

Postsecondary Transition Planning

2019

What is Indicator 13?

- The percent of youth aged 16 and above (or earlier , if appropriate) with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.
- **State Performance Plan (SPP)**
 - 17 indicators
 - Outcome Indicators (targets are developed within each state)
 - Compliance Indicators (target of 100%)

NTACT Checklist

- **National Technical Assistance Center on Transition (NTACT)**
- **8 Question Checklist**
Captures 8 elements related to:
 - Education/Training
 - Employment
 - Independent Living
(as appropriate)
- **100% Compliance is federally required**



Key Elements:

The 8 Elements of Indicator 13

- 1) Evidence student was invited to IEP
- 2) Evidence of invitation to other agencies, e.g., VR
- 3) Age-appropriate transition assessment
- 4) Measurable postsecondary goals
- 5) Corresponding annual IEP goals
- 6) Measurable postsecondary goals updated annually
- 7) Transition services
- 8) Course of study

Student Invitation

Evidence of involving student and related agencies:

NSTTAC Question #1

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



Inviting the student through a Meeting Notice, without documentation on the IEP, is not sufficient. In this section, include a statement that the student was INVITED to the meeting (not necessary to indicate participation... just the invitation)

Student Invitation

Examples:

- Susie's case manager sent her a Meeting Notice on 4/12/16.
- Susie was invited to attend her postsecondary transition meeting verbally by her case manager.



Non Examples:

- Susie's Mom was in attendance.
- Susie did not attend her postsecondary transition meeting.

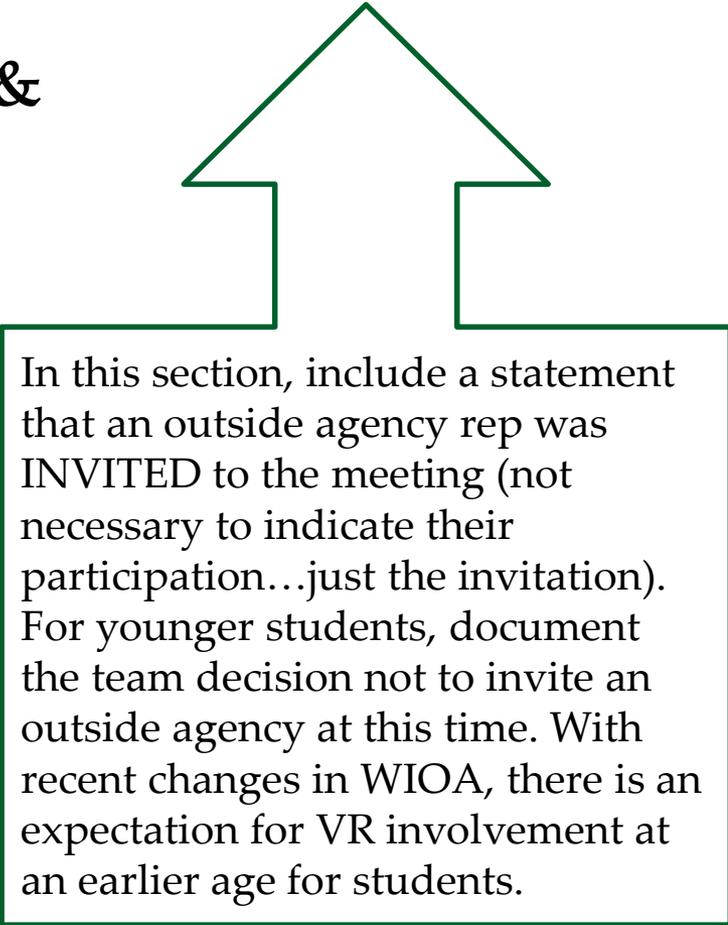
Outside Agencies

Evidence of involving student & related agencies:

NSTTAC Question #2

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

**It is all about
the
invitation!**



In this section, include a statement that an outside agency rep was **INVITED** to the meeting (not necessary to indicate their participation...just the invitation). For younger students, document the team decision not to invite an outside agency at this time. With recent changes in WIOA, there is an expectation for VR involvement at an earlier age for students.

Outside Agencies

Examples:

- Vocational Rehabilitation was invited to the IEP/Transition meeting by phone and meeting notice.
- At this time, Susie's parents have not consented to VR's attendance at the Postsecondary Transition Meeting.
- The IEP Team agreed that inviting a rep from VR is not appropriate at this time.

Non Examples:

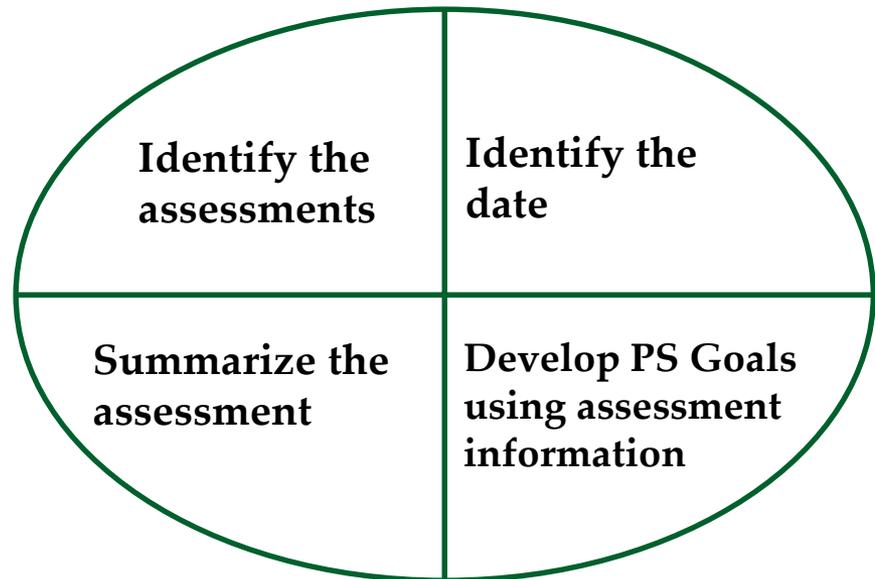
- VT will not attend Susie's Postsecondary (PS) Transition Meeting.
- Susie's culinary teacher at the tech center was invited to her PS Transition Meeting.



Assessments

Age Appropriate Transition Assessments performed (State the assessment and date, then identify the student's preferences, interests, strengths and needs then link that information to postsecondary goals.)

NSTTAC Question #3
Is there evidence that the measurable postsecondary goal(s)/outcome(s) were based on an age appropriate transition assessments?



Definition: Transition Assessment

“...is an ongoing process of collecting data on the individual’s needs, preferences, and interests as they relate to the demands 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 Program (IEP)”

(The Division on Career Development and Transition of
the Council for Exceptional Children)

Red Flag

The postsecondary transition plan **MUST** always be developed based upon assessments given (transition assessments, interest inventories, aptitude scores and academic information). The postsecondary plan should **NEVER** be a plan that only proposes to assess the student within that year.

The transition plan should incorporate information collected from the completed assessments.



Assessments

Examples:

- An informal interview with Susie on 2/13/16 indicates that she likes working with animals and is enjoying her internship at the local vet clinic.
- 2/1/16 Life Center Career Ed. Inventory. –Susie scored very low in the areas of Daily Living Skills (36%), Personal-Social Skills (16%) and Occupational Skills (20%).

Non Examples:

- In December, Susie will take some transition assessments
- Susie is a life-skills student. She has severe limitations in fine and gross motor skills

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- Susie is a life-skills student. She has severe limitations in fine and gross motor skills



Assessments – Part 2

Include a brief summary about what information was gleaned from the assessments.

Examples:

- Results of the above assessments indicate that Lissette has acquired many age-appropriate behaviors necessary for her to live independently and to function safely and appropriately in daily life; however, she continues to need support in this area.

Non Examples:

- To leave it blank

IEP Example – Assessments Section

Age Appropriate Transition Assessments:

- Adaptive Behavior Checklist 11/09, Task analysis checks (during community based instruction) 8/05-4/06, Transition Planning Inventory 4/06, Making Action Plans (MAPS)- 5/05
- Results of the above assessments indicate that Lissette has acquired many age-appropriate behaviors necessary for her to live independently and to function safely and appropriately in daily life; however, she continues to need support in this area. Lissette has expressed an interest in and demonstrated success in the service industry, including cleaning, laundry, and food preparation

PS Goals

Postsecondary Goal(s) for Education/Training, Employment (both required) and Independent Living (based on student need)

NSTTAC Question #4
Is (are) there appropriate measurable postsecondary goal(s)/outcome(s) in this area?

Must complete Education/Training and Employment sections ~ Independent Living section is optional

- Goal(s) occurs after graduation; must be measurable & concrete
- Do not use phrases “student may” or “student hopes” – these are not measurable, use “will” or “shall”
- Document team decision on Independent Living if N/A is decided, then write N/A on the plan.
- Relate postsecondary goals back to the assessment areas of interest or aptitude.

Employment Goals – Another Reminder

What the Postsecondary Transition Plan Goal for Employment seeks to document is the eventual career goal of the student. It is not a goal for the part-time work a student might be seeking while still in school (which would be a highly appropriate transition annual goal or service). The Post secondary goal is a guide post for what the student hopes to achieve AFTER they graduate high school (is realistic and based on assessments). This post secondary goal/outcome can take place immediately after high school or even after college.

PS Goals

Examples:

- Upon completion of high school, Susie will be employed for 10 – 20 hours per week, with assistance from a job coach provided through Vocational Rehabilitation (VR).
- After high school, Susie will attend college to focus on an area of strength or interest
- After graduation, Susie will work in a day care center

Non Examples:

- Susie may need to seek help from VR when she finds a job.
- Susie has enlisted in the military.
- Susie may consider applying to CCV.



Annual Goals

Annual Transition Goal(s) for Employment (Required):

NSTTAC Question #5

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



Must be measurable and related to Postsecondary Goals & Services

Other annual goals already in the IEP may be sufficient.

Annual Goals (transition plan)

This is what the student is working on in the current school year to move toward the post-secondary goal. Access to services to reach this goal are critical for a school to provide.

Annual Goals

Examples:

- Given a bus schedule adapted with pictures, Susie will select the correct time and stop for five scenarios of activities presented to her with 95% or better accuracy by December of the current school year.
- See annual Communication Goal # 3 on page 7 of the IEP (just make sure that it's measurable in the Communication Goal Section).

Non examples:

- Susie will practice riding the bus.
- See attached goals.

Update Annually

Progress Review Dates			



**Just make sure
these boxes are
filled in!**



NSTTAC Question #6
Is (are) the postsecondary goal(s)/outcome(s) updated annually?

Transition Services

List Transition Services related to Employment: Examples- social skills training, on the job safety instruction, community based instructional experiences, work based instruction

NSTTAC Question

#7

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



Identify services in this PS section OR on the services page of the IEP, BUT NOT IN BOTH PLACES! These may be academic classes, supports or specific employment services provided by special ed staff, VR staff, Job Coaches etc.

Transition Services

Examples:

- Functional Math instruction by the Special Educator
- Self-monitoring instruction related to on-task behaviors
- Self-advocacy training
- Career Exploration
- Job Shadowing



Non examples:

- Coursework unrelated to postsecondary goals
- Intense Reading Instruction (unless there is a connection to postsecondary goals)

COS

Course(s) of Study (COS): *A description of coursework to achieve the student's desired postsecondary goals, from the student's current to anticipated exit year.* **Requirement:** List the course(s) of study needed to assist the student in reaching his/her post secondary goals or attach a list of courses. Course of study may also be listed in a narrative format.

NSTTAC Question #8

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

- List the COS for at least the current year (more if appropriate)
- Not necessary to address ALL courses, just those related to transition goals or interests
- Describe the course/s in a narrative
- Identify that the student has a PBGR Access Plan and ATTACH it

COS

Examples

- Math II
- English IV (Physical Science)
- Adapted PE/ Health (2 credits)
- Career/ Technical (1 credit)
- Social Studies (govt and civics)
- Applied Math
- Home Economics (2 credits)
- Career/ Technical (3 credits) (These are the courses that Susie will complete from her current year in high school through graduation. They are directly related to her PS education and employment goals.)
- See attached Multi-Year Plan for Susie's Course of Study

Non Examples:

- A box is checked on the IEP indicating that the student is completing the "standard coursework" for graduation.
- The Postsecondary Transition Plan is considered minimally acceptable if it includes only the student's current year courses related to postsecondary goals.

Additional Resources

Additional Transition Resources- click to access

- [The Vermont Graduation Readiness Tool](#)
- [The AOE Case Study Learning Project](#) (each has an I-13 compliant transition plan and can be used for training)
- [VT AOE Transition and Personalization Professional Learning Module Series on Schoology.](#)
- Proficiency Based Graduation Requirements Access Plan (PBGR Access Plan) – Replaces the Multi Year Plan - Coming soon!

GRT – Graduation Readiness Tool (GRT)

- Attempts to quantify the student's ACCESS to transition services
- Graduation for students with disabilities is two part: they must meet the graduation requirements AND have received reasonable and appropriate access to transition services.
- The GRT is for all members of the IEP team (including the student) to discuss the student's readiness. Can start as early as freshman year and review each year.

GRT – Graduation Readiness Tool

Vermont Graduation Readiness Tool Non-Regulatory Resource for IEP Teams

Student engagement in the transition planning process has been identified as a predictor of success after high school. Instructions: IEP team members should award 0 - 2 points for each component. Note some sections may be not applicable (N/A) for a student.

Student Name:		Points 0-2	Points 0-2
		Graduation Readiness	Student Engagement
1	Student has met or will meet local general education requirements for graduation		
2	Student has an attendance rate that meets the graduation requirements of the school		
3	Student access to Transition Services via their IEP began at age 16		
4	Post-secondary transition plan in the IEP meets the 8 elements of Indicator 13		
5	The Summary of Performance is complete or a plan is in place to have it completed prior to the student graduating		
6	If the student has a para-educator, the team is considering ways to fade para-educator support in order to increase student independence		
7	If the student has a developmental disability, the team is working with the local developmental services agency to start the intake process		
8	If appropriate, the transition plan calls for work experiences and access to them is provided		

Case Study Project

VT AOE Case Study Learning Project

- Each of the 6 case studies includes an Indicator 13 compliant transition plan.

Welcome to the Vermont Agency of Education case study learning project. The goal of these case studies is to provide exemplars of the inter-relationship between a student's personalized learning plan (PLP), IEP transition plan and the student's pathway to meeting proficiency based graduation requirements (PBGRs). We are fortunate to have had these developed by Lee Ann Jung, a nationally recognized expert on personalization, disability and proficiency based learning. Through these case studies, you will see examples of how our fictional Happy Valley High School executed the requirements of Act 77, the VT Education Quality Standards, and IDEA. These case scenarios provide potential models that can be adapted to fit each school's particular context. These models are not new requirements but rather tangible exemplars of how these plans might be developed to support rather than duplicate each other. Additionally this resource showcases a strategy for making PBGRs accessible for students with disabilities.

Transition Modules

Personalized Learning and Transition Planning Module Series, a professional learning opportunity presented by Lee Ann Jung and Lead Inclusion

In this 5 module series participants will identify and explore the implications for students with disabilities accessing personalized learning plans and proficiency-based graduation requirements. This module series is a companion to the VT AOE Case Study Learning Project.

Contacts

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