IEP teams to write compliant transition IEP, however it is guidance and is not an established policy. Policy questions can be answered by the Idaho Special Education Manual http://www.sde.idaho.gov/site/special_edu/manual_page.htm or by the state department.

Question 1: Is there an appropriate measurable postsecondary goal or goals that covers education, training, employment, and, as needed, independent living?

- Postsecondary Goals are required in the areas of education, training, and career/employment. The decision as to whether or not to include a postsecondary goal in the area of independent living skills rests with the IEP team and should be based on transition assessment. If no goal is needed for independent living skills, please write, “not required at this time” on page 450b postsecondary goals. Any goal written must be measurable.
- If the **training** goal does not necessitate the need for a postsecondary education goal or the postsecondary **education** goal does not necessitate the need for a training goal, you only need to write one goal that will account for both education and training. If the student will gain different skills through an education program versus a training program, the student must have a goal for both education and training.
- Postsecondary goals are not written as a typical annual goal with all the needed mastery criteria. They reflect what the student will be doing one year after graduation.
- The postsecondary goal must focus on what the student will do one year after exiting the public school system. A Transition Program for 18-21 year old students is part of the public education continuum and still provides a free appropriate public education (FAPE) to students with disabilities. For those students, the postsecondary goal must address what will occur after the student completes that program.
- Use the word “**will**” when describing the postsecondary goal. “Wants,” “wishes,” “hopes to,” and other similar words are not measurable and will not meet compliance.
- The postsecondary goal must be an actual outcome and not an activity or process. “Seeks,” “pursues,” “continues,” “learns,” and “applies” are processes, not outcomes. “Applying” to a college or “seeking” employment is therefore **not** considered a measurable postsecondary outcome and will not meet compliance.
- The use of one word such as “military,” “nurse,” or “college,” is not a measurable postsecondary goal. The outcome must be stated as an end result; “The student **will** enlist in the Army.”
- The postsecondary goal should succinctly state what the student will do and be based on findings from transition assessments conducted with the student.
- You may write all the postsecondary goals as one sentence as long as education, training, and employment/career and, as needed, independent living skills goals are addressed.

- Examples -
Question 1

POSTSECONDARY EDUCATION
Within one year of graduation, James will attend Brown Mackie College to become a Vet Tech.
Within one year of graduation, with help from his service coordinator and his family, Phil will learn how to utilize community supports so that he is able to interview, hire, and fire his own personal assistant as well as access community services when necessary.
Within one year of graduation, Tim will attend University of Idaho for business management.
Within one year of graduation, with support Lisa will attend the course Sensory World of Animals at Osher.
POSTSECONDARY TRAINING
Following exit from the district's 18-21 year old program, Maria will complete a culinary certificate at the Art Institute.
Within one year of graduation, Jackie will participate in on the job training at an Animal Clinic.
Within one year of graduation, David will attend a local community based private vocational agency to receive training in work skills.
Within one year of graduation, June will participate in on-the-job training at home to water the plants.
POSTSECONDARY CAREER/EMPLOYMENT
Within one year of graduation, Chris will work as a manager of a McDonalds.
Within one year of graduation, Amy will have volunteer positions at local elder care facilities with support of the local Center for Independent Living.
Within one year of graduation, Peter will work at the local hospital with a job coach.
Within one year of graduation and while attending a two-year college I will work part-time at PetSmart. After graduating with my associate's degree, I will work full-time as a vet tech.
Within one year of graduation and with support of his community-based support staff Tom will work by grooming his horse.
POSTSECONDARY INDEPENDENT LIVING SKILLS
Within one year of graduation, Bill will live at home and participate to the maximum extent possible in his daily routines (e.g. feeding, dressing, bathing, etc.).
Within one year of completion of the 18-21 year old program, Jackie will prepare for each day by dressing and feeding herself with assistance.
Within one year of graduation, Barry will live independently in his own home, direct his own supports, schedule medical and work appointments, pay his own bills, acquire various types of insurance, and access services in his community.
Within one year of graduation, Devin will live semi-independently with a roommate in an assisted living environment and utilize public transportation to access his community.
Based on TPI assessment data, June has the skills to live independently and an independent living goal is not required at this time.

Question 2: Is (are) the postsecondary goal(s) updated annually?

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

- ✓ The postsecondary goals for education, training, career/employment, and as needed, independent living skills, are documented in the student's current IEP; and
- ✓ The postsecondary goals have been reviewed each year; and
- ✓ The postsecondary goals are based on current transition assessment data and reflect the student's preferences.



Question 3: Is there evidence that the measurable postsecondary goal(s) 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. Assessment data serves as the common thread in the transition process and forms the basis for defining goals and services to be included in the Individualized Education Plan," (Sitlington, Neubert, Leconte, 1997). Age-appropriate means a student's chronological age, rather than developmental age.

- Transition assessment leads to the development of measurable postsecondary goals, courses of study, transition services, annual goals, agency linkages, and the Summary of Performance (SOP). It is to be the foundation of the entire IEP.
- The IEP must always (each year) be based on new and current transition assessment.
- The student's strengths, interests, and preferences must be considered. For some students, this information may be obtained through situational assessment and/or observation. It is not sufficient to interview only the parent(s).
- As with all assessments, transition assessment documentation should include the name of the assessment, the date of the administration, who administered it, and a summary of the results of the assessment. The summary needs to include some specific skill deficit or strengths rather than global statements, for example "the student has below average communication skills".
- Transition assessment could include aptitude, academic achievement, behavior, skills, and personality evaluations, as well as interest and preference inventories. Transition assessment can include a review of existing assessments, including state, district and/or school wide assessment and documented classroom progress data as well as assessment completed by related service providers.
- Transition assessment must be comprehensive and more than a single "snapshot."
- Transition assessment data can be gathered through a combination of methods, including computer or web-based assessments; paper and pencil tests; structured student and family interviews; observational school, community or work-based assessments (situational or environmental); and curriculum-based assessments. Assessments can be formal or informal.
- Assessment is used to provide information on the student's strengths, needs, preferences, and interests regarding postsecondary goals. (Although it is acceptable for the IEP to describe future transition assessments, there must be evidence that transition assessment was completed and considered prior to development of the current IEP.)



- Examples -
Question 3

POSTSECONDARY GOALS	
1.	Chris completed the Independent Living Skills Postsecondary Goal Worksheet and an informal interview, 3/02/12, with the special education teacher. Chris identified that he would like to work as a chef. Chris has helped on jobs involving cooking with his uncle, is aware of the college application process, has his driving permit, has taken a foods class, and regularly does chores at home. A review of AIMSweb assessment data and his reading ISAT results on 2/5/12 indicates that his current reading skills are not at grade level. He was not proficient on the ISAT in reading (he scored a 203-below basic). He is reading 58 WPM at a 9 th grade reading level and his MAZE data indicate that he has 2 correct responses at a 9 th grade level which both put him at below the 10 th percentile in reading fluency and comprehension. He currently has a gap between his reading ability and the ability to read/comprehend texts to receive a Bachelor's degree at Le Cordon Blue.
2.	Transition Planning Inventory, Special Education Teacher, updated 2/12, The Life Skills/Career/Transitional Planning Check Sheet, Transition Class Teacher, 1/16/12, Informal inventory, Joe Smith, 1/10/12, Review of ISAT assessments, Dan Dunn, 3/1/12 Assessments indicate that Erin has adequate and age appropriate independent living, career awareness, and community skills. Erin is interested in a job where she can work with her hands and work with tools. She indicated that she likes working by herself and building things. Cars are her primary interest. She will attend training at Idaho Auto Mechanics Schools or enroll in Job Corps. Her ISAT scores indicate that Language Usage and specifically the writing process and writing components are areas of need (her grade 10 score was a 217—below basic), but her other academic skills are at grade level (Reading 220 and Math 240). She currently has a gap between her Language Usage and scoring proficient on 10 th grade ISAT to meet regular high school graduation requirements and being able to complete writing assignments during her postsecondary education. Erin also identified that she would like to live by herself in an apartment. She reports no interpersonal problems on these assessments. She is in the process of getting her driver's license.
3.	Michael passed his ISAT- Alt in all areas spring 09. Michael completed the TPI 2/9/12 with his transition teacher to assess his entry-level work skills and behaviors. Michael scored higher in his “desire to learn tasks” and in “building relationships” with co-workers, but showed needs in following directions, staying on task, and basic job skills. Michael's Transition Trainer completed daily evaluations at community worksites and a Comprehensive Work Experience and Study Student Training Evaluation fall semester 2011, which assessed his progress within their volunteer program. Michael was found to stay on task for 3-5 minutes before he needed reminders to return to work. Michael also needed prompts every 2-3 minutes to stop talking to others on the job. To assess his community and independent living skills, the transition teacher completed situational assessments for all community activities. Michael can independently enter a public bus, pay the driver, and be seated; however he needs prompts to exit at the correct bus stop and locate the correct bus to ride. Michael needs assistance grocery shopping, preparing his meals, and managing his own financials. He is independent in completing his step-by-step hygiene routine. Michael situational assessments show that he currently has gaps between his current work and independent living skills abilities and his postsecondary goal of working at a sporting goods store and living semi-independently.



Question 4: Are there transition services (activities) in the IEP that will reasonably enable the student to meet his or her postsecondary goals?

- Transition activities are a “coordinated set of activities” leading toward the measurable postsecondary goals. Transition services are not annual goals; they are the activities/strategies/steps/actions that the **community of adults**, including special/general education teachers, counselors, school club advisors, outside agencies, parents, community members, etc., provides to help the student achieve his/her postsecondary goals. A special education teacher **must** be listed as one of the providers.
- Each year the special education teacher must check the progress made on each activity that is listed on the transition activity page.
- It must be clear that the services described are working toward the identified postsecondary goal.
- Transition Activities need to be written in a complete sentence or statement form.
- Do not confuse the *Transition Activities* with the *Special Education and Related Services*. The Special Education and Related Services should **ONLY** list the services that will be provided by a special educator or related services provider.
- You must include a service in education, training, employment/career, and community participation.
- Include things such as instruction, **related service** (if the student is receiving related service, the student must have a transition activity provided by the related service provider), community experiences, employment preparation, adult living preparation, daily living skills, and a functional vocational evaluation.
- Transition Activities must be specific and individualized for the student. What are the unique needs for this student with disabilities that must be addressed to help him/her reach the postsecondary goals? They should not include what every other student is also receiving (e.g., access the Career Counseling Center, receive accommodations and/or adaptations.) “Support” is too general to be a compliant transition activity. The “support” must be more clearly defined (e.g. support in life skills to include direct instruction in cooking, making purchases, and completing household chores). “Encouragement” does not qualify as a transition activity.
- A school may provide the active facilitation of linkages and referral to an adult agency; however, it may not commit another agency to providing services without the involvement and approval of that agency. If the agency has not given approval to complete an activity that it is listed on the IEP, the activity will need to be completed with the student by another member of the school district.
- *Transition Activities* should remain on the IEP and be updated each year.

- Example Activities -

TRANSITION SERVICE: INSTRUCTION (EDUCATION AND TRAINING)
The special education teacher will assist Brian in researching the eligibility requirements and services provided by the college disability access center. Brian's parents will take him to tour the college, including the access center. The special education teacher will provide instruction and modeling in how to advocate for his learning needs in college courses.
The general education teacher will provide direct instruction in reading comprehension and written expression to Marty. The special education teacher will provide sample Accuplacer questions to help him successfully score above 61 in reading comprehension, the score needed to enter the auto body program without remediation. The counselor will provide Marty with support in organization to include daily planner checks and creation of a filing system to track work assignments and completion.
TRANSITION SERVICE: EMPLOYMENT/CAREER
Sue and the special education teacher will research the skills needed to work in sports medicine and the skills needed to be an athletic trainer. Sue with help from the school trainer will participate in job shadow and will work after school with the school athletic trainer practicing the skills to be a trainer.
The special education teacher will provide Chris with activities to explore training options as a veterinary technician. The VR counselor will work with Chris to further explore jobs working with animals, provide assistance with applications and resumes, and practice interviewing skills. The speech pathologist will provide practice using expressive language when responding to job interview questions.
The school psychologist, as part of the weekly anger management group, will provide the student with opportunities to learn and practice conflict resolution, coping strategies for managing frustration and stress, and impulsivity control, to support the student's success in the workplace.
TRANSITION SERVICE: COMMUNITY PARTICIPATION
The special education teacher will provide Emily with practice in learning how to locate transportation resources and learn transportation routes to and from an automotive training school. Emily and her parents will research recreational classes in Emily's interest available at YMCA.
The transition specialist will provide James instruction and modeling in community access skills to include grocery shopping, public transportation skills training, and using the recreation center. The physical therapist will provide instruction in maneuvering his wheelchair in the community.
TRANSITION SERVICE: INDEPENDENT LIVING
The Family Studies class teacher will provide instruction in budgeting and health and safety issues in the home and community. The family will work with the special education teacher to create a system in the home where Cecile practices budgeting for specific household needs, cooking meals, using safety precautions, and being aware of strangers.
The occupational therapist will provide modeling and/or direct instruction in following a hygiene routine (brushing teeth, hair, washing hands, etc.) and table manners (using utensils, a napkin, etc) to learn the skills to live in an assisted living environment.
TRANSITION SERVICE: ADULT SERVICES
The special education teacher will work with John and the VR counselor to start the application process for VR services.
The transition teacher will work with Jane and the Lewiston Center for Independent Living to provide employment and home and community based services to learn the skills needed to work at daycare center and to live in an assisted living environment.

Question 5: Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?

- A course of study that meets compliance must include a multi-year description of coursework from the student's current to anticipated exit year, be specific and individualized to the student, taking into account the student's preferences and interests, and linked to the postsecondary goals.
- The course of study describes the classes needed by this particular student to align with the identified postsecondary goals. The description may be an individualized list of courses and/or a narrative focusing on specific skills/knowledge to be learned in a class.
- It is acceptable to address where the student is in terms of meeting graduation requirements as long as the course of study also meets the requirements stated above. Simply stating "Will complete graduation requirements" or attaching a list of credit requirements will not meet compliance.



- Examples of Courses of Study -

<p>1. Joseph, a junior, is currently enrolled in two special education core classes (Elements of Sociology 1 and Elements of Geometry) and two general education classes (Environmental Science 1 and Weight Training). Because he continues to demonstrate below grade level reading and writing skills and difficulty with organization and self-determination skills needed to be successful in automotive training, he is also enrolled in one intervention-based special education class (Elements of English 11). Next year, in addition to Elements of English 12 and World History needed to meet graduation requirements, Joseph will attend vocational training in the auto mechanics program to help further prepare him for a career in the automotive mechanics industry.</p>
<p>2. Grade 9- English 9, Social Studies 9, Physical Science, Resource Math 1, Physical Education, and Wood Shop to work to the postsecondary goal of working in Construction.</p> <p>Grade 10- English 10, Biology, Algebra 1/2, Geography, Health, and Wood Shop II to work to the postsecondary goal of working in Construction.</p> <p>Grade 11- English 11, Life Chemistry, Speech, Algebra 1/2, US History, Construction A and B.</p> <p>Grade 12- English 12, Geometry, Government, Consumer Math, and Construction Work Experience.</p>
<p>3. Grade 9- Life Skills English, Life Skills Social Studies, Life Skills Science, Life Skills Math, Physical Education, and Home Economics to work to the postsecondary goal of working as a chef.</p> <p>Grade 10- Life Skills English, Life Skills Social Studies, Life Skills Science, Life Skills Math, Health, and Work Experience to work to the postsecondary goal of working as a chef</p> <p>Grade 11- Life Skills English, Life Skills US History, Consumer Math, Life Skills Speech, and Work Experience to work to the postsecondary goal of working as a chef</p> <p>Grade 12- Life Skills English, Life Skills Government, Life Skills Science, Consumer Math, and Work Experience work to the postsecondary goal of working as a chef</p>



Question 6: Is (are) there annual IEP goal(s) related to the student's postsecondary goals/transition services needs?

- Annual goals state what the student will do or learn within the next year that will move the student toward achieving his/her postsecondary goals and that link to the student's transition services.
- Annual goals must link to an academic standard or work place competency, but a standard is not, by itself, an annual goal.
- Annual goals must link to the information presented in the present level of performance (PLOP). The same measurement used in the PLOP must be used to measure growth made on the annual goal.
- Annual goals must include a target skill and condition.
- Annual goal must include the criteria, procedure, and schedule for meeting the goal.
- All annual goals/objectives should be SMART:
 - Strategic and Specific
 - Measureable (may be measurable by objectives)
 - Attainable (use Action words--you should be able to literally see what's happening)
 - Results Driven (Realistic and Relevant)
 - Time Bound



- Examples of IEP Goal(s) -

<p>1. (Common Core Standards) RI 9-10.10 By the end of grade 9 read and comprehends literary nonfiction in the grades 9-10 text complexity band proficiency. Paul will improve his reading comprehension to 18 responses correct or the 25th percentile on 8th grade level responses correct over 5 timed trials when given 8th grade level MAZE probes.</p>
<p>2. (Common Core Standards) S-MD.5. Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values. Evaluate and compare strategies on the basis of expected values. Greg will increase his personal math skill from budgeting a list of 5 items up to \$100 with 50% accuracy to budgeting a list of 20 items up to \$1,000 with 95% accuracy when given teacher developed math probes.</p>
<p>3. (Work Place Competencies) 2.11 Build interpersonal Relationships 2.11.4 Communicate personal feelings, needs, and ideas constructively. Samantha will respond to questions and make choices using alternative communication methods. When given a choice between two activities or objects, Samantha will indicate her preference using eye gaze 90% of the time on 3 consecutive trails as measured by teacher developed progress monitoring.</p>
<p>4. (Work Place Competencies) 5.1 Identify how personal interests, abilities, and skills relate to choosing a career 5.1.3 Identify impact of abilities and skill on career development. Hal will increase his self-determination/advocacy skills from 12 to 44 on 5 consecutive trials on the teacher developed task analysis self-determination skills rubric.</p>
<p>5. (Work Place Competencies) 1.1 Solve problems and make decisions in work-related situations 1.1.3 Generate possible alternatives Derek will follow classroom and school rules 95% of the time without a prompt and 100% of the time with a prompt as measured by his SWIS data.</p>



Question 7: Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?

- There is documented evidence in the IEP file that the student was invited to participate in his/her IEP meeting prior to the day of the meeting.
 - Invitation to a meeting addressed specifically to student (may be co-addressed with parents). Use form 370 to document this information: http://www.sde.idaho.gov/site/special_edu/forms.htm; or
 - Copy of a separate invitation to the student; or
 - Documentation of verbal invitation. Use form 300 to document this information: http://www.sde.idaho.gov/site/special_edu/forms.htm
- The inclusion of the student's name on the list of who will be invited on the Notice of Meeting does not constitute an invitation to the student.
- A student's signature of attendance on the participants' page of the IEP will not meet this compliance requirement. There must be documentation of an invitation that specifically names the student and is dated prior to the date of the meeting.



Question 8: If appropriate, is there evidence that 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?

- Written consent must be obtained from parents before inviting an agency representative to attend any IEP meeting. This written consent must be obtained each and every time an outside agency is invited.
- An adult agency representative is 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. The IEP Team may choose to invite agency representatives earlier in the planning process especially if they are already providing services.
Exception: If an agency has a custodial role with the student, parental consent to invite the agency representative is not required.
- Evidence that this area is compliant will be determined by reviewing the student's IEP file for both **PARENTAL CONSENT** and the **AGENCY INVITATION**. That is the only way to document that the parental consent was obtained prior to the agency invitation. Please note that there are no specific requirements as to what the agency invitation must include; it could be an email, documentation of a phone call, or a letter. Use form 440 to document this information:
http://www.sde.idaho.gov/site/special_edu/forms.htm
- Compliance requirements around parental consent do not apply to linkages. As a member of the special education team, actively facilitate linkages to appropriate agencies as early as possible with students and families. Linkages could be an appropriate transition activity. Linkages can be effectively facilitated outside of the IEP meeting. Work with the local agency partners to establish relationships and to develop strategies.
- If an adult service agency is not likely to provide and/or pay for transition services, a simple description reflecting why an adult agency would not provide and/or pay for services the next year must be included in the IEP.
- If a parent or an adult student does not give permission to invite an outside agency, then the agency cannot be invited. Denial of permission should be documented on the IEP. Use form 440 and “parents denied permission to invite an adult agency”:
http://www.sde.idaho.gov/site/special_edu/forms.htm
- Adult agency may include Idaho Division of Vocational Rehabilitation (IDVR), mental health, service coordinators, independent living centers personnel, disability service coordinators, etc.
- If the parent invites and brings an outside agency, use form 440 to document that agency was invited by the parent:
http://www.sde.idaho.gov/site/special_edu/forms.htm



**- Examples -
Question 8**

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

- Parental consent to invite an agency is in the file.
- There is dated evidence to invite the agency.
and
- The parental consent is dated prior to the agency invitation.

Item #8 will be reviewed as N/A if:

- Parents did not provide consent to invite an outside agency (which must be documented in the IEP); or
- An adult agency is not likely to provide and/or pay for transition services within the next year (which must be documented in the IEP under “Transition Activities” on form 450b).

Item #8 will be reviewed as non-compliant if:

- An agency attends the meeting and the file does not have documentation of both agency invitation and parental consent dated prior to the agency invitation; or
- An agency that is likely to provide and/or pay for transition services within the next year is not invited to the IEP.

