

TRANSITION 101 – THE BASICS INDICATOR 13

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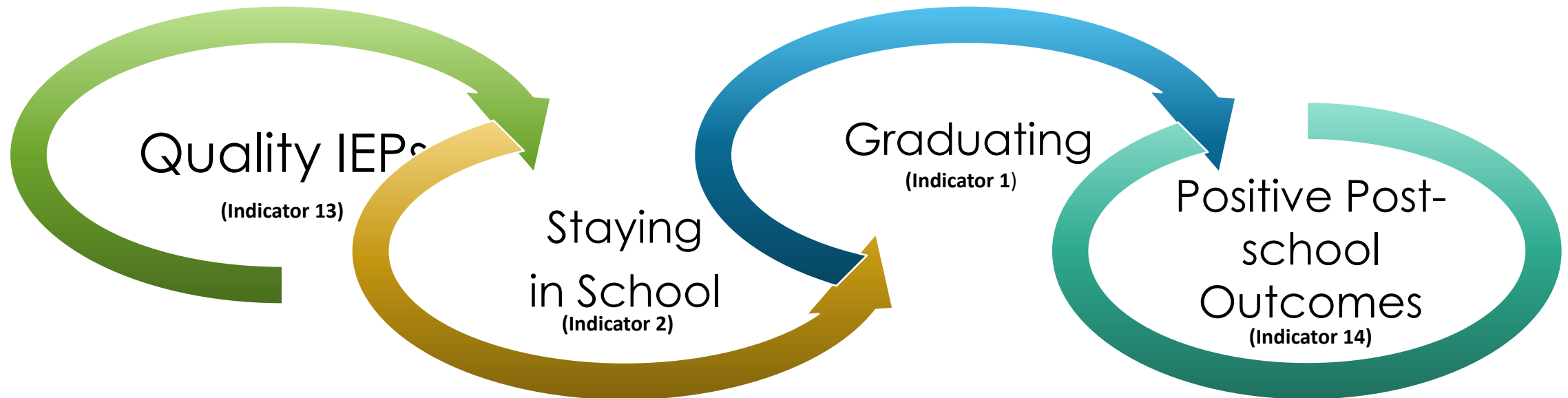
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WHAT IS THIS THING CALLED INDICATOR 13?

The 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.

BUT WHY?

Indicator 13 is one of 17 Indicators that the federal government uses to monitor state performance relative to Federal Special Education laws. Indicator data is reported annually to the federal government as a part of our IDEA- Part B Special Education State Performance Plan.



NTACT:C RESOURCES & PREDICTORS

- Indicator 13 addresses the minimum paperwork/file requirements for compliance.
- Indicator 14 addresses improving student engagement/success after high school.
- The National Technical Assistance Center on Transition: The Collaborative has a wide variety of resources available to not only meet compliance, but more importantly to improve outcomes for students with disabilities.
- NTACT:C Home page - <https://transitionta.org/>
- In School Predictors of Postschool Success: https://transitionta.org/wp-content/uploads/docs/predictors_byOutcomeArea_2020_10-16.pdf

Present Levels of Academic Achievement and Functional Performance

In developing each student's IEP, the IEP Team must consider 1) the strengths of the student; 2) the concerns of the parents for enhancing the education of their student; 3) the results of the initial or most recent evaluation of the student; and 4) the academic, developmental, and functional needs of the student.

Provide a statement of the student's present levels of academic achievement and functional performance, including 1) how the student's disability affects the student's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled students); or 2) for preschool students, as appropriate, how the disability affects the student's participation in appropriate activities.

#1 TRANSITION ASSESSMENT

SHOULD ANSWER THESE THREE QUESTIONS:

Where is the student going – (post-school goals)?

Where is the student at presently?

How does the student get there?

- <https://transitioncoalition.org/blog/transition-assessment-guidance/>
- <https://tslp.org/writing-ieps/#1543520171349-0b05b2cd-6ff6>



#1 TRANSITION ASSESSMENT

- The first step in the transition process:
- Must be initiated before age 16 (on-going process)
- Based on individual needs – do individualize
- May be formal or informal
- Parent Consent is required when transition assessment is part of an eligibility assessment, but not legally required at other times – per 2019 OSEP *Letter to Olex*.

#1 TRANSITION ASSESSMENT

- **Gather information** from a variety of categories
 1. Vocational interest & exploration (Employment)
 2. Academic (Education/Training)
 3. Adaptive Behavior/Independent Living (Independent Living Skills, Where Appropriate)
 4. Self-Determination (all areas)

Spend time reviewing the results with the student

#1 TRANSITION ASSESSMENT

- ▶ The **ongoing process** of collecting data on the individual's *needs, strengths, preferences, and interests* as they relate to:
 - ☐ Employment
 - ☐ Education/Training
 - ☐ Independent Living
- ▶ 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 IEP.
- ▶ Data is gathered from **multiple sources**.



#1 TRANSITION ASSESSMENT

- The IEP team must gather information from the student, about the student and for the student beginning at age 15 to be in the IEP when the student turns 16.
- The first transition assessment is likely to be the most comprehensive and time-consuming.
- Assessment is updated/revised each year.
- Information is then transferred into the IEP.

INDIVIDUAL EDUCATION PROGRAM
ARSD 24:05:27

Measureable Postsecondary Goals (MPSG) Based on Age-Appropriate Assessment

(Required on or before the student's 16th birthday) OSEP guidance requires at least one linked annual goal AND at least one service/activity for each MPSG identified. Assessment results should determine which MPSGs are addressed.

Employment: _____ (see linked annual goal(s) # _____)

Education/Training: _____ (see linked annual goal(s) # _____)

Independent Living (where appropriate): _____ (see linked annual goal(s) # _____)

#2 MEASURABLE POST-SECONDARY GOALS

By age 16, student must have MPSGs in the areas of :

- Employment,
- Education/Training, and
- Independent Living MPSGs are written “where appropriate”.

**Measurable –
Use of Word
“WILL”**

I WILL BE AN AUTO MECHANIC.

**Occurring After
Completion of
High School**

I WILL ENROLL AT LAKE AREA TECHNICAL COLLEGE IN WATERTOWN.

Behavior

How & Where

I WILL LIVE IN AN APARTMENT WITH A ROOMMATE AND RECEIVE ASSISTANCE WITH MONEY MANAGEMENT AND COOKING.

HELPFUL FORMULA

-
- (After high school)
 - (After graduation)



(The Student)



will

(Behavior)



(Where and how)



#3 UPDATED MEASURABLE POST-SECONDARY GOALS



"OK, Mr. Hook. Seems you're trying to decide between a career in pirating or massage therapy. Well, maybe we can help you narrow it down."

#4 COURSES OF STUDY

Main areas of concern:

- ✓ Not completed for students through age of 21
- ✓ Not aligned to student's MPSG
(Example – Student has goal of going to college but is taking resource room classes)
- ✓ Using the word 'elective' vs. class name



I will attend Dakota State University to become a graphic designer.

9 th	10 th	11 th	12 th	18-21
English	English Comp 1	English Comp 2	Senior English	N/A
Algebra	Geometry	Algebra 2	Chemistry	
Intro to Sign Language	American History	World History	American Government	
Health/PE	Art 1	Economics	Journalism	
World Cultures	Intermediate sign language	Creative Writing	Intro to Public Speaking	
Biology	Physical Science	Advanced Sign Language	Personal Finance	
Computer technology	Desktop Publishing	Physical Education	Psychology	
Career Pathways	Driver's Education	Photography	Current Events	



I will work at Pizza Hut after I graduate.

16 years	17 years	18 years	19 years	20 years	21 years
Life skills English	US History	English in the World of Work	Skills for Independent Living	Portfolio Development	Portfolio Development
Life Skills Math	Foundations of Science	Real World Math	Real World Communications	Travel Training 1	Health & SexualityII
Intro to Computers	Intro to Public Speaking	Healthy Living	Intro to Living in the Community	Life Skills English	Living in the Community
Adaptive PE	Foundations English 2	Connections in the Community	Exploring the World	Health & Sexuality	Project Skills
Careers 1	Personal Finance 1A	Personal Finance 1B	Art II	Basic Foods II	Culinary Arts
Art 1	Careers II	Project Skills	Project Skills	Project Skills	
Choir	Choir	Choir	Becoming Self-Determined	You Are Self-Determined!	
Self -Advocacy Intro	Self-Advocacy Basics	Self -Advocacy +	Basic Foods 1		

Transition Services / Coordinated Set of Activities

Transition Services must be a coordinated set of activities/strategies designed within a results oriented process. This means that the activities are those steps or things that need to happen that will lead to post-school results and help the student achieve his/her desired post-secondary goals. All of the activities that will need to happen to help students achieve their post-secondary goals cannot be done by the school alone. Thus, the activities should include those things that others (student, families, and appropriate adult services, agencies or programs) will need to do. When viewed as a whole, the activities should demonstrate involvement and coordination between the student, families, and school as well as the appropriate adult services, agencies or programs.

Instruction:	Personnel/Agency/Person Responsible	Date Initiated	Date Completed
<u>Activity Recommendations</u>	Personnel/Agency/Person Responsible	Date Initiated	Date Completed
Employment:			
<u>Activity Recommendations</u>	Personnel/Agency/Person Responsible	Date Initiated	Date Completed
Community Experiences:			
<u>Activity Recommendations</u>	Personnel/Agency/Person Responsible	Date Initiated	Date Completed
Related Services:			
<u>Activity Recommendations</u>	Personnel/Agency/Person Responsible	Date Initiated	Date Completed
Other Post-School Adult Living Objectives			
<u>Activity Recommendations</u>	Personnel/Agency/Person Responsible	Date Initiated	Date Completed
Acquisition of Daily Living Skills (when appropriate)			
<u>Activity Recommendations</u>	Personnel/Agency/Person Responsible	Date Initiated	Date Completed
Functional Vocational Evaluation (when appropriate)			
<u>Activity Recommendations</u>	Personnel/Agency/Person Responsible	Date Initiated	Date Completed

#5 TRANSITION SERVICES & ACTIVITIES

For each MPSG, at least one transition service/activity “which will reasonably enable the student to meet that MPSG” must be listed.



Do you think 1 activity for each MPSG, will facilitate movement towards post-school success?

Coordinated Set of Activities involves varied activities and individuals engaging with student in activities.

#5 TRANSITION SERVICES AND ACTIVITIES

- Based on the student's MSPSG's and transition present levels (needs identified through the transition assessment process), what services and activities are needed to move the student towards the attainment of the stated Postsecondary goals?
- School, student, family and agency share in providing and implementing services and activities, However, school is ultimately responsible for ensuring they are getting completed.
- Get input on services/activities from everyone at the table!
- List those activities are completed in general education setting that work nicely into the student's transition IEP.
- Individualized – to the student.
- This is the 'honey do' list of the transition IEP!
- Also, it is the 'meat and potatoes' of the IEP!

#5 TRANSITION SERVICES AND ACTIVITIES

- Vocational Rehabilitation can help to supplement the transition services provided by the school – this does not remove the school's responsibility to provide Transition Services.

Vocational Rehabilitation's Pre-Employment Transition Services

- ✓ Job exploration counseling,
- ✓ Work-based learning experiences,
- ✓ Post-secondary education counseling,
- ✓ Workplace readiness training and
- ✓ Instruction in self-advocacy.



Pre-Employment Transition Services – Pre-ETS- must be provided in conjunction with Vocational Rehabilitation Services and must include—

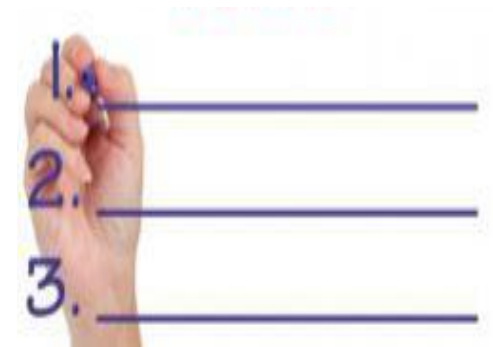
- ✓ Job exploration counseling,
- ✓ Work-based learning experiences,
- ✓ Post-secondary education counseling,
- ✓ Workplace readiness training and
- ✓ Instruction in self-advocacy.

Pre-ETS and VR involvement do not replace the responsibilities of the school.

No Need to fret---If you have a thorough list of transition services/activities and work with VR services, you have it covered!

MORE ACTIVITIES WILL RESULT IN MORE POSTSCHOOL STUDENT ENGAGEMENT FOR ALL STUDENTS!

- Employment: I will work at Hy-Vee in the produce department.
- Education: Susie will attend a technical institute to obtain a cosmetology degree.
- Independent Living: I will live in a supervised apartment.



Educational Goals and Objectives/Benchmarks
Provide a statement of measurable annual goals, including academic and functional goals designed to 1) meet the student's needs that result from the disability, 2) enable the student to be involved in and make progress in the general education curriculum, and 3) meet each of the student's other educational needs that result from the disability.

Measurable Annual Goal #	Proc. Code/s	Date	Prog. Code	Comments

#6 ANNUAL GOALS RELATED TO MEASURABLE POST-SECONDARY GOALS

Annual goals that link may be specific to the student's disability or a transition need.

Student going to college/reading disability—

After reading a section silently from a content area textbook, Gerald will orally state the main idea and 2 details in his own words with 100% accuracy for 5 consecutive trials.

Student entering the workforce/written expression disability -

When provided with a job application form & a personnel info help card, Angela will be able to fill out the application neatly, with assistance, 3 out of 5 trials.

If the purpose of the meeting is the consideration of post-secondary goals and transition services for your child, we will be inviting _____ (student) to attend the meeting.

With parent consent, the following agency(ies) representative(s) have been invited to attend the meeting:
_____, _____, _____

#7 STUDENT INVITE

- Students must be invited to IEP meetings where transition will be discussed (by age 16).
- Student attendance at the meeting is the goal and should be expected!
- If student is unable to attend, his preferences and interests should be taken into consideration.



The ultimate goal is to have students lead their own IEP meetings!

January 6, 2011

Dear

Hi, It is time for us to meet as a team to discuss your progress in your classes, and to make some decisions regarding your education.

I have visited with your mother and she thought that next Thursday, January 13, 2011 would work well for her to come to the school for a meeting. We will meet in your Employability Classroom at 2:00 PM. You will be done in time for basketball practice.]

This will be the first IEP meeting that we will be talking about what you plan to do after high school. I that you are not 100% sure of what you want to do, but I know that from visiting with you, you have some pretty good ideas. That is what we will talk about, and what we need to do so that you are able to complete these goals. We will talk about what you are good at, and in what areas you feel you need more assistance.

Those attending the meeting in addition to you, your Mom and myself, will be Mr. , Superintendent and a classroom teacher. You be thinking who you would like to sit on your team, and I will visit with you about this and we will talk to the teacher and invite him/her to the meeting.

I will catch up with you this week, and we will talk about the meeting, and how it will look. At this time, you can let me la-low anything that you want to talk about at the meeting, but not sure how to bring it up.

Have a good day—•
Sincerely,


Intu
Mrs. Jensen

Meeting/prior notice with student's name on will meet compliance. HOWEVER, personal invitation is a better practice!

October 26, 2010

Hi

Now that all of your testing has been done for your 3-year reevaluation, (and it wasn't that bad, was it?), it's time for your team to meet to discuss the results. We will meet on Thursday, November 4, 2010, at 3:45 in the Resource Room. I have visited with your mom and this works for her too.

In addition to you, your mom and I, Mr. and Mr. will be in attendance. the lady who did part of your testing will also be there to go over the reports.

See you then.


Mrs



Wednesday, February 29, 2012

Dear _____:

For you to receive the education you need to plan for your post-secondary goals, it is important that you and the school work together. We are requesting that you attend a meeting to review your progress and revise your Individualized Education Program (IEP) as needed. This meeting is about planning your future. We will discuss transition services at this meeting. The IEP will be written to help you reach your personal goals for what you want to do after you finish high school. You are the key person in this planning, so it is very important that you attend.

At this meeting you will have a chance to:

- Share your preferences, needs, and interests;
- Discuss where you would like to work, live, and/or continue your education.

Then, together all members of your IEP team may: •Discuss your strengths and areas for growth;

- Develop a plan for the coming year;
- Outline members' roles and responsibilities to help you prepare for adult life; and •Discuss the transfer of parental rights.

Both of your parents have been invited to this meeting.

The following members of our IEP team are expected to attend the meeting

Special Education Teacher	Administrator(s)
Guidance Counselor	Classroom Teachers

The following transition agency representatives have been invited to attend the meeting..

none	
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Your meeting is scheduled for Wednesday, March 7th, 2012 8:00 am in the main office conference room.

If you have any questions about this letter or the meeting, please see me. Please sign this form below, and indicate your plans to attend the meeting. Return this completed form to me as soon as possible.

Sincerely,

Special Education Provider

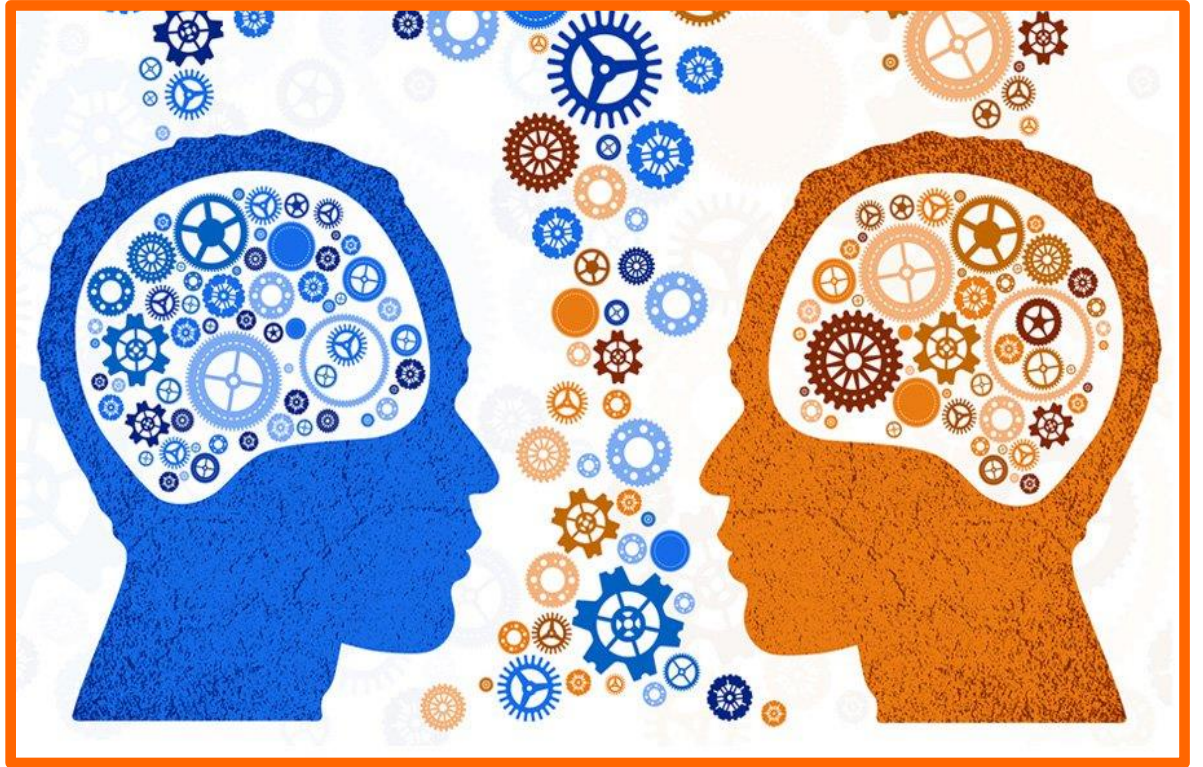
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With parent consent, the following agency(ies) representative(s) have been invited to attend the meeting:
_____, _____, _____

#8 ADULT AGENCY INVITE

- If any agency is going to be paying for or providing transition services in the next year, that agency needs to be invited to the IEP meeting.
- Prior to inviting the agency to the IEP meeting, written consent must be received from parent or student if student has reached age of majority.
- Link to sample consent form and Adult Services in SD document:
www.tslp.org

#8 ADULT AGENCY INVITE



If a student floated in a lifejacket for 12 years, would he/she be expected to swim if the jacket were taken off?





INDICATOR 13 SUMMARY

- Do your files meet all 8 compliance criteria?
- Which of the 8 criteria are strengths or needs for you or your district?
- Please contact your Regional Transition Liaison if you have questions. Find regional transition liaison contact at www.tslp.org.



Thanks for attending our session.