

TIPS FOR MEETING INDICATOR 13 REQUIREMENTS

INDICATOR 13, QUESTION 1

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

KEY POINTS:

- Postsecondary Goals (PSG) are required in the areas of education/training and career/employment. The decision as to whether or not to include a PSG in the area of independent living skills rests with the IEP Staffing Team (check with your Director for district/BOCES policy). If no goal is needed for independent living skills, nothing needs to be written in this area. However, any goal written must be measurable.
- The PSG must focus on what the student will do 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 PSG must address what will occur after the student completes that program.
- Use the word “**will**” when describing the PSG. “Wants,” “wishes,” “hopes to,” and other similar words are not measurable and should not be used.
- Use active rather than passive voice (e.g. “The student will participate in on-the-job training,” rather than, “Will receive on-the-job-training.”)
- The PSG must be an actual outcome and not an activity or process. “Seeks,” “pursues,” “continues,” and “applies” are processes, not outcomes. “Applying” to a college or “seeking” employment is therefore **not** considered a measurable outcome.
- The use of one word such as “military,” “nurse,” or “college,” is not a measurable PSG. The outcome must be stated as an end result; “The student **will** enlist in the Army.”
- The PSG should succinctly state what the student will do and be based on findings from transition assessments conducted with the student.
- For a student with significant support needs, it may (depending on the individual needs of the student) be acceptable to state, “Due to the significant support needs of this student, there are no postsecondary employment (and/or education) goals.” In this rare instance, the student must have an independent living skills PSG, and the IEP would strongly focus on independent living skills based on the student’s unique and individual needs.
- PSGs in education/training, career/employment, and if appropriate, independent living, must have corresponding annual goals and transition services.

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**TIPS FOR MEETING INDICATOR 13 REQUIREMENTS
INDICATOR 13, QUESTION 1**

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

EXAMPLES	NON-EXAMPLES
After high school, Jennifer will be an auto mechanic.	After high school, Jennifer plans to be an auto mechanic.
After high school, Leon will work in the fast food industry.	After high school, Leon is considering working in fast food.
After high school, Mallory will work competitively, full-time.	After high school, Mallory hopes to work full-time.
After high school, Marcus will work competitively with support.	After high school, Marcus will need support.
After high school, Teresa will attend college.	After high school, Teresa will apply to college.
After high school, Zach will participate in on-the-job-training.	After high school, Zach will continue on-the-job-training.
After high school, Samantha will live independently.	Independent.
After graduation, Bill will live at home and participate to the maximum extent possible in his daily routines (e.g. feeding, dressing bathing, etc.) through the use of technology.	Home with parents.
Following Devon’s aging out of the school system, he will not work until support services are available from the local community center board.	Devon will be referred to adult services.
Following graduation, Ashley will have volunteer positions in the community with support of the local community center board, but not paid employment.	Volunteer.

**TIPS FOR MEETING INDICATOR 13 REQUIREMENTS
INDICATOR 13, QUESTION 2**

Is (are) the postsecondary goal(s) updated annually?

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

- The postsecondary goal(s) for education or training, employment, and as needed Independent Living, is (are) documented in the student's current IEP.

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TIPS FOR MEETING INDICATOR 13 REQUIREMENTS INDICATOR 13, 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 serve as the common thread in the transition process and form the basis for defining goals and services to be included in the Individualized Education Plan," (Sitlington, Neubert, Leconte, 1997, p. 70-71). Age-appropriate means a student's chronological, rather than developmental age.

KEY POINTS:

- 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).
- Transition assessment could include aptitude, achievement, behavior, skills, and personality evaluations, as well as interests and preferences.
- 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); and curriculum-based assessments.
- Assessments can include formal and informal measures.
- Transition assessment can include information from a variety of sources including state, district and/or school wide assessments and student record review. Review those assessments through a "transition lens."
- Access assessment information and resources through the Guidance Counseling Office or Career Center in your district, the local Workforce Center or DVR. With parent permission and assistance you may be able to access information about the student's participation in outside activities such as 4-H, Scouts, church or volunteer activities.
- When the assessment is specific and individualized to a student AND 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.

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TIPS FOR MEETING INDICATOR 13 REQUIREMENTS INDICATOR 13, QUESTION 3

Is there evidence that the measurable postsecondary goal(s) were based on age-appropriate transition assessment?

On the new state recommended IEP form, there is a separate space for transition assessment in *Section 6, Present Levels*. Include here the name of the assessment(s), who administered it, and when. The results of the transition assessment should be included here or in the other areas of *Section 6, Present Levels*. Assessment should be used to develop the postsecondary goals, transition services, course of study, and annual goals. A process should be evident (e.g. data were obtained over time and not just from one “snapshot,” or a comprehensive assessment(s) is used).

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

- 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.)
- The results of transition assessment are used in the development of the transition IEP—postsecondary goals, transition services, course of study, and annual goals.
- There is no indication that the sources of information are not age-appropriate.

TIPS FOR MEETING INDICATOR 13 REQUIREMENTS INDICATOR 13, QUESTION 4

Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s?)

KEY POINTS:

- Transition services are a “coordinated set of activities” leading toward the measurable postsecondary goals. Activities are not annual goals; they are the things/steps/actions that should happen to help the student achieve their postsecondary goals.
- The activities should include what each party will do and demonstrate coordination between general education, special education, related services, family, student and outside agencies/services or supports. Linkages and services provided by an outside agency can be described in the “Agency that may provide transition services” box on the IEP.
- Transition services must be stated as, “The _____ (e.g. adults in the school, adults working for other agencies, adults in the community, or parents) will provide...” and not stated as what the student needs or what the student will do.
- Transition services must be specific and individualized for the student. They should not focus on what every other student is also receiving (e.g. earn a diploma, take CSAP, receive accommodations and/or modifications).
- Related services (defined in ECEA 2.37) include transportation, physical and occupational therapy, psychological services, speech/language, etc., and must be related to the PSG.
- 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.

Please note that the state recommended IEP forms do not prompt for the five areas required to be considered when planning transition services: *Instruction, Related Services, Employment and Other Post-School Adult Living Objectives, Functional Vocational Evaluation (when appropriate), and Acquisition of Daily Living Skills (when appropriate)*. A sample page from the new IEP form is included to illustrate how a staffing team could include each area for consideration.

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**TIPS FOR MEETING INDICATOR 13 REQUIREMENTS
INDICATOR 13, QUESTION 4**

Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s?)

EXAMPLES	NON-EXAMPLES
The case manager will set-up a meeting with the DVR counselor, Rachel and her parents and will provide copies of school records for documentation of eligibility.	The case manager will give Rachel a DVR brochure.
The Life Skills class instructor will teach Andrew how to utilize O*Net to help him further define employment options in the animal care field.	Andrew will access O*Net and write a paragraph describing the requirements for two different jobs.
Wendy has an active plan with DVR. The SWAP Coordinator will provide job development and job placement services.	SWAP
The special education teacher will work with Susan to improve math skills related to personal banking and money management so she can live independently.	Susan needs to improve math skills.
The case manager and SWAP Specialist will set up two job shadow opportunities for Jason in the area of child care.	Jason will job shadow.
The occupational therapist will work with Trina on fine motor coordination so she can brush her own hair.	No mention is made as to how any related services will link to the PSG.
The case manager will assist Barry in applying to take the required ACT with accommodations.	Barry will take the ACT.
The special education teacher, in collaboration with the guidance counselor, will assist Gloria in researching and contacting the disability services offices at three colleges of choice.	Contact disability office.
In order to increase self-determination, the case manager will meet with Hector to review his CSAP results to help him better understand his current academic skills, how those skills impact future educational options, and be prepared to share this information at his IEP meeting.	CSAP

TRANSITION SERVICE

Please note that the new, state recommended IEP forms do not specifically prompt for the required areas (ECEA 2.51) to consider when describing transition services. One way to assure that all areas are considered by the staffing team is described below (e.g. when addressing the Postsecondary Education/Training Goal, always consider instruction and related services.) **Although each area for transition services could be considered under each of the postsecondary goals, following this format would assure that the IEP staffing team does consider each area.**

SECTION 8: POST-SCHOOL CONSIDERATIONS

This section to be completed for the IEP to be in effect when the child is 15, but not later than the end of 9th grade 300.320(b)

Post-School Education/Training Goal (from Section 6: Measurable Post-School Goals): 300.320(b)(1)

Planned Course of Study: 300.320(b)(2)

Transition Services and Activities: 300.320(b)(2) Minimally, INSTRUCTION and RELATED SERVICES should be considered here.

Instruction refers to the services and activities that are typically a part of the teaching and learning process, usually provided in schools through academic instruction in general and/or special education classes, and could include career and technical education or advanced placement course(s) and/or instruction to learn a particular skill. Instruction can take place in other settings. Instruction is not a restatement of accommodations/modifications.

Related Services include transportation, psychological services, physical and occupational therapy, orientation and mobility services, etc. Any related services should link to post-school goals.

Agency/community supports that may provide transition services in the coming school year: 300.321(b)(3) participants in meeting

Career Employment Goal (from Section 6: Measurable Post-School Goals) 300.320(b)(1)

Planned Course of Study: 300.320(b)(2)

Transition Services and Activities: 300.320(b)(2) Minimally, EMPLOYMENT and OTHER POSTSECONDARY ADULT LIVING OBJECTIVES and FUNCTIONAL VOCATIONAL EVALUATION (WHEN APPROPRIATE) should be considered here.

Employment refers to activities/strategies that focus on the development of work-related behaviors, job seeking and keeping skills, career exploration, skill training, apprenticeship training, and employment. Employment services could be provided by the school in the form of classes which address career and job awareness and exploration, or through community vocational training experiences.

Other Postsecondary Living Objectives include activities important to adult living such as managing a budget, renting a home, completing tax forms, registering to vote, accessing medical services, obtaining Social Security income (SSI), etc. It could also include accessing community services/activities such as transportation, local library, recreation center, church, volunteer opportunities, etc.

Functional Vocational Evaluation (when appropriate) is a specific, targeted performance assessment process to measure the endurance, strength, motor coordination skills and emotional capacities of a person when performing essential job related tasks.

Agency that may provide transition services in the coming school year: 300.321(b)(3) participants in meeting

Independent Living Skills Goal (when appropriate) (from Section 6: Measurable Post-School Goals): 300.320(b)(1)

Planned Course of Study: 300.320(b)(2)

Transition Services and Activities: 300.320(b)(2) Minimally, ACQUISITION OF DAILY LIVING SKILLS (WHEN APPROPRIATE) should be included here.

Acquisition of Daily Living Skills (when appropriate) includes activities that adults do every day or on a regular basis such as preparing meals, budgeting, maintaining a home, paying bills, caring for clothes, grooming, maintaining personal hygiene, etc.

Agency that may provide transition services in the coming school year: 300.321(b)(3) participants in meeting

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TIPS FOR MEETING INDICATOR 13 REQUIREMENTS INDICATOR 13, QUESTION 5

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

KEY POINTS:

- 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 describes the courses 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.
- The course of study must be more specific and individualized than simply stating, "Will complete graduation requirements" or attaching a list of credit requirements. If the district provides an individualized four year plan for each student, then that would be acceptable if it provides a clear description of course needs leading to identified postsecondary goals while working toward the attainment of a diploma or other completion document.
- The course of study should reflect the student's preferences and interests and be related to student needs.
- The course of study could reflect skills rather than just course titles to be obtained through classes; e.g., skills to develop a resume will be included in English III.
- The course of study should stand up to the "Stranger Test" – is this clear and transferable to another school; e.g., can another school build a schedule based on this information?
- The state recommended IEP form divides the course of study into three separate areas as each relates to the specific post school goals.

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**TIPS FOR MEETING INDICATOR 13 REQUIREMENTS
INDICATOR 13, QUESTION 5**

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

EXAMPLES	NON-EXAMPLES
<p>Under PSG Education/Training: PSG “Josh will go to college.” Josh will enroll in the college preparatory courses at the high school and receive support in the areas of study skills, time management, organizational skills, and self-advocacy skills for the next three years.</p>	<p>Will take required classes to earn a diploma.</p> <ul style="list-style-type: none"> • Not linked to PSGs • Addresses general credit, not individualized courses
<p>Under PSG Career Employment: PSG “Sarah will work full time in retail.” Sarah will join the DECA club or theater group for practice with social and communication skills. She will enroll in English classes for the next two years that include a speech unit.</p>	<p>Currently enrolled in an English class that features a speech unit and is performing in the spring play.</p> <ul style="list-style-type: none"> • Not multi-year
<p>Under PSG Education/Training: PSG “Mason will attend college for a career as an elementary art teacher or photographer.” Currently a senior. 12th grade: AP English, Government, Consumer Math, Studio Art, Advanced Photography, work study at elementary school.</p>	<p>See attached list of graduation requirements.</p> <ul style="list-style-type: none"> • Not linked to PSGs • Addresses general credit, not individualized courses
<p>Under PSG Career Employment PSG “Jonas will join the Navy to be an underwater welder.” Jonas has earned 126.2 credits. He will continue classes in the ACE program to work on job related skills and will enroll in the FRCC welding program during his senior year.</p>	<p>Career exploration and functional math.</p> <ul style="list-style-type: none"> • Not multi-year • Not linked to PSGs
<p>Under PSG Independent Living Skills PSG “Jerry will live at home with extended family and participate as much as possible in daily routines.” Jerry will receive specially designed instruction with an alternate curriculum, including instruction focused on self-care, throughout his high school career.</p>	<p>Will earn credits toward a diploma.</p> <ul style="list-style-type: none"> • Not linked to PSGs • Addresses general credit, not individualized courses

TIPS FOR MEETING INDICATOR 13 REQUIREMENTS
INDICATOR 13, QUESTION 6

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

KEY POINTS:

- Annual goals state what the student will do or learn within the next year that relate to the student's transition services needs and will move the student toward achieving their postsecondary goals (PSG).
- The linkage between the annual goal and the PSG/transition services needs must be direct and specific. If someone were to pick up the IEP and go directly to the annual goals, he/she should be able to predict the PSG/transition services needs with a high degree of accuracy.
- It is not enough to simply state that a linkage exists (e.g. "In order to be a coal miner, the student must read and write for a variety of purposes.") The linkage must be direct and specific (e.g. "In order to be a coal miner, the student must be able to read safety manuals, which are written at an 8.0 GL.")
- Adding the words "for life" or "for work" after a goal is not enough to demonstrate linkage.
- Annual goals should link to a content standard/access skill, but a content standard is not, by itself, an annual goal.
- Academic goals should be related to PSGs/transition services needs. Be direct and specific.
- Behavioral goals should be related to PSGs/transition services needs. Be direct and specific.
- All annual goals should be SMART:
 - Specific
 - Measureable
 - use Action words (you should be able to literally see what's happening)
 - Realistic and relevant
 - Time limited

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**TIPS FOR MEETING INDICATOR 13 REQUIREMENTS
INDICATOR 13, QUESTION 6**

Is (are) there annual IEP goal(s) related to the student’s PSGs/transition services needs?

EXAMPLES	NON-EXAMPLES
In order to be successful in college classes, Jerry will improve his reading skills. (Specific objectives or measurable goals will delineate exactly what skills he will be working on during the next year.)	Jerry will read and write for a variety of purposes.
Maria will improve math skills to create a budget and balance a checking account in order to live independently. (Specific objectives or measurable goals will focus on the skills needed to budget and balance a checking account.)	Maria will improve her math computational skills for life.
Jackson will research the admission requirements for three colleges which offer a major in graphic design and compare those requirements to his current course of study.	Jackson will look at colleges.
Elizabeth will use eye gaze to select between options in order to communicate preferences across settings.	Elizabeth will use eye gaze to communicate more effectively in the 10 th grade resource room.
In order to be successful in a post-school job, Daniel will utilize strategies to focus on a task for at least 15 minutes without prompting or re-direction. (Specific objectives or measurable goals will describe incremental steps, based on the student’s current baseline.)	Daniel will learn to focus better and ignore distractions.
In order to communicate effectively in the workplace, Heather will improve pragmatic language skills, particularly asking for assistance when needed, using appropriate greetings, and listening for directions.	Heather will speak clearly and effectively for a variety of purposes.
Karl will learn and utilize strategies to track materials and tasks in order to be successful at work and in school.	Karl will attend all classes and be prepared.
Shawna will increase her reading to an 8.0 GL in order to read coal mining safety manuals.	In order to be a coal miner, Shawna will read and write for a variety of purposes.

**TIPS FOR MEETING INDICATOR 13 REQUIREMENTS
INDICATOR 13, QUESTION 7**

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

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

- There is documented evidence in the IEP or educational file that the student was invited to participate in his/her IEP Team meeting prior to the day of the meeting.
 - Notice of Meeting addressed specifically to student (may be co-addressed with parents), or
 - Copy of a separate invitation to the student, or
 - Record of telephone log that verifies student invitation, or
 - Documentation of verbal invitation.
- 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 an invitation that specifically names the student and is dated prior to the date of the meeting.

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TIPS FOR MEETING INDICATOR 13 REQUIREMENTS INDICATOR 13, 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?

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 to invite agency representatives earlier in the planning process.
- **You must have written permission from parents before you invite an agency representative to attend any IEP meeting. This written permission must be obtained each and every time you invite an outside agency.**
- **Exception:** If an agency (e.g. DYC, DHS) has a custodial role with the student, parental consent to invite the agency representative is not required.
- SWAP providers are district employees so written permission is not required for them to attend an IEP meeting. However, written permission is required in order to share any information with the DVR Counselor.
- Evidence that this area is compliant will be determined by reviewing the student's educational file for both the **PARENTAL CONSENT** and the **AGENCY INVITATION**.
- Actively facilitate linkages to the appropriate agencies. Linkages could be an appropriate transition service. Linkages can be effectively facilitated outside of the IEP meeting. Work with your local agency partners to establish relationships and to develop strategies.
- If an adult service agency is not currently needed, a simple description reflecting why should be included.
- The State recommended IEP form has a specific prompt in Section 8, "Agency that may provide transition services in the coming school year," to record information regarding adult agencies.

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**TIPS FOR MEETING INDICATOR 13 REQUIREMENTS
INDICATOR 13, 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?

Is an outside agency likely to provide and/or pay for transition services within the next year as evidenced by indication on the *Notice of Meeting* that the agency representative will be invited?

YES

NO

Is parental consent to invite an agency in the file?
Is there evidence the agency was invited?

Nothing further required.
This IEP meets compliance requirements.

If YES to both questions above, the IEP meets compliance requirements in this area.

If NO to either question above, the IEP does not meet compliance requirements.