

**Fall 2011**

**I-13 Training and File Review  
Manual**

**Barbara Goldsby**

**Barbara Palmer**

**Maureen Wirth**

**Katie Oliver**

**Linda Tegtmeier**

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**2011 INDICATOR 13 TRAINING AND FILE REVIEW MANUAL**  
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**Exceptional Student Leadership Unit  
Secondary Transition and Services Team  
Suggested Sequence for Indicator 13 Training**

**TWO HOUR GENERAL AWARENESS TRAINING**

1. Introductions 5 minutes
  
2. Purpose of Today's Training/File Review 5 minutes  
*To provide each attendee with the skills and knowledge required to write transition plans that are compliant with the requirements of I-13 that will result in positive post-school outcomes for students with disabilities.*
  
3. **(2a OR 2c)** Training pre-test (choose either #1 OR #2, to be done independently or with a partner—set aside until end of training) 5 minutes
  
4. **(3a)** *Indicator 13: Best Practice Transition Plans* Power Point  
Explains what exactly I-13 is, where it came from, and why it's so important 30 minutes
  
5. Have copies of one IEP available for each attendee, along with:  
**(3d)** *Compliance Tips*  
**(3f)** *I-13 IEP Compliance Feedback Form*  
  
As a large group, using the *Compliance Tips* as a reference, review the IEP, reminding participants that they have a professional obligation to respect the confidentiality of each IEP. Each participant should complete the *I-13 IEP Compliance Feedback Form*. Discuss in detail what meets compliance, including why/why not, and how the IEP might be improved. 50 minutes
  
6. **(2b OR 2d)** Review training pre-test as a large group 20 minutes
  
7. **(1b)** Evaluation of training, attendees complete a self-assessment of their knowledge/skills before and after the training 5 minutes

## THREE HOUR GENERAL AWARENESS TRAINING

1. Introductions 5 minutes
  
2. Purpose of Today's Training/File Review 5 minutes  
***To provide each attendee with the skills and knowledge required to write transition plans that are compliant with the requirements of I-13 that will result in positive post-school outcomes for students with disabilities.***
  
3. **(2a OR 2c)** Training pre-test (choose either #1 OR #2, to be done independently or with a partner—set aside until end of training) 5 minutes
  
4. **(3a)** *Indicator 13: Best Practice Transition Plans* Power Point  
Explains what exactly I-13 is, where it came from, and why it's so important 30 minutes
  
5. Have copies of two different IEPs (most current available, representing different schools and eligibility categories) available for each attendee, along with:  
**(3d)** *Compliance Tips* and  
**(3f)** two copies each of *I-13 IEP Compliance Feedback Form*  
  
As a large group, using the *Compliance Tips* as a reference, review the first IEP, reminding participants that they have a professional obligation to respect the confidentiality of each IEP. Each participant should complete the *I-13 IEP Compliance Feedback Form*. Discuss in detail what meets compliance, including why/why not, and how the IEP might be improved. 50 minutes
  
- Break as Needed**
  
6. Follow the same process described above for the second IEP 50 minutes
  
7. **(2b OR 2d)** Review training pre-test as a large group 30 minutes
  
8. **(1b)** Evaluation of training, attendees complete a self-assessment of their knowledge/skills before and after the training 5 minutes

**FULL DAY TRAINING**  
**Includes Hands-On Application of Learning**

1. Follow the sequence described above moving the pre-test review conversation and the training evaluation until the end of the training (it is recommended that a third IEP be reviewed as a large group). You could also administer the other pre-test as a post-test to help you further evaluate the skill level of the group.

Full morning

2. Ask participants to work with a partner to review their own IEPs, filling out the *I-13 IEP Compliance Feedback Form* for each. Encourage discussion whenever there is a question or possible confusion.

Afternoon

3. Q & A, Debrief

Administrative Unit	Date of Training	Location	# of Hours of Training

Circle the number that best represents your knowledge and skills **before** and **after** this training.

**RATING SCALE: 1 = LOW 3 = MEDIUM 5 = HIGH**

BEFORE TRAINING					SELF-ASSESSMENT OF KNOWLEDGE AND SKILLS RELATED TO:	AFTER TRAINING				
1	2	3	4	5	I-13 legal foundation, history (PowerPoint)	1	2	3	4	5
1	2	3	4	5	Writing measurable PSGs	1	2	3	4	5
1	2	3	4	5	Using transition assessment as a foundation for the IEP	1	2	3	4	5
1	2	3	4	5	Writing specific and individualized transition services	1	2	3	4	5
1	2	3	4	5	Linking the transition services to the PSGs	1	2	3	4	5
1	2	3	4	5	Writing a multi-year course of study that links to the PSGs and is individualized	1	2	3	4	5
1	2	3	4	5	Linking annual goals/objectives to PSGs and transition services	1	2	3	4	5
1	2	3	4	5	Documenting parental consent to invite an agency	1	2	3	4	5
1	2	3	4	5	Determining if each component of the IEP is compliant and providing a rationale to support that decision	1	2	3	4	5
<b>COMMENTS: (COMMENT ON BACK IF NEEDED)</b>										

Administrative Unit	Date of Training	Location	# of Hours of Training

Circle the number that best represents your knowledge and skills **before** and **after** this training.

**RATING SCALE: 1 = LOW 3 = MEDIUM 5 = HIGH**

BEFORE TRAINING					SELF-ASSESSMENT OF KNOWLEDGE AND SKILLS RELATED TO:	AFTER TRAINING				
1	2	3	4	5	I-13 legal foundation, history (PowerPoint)	1	2	3	4	5
1	2	3	4	5	Writing measurable PSGs	1	2	3	4	5
1	2	3	4	5	Using transition assessment as a foundation for the IEP	1	2	3	4	5
1	2	3	4	5	Writing specific and individualized transition services	1	2	3	4	5
1	2	3	4	5	Linking the transition services to the PSGs	1	2	3	4	5
1	2	3	4	5	Writing a multi-year course of study that links to the PSGs and is individualized	1	2	3	4	5
1	2	3	4	5	Linking annual goals/objectives to PSGs and transition services	1	2	3	4	5
1	2	3	4	5	Documenting parental consent to invite an agency	1	2	3	4	5
1	2	3	4	5	Determining if each component of the IEP is compliant and providing a rationale to support that decision	1	2	3	4	5
<b>COMMENTS: (COMMENT ON BACK IF NEEDED)</b>										

## **Indicator 13 File Review Training I-13 Compliance Pre-Test #1**

For each of the questions, select **all** of the I-13 compliant responses.

1. Choose the compliant example(s) of measurable postsecondary goals in education/training:
  - a. Upon completion of high school, John will participate in on the job training from his father in the family owned landscaping business which he will co-own with his father after graduating from high school.
  - b. Following high school, Troy will earn a marketing/management degree at a four year college.
  - c. Maria has been found eligible for DVR/SWAP services. Maria will complete job development activities provided by DVR and SWAP during her district's 18-21 year old program.
  
2. Choose the compliant example(s) of measurable postsecondary goals in career/employment:
  - a. After completion of high school, Jenny will apply for a job at a daycare center.
  - b. Because of the significance of Max's support needs, he will not be employed after graduating from high school.
  - c. Jason has been found eligible for DVR/SWAP services. Following exit from the district's 18-21 year old program, Jason will work competitively in a service industry job obtained through job development activities provided by DVR and SWAP.
  
3. Choose the compliant example(s) of measurable postsecondary goals in independent living skills:
  - a. Jackie will prepare for each day by dressing and feeding herself with assistance.
  - b. After completion of the 18-21 year old program, 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.
  - c. After high school, Josh wants to live in an apartment with roommates.

4. Choose the compliant example(s) of a statement of transition assessment:

- a. Independent Living Skills Postsecondary Goal Worksheet 10/30/10 and informal interview, 11/02/10, by case manager. Chris has helped on jobs involving auto body repair with his uncle, is aware of the community college application process, has his driving permit, has taken a foods class, and regularly does chores at home. A review of MAPs benchmark assessment data 10/31/10 by case manager indicates that his current reading and writing skills (5.0 GL reading, 6.0 GL writing) are not high enough for him to be accepted into the auto body repair program at the Aims Community College without remediation, which requires at least an 8.0 GL reading level.
- b. The TPI (Transition Planning Inventory) was initiated in 2009 to establish a baseline in determining PSGs. The student also completed the Ansell-Casey Life skills assessment on 10/30/10. The student took this assessment independently. He states that he would benefit from further instruction in the areas of knowing resources in the community that provide some peer tutoring, as well as information on the importance of personal contacts for job placement and where to find on the job training. During an interest survey 10/20/10, he indicated that he is still interested in pursuing journalism as a profession. It is recommended that the student continue to explore writing classes both at the high school and outside of school in the community to hone his craft.
- c. Student is interested in working with animals and wants a job as a vet assistant.

5. Choose the compliant example(s) of transition services:

- a. The special education teacher will provide direct instruction to Marty in the resource room and provide sample Accuplacer questions in order to help him successfully score above level 56 in arithmetic and 61 in reading comprehension on the Accuplacer, which is the score needed to enter the autobody program, and to increase reading and writing skills to facilitate successful completion of the written part of the autobody class.
- b. The consumer math teacher will provide direct instruction in real world application of practical math skills, including creating a budget, understanding taxes, balancing a checking account, and determining interest charges on credit cards.
- c. The special education teacher will support the student in general education classes and will provide access to the counseling center to look at college options.

6. Choose the compliant example(s) of transition services:

- a. Bill will visit McDonald's food prep area to determine skills needed for a short-order cook.
- b. Vocational teacher will provide direct instruction in the skills needed to obtain and maintain competitive employment. The counselor will assist Sam in applying for the Vocational Program Auto Mechanics slot for his senior year. Sam has been found eligible for DVR/SWAP services; SWAP will provide job seeking skills, resume assistance, and work-based learning opportunities (tour, job shadow) in auto maintenance to teach Sam the job duties of an auto mechanic. The speech language therapist will provide instruction and practice in language pragmatics designed to help him be successful in job interviews and workplace settings.
- c. Jeremy's case manager will assist Jeremy and his parents in developing a picture schedule for his morning preparation (including dressing, making his bed and packing his lunch). The case manager will also support Jeremy and his family in establishing services with Metro Mobility, by providing them with contact information and assistance completing the application paperwork.

7. Choose the compliant example(s) of a course of study:

- a. In order for Harrison to be prepared to meet the entrance requirements for college credit at Bel-Rea Institute of Animal Technology, he will take the district required courses in math, science, social studies, language arts, PE, and Career/Technical Education. In the area of science, he will take biology and chemistry. In the area of math, he'll take geometry. In addition to the general education requirements, he will receive direct instruction in basic reading skills and reading comprehension skills. In order to avoid a need for remediation when entering the college system, Harrison will also enroll in LEAD (Learning and Educating About Disabilities) to learn to advocate for his academic needs and better understand his own learning strengths. He will participate in on the job training as supported by the ACE program his senior year. In this course, he will have an opportunity to gain credit and experience within the veterinarian field by either volunteering and/or completing an unpaid work experience or internship.
- b. To prepare Tyler for his postsecondary independent living goal to live with his parents and to maximize his level of independence in that setting, Tyler will take consumer math to gain independent money, time-telling, and computational skills; English for practical communication skills; life skills classes that focus on cooking, home management, self-advocacy; and meditation classes. Tyler will also participate in the district's 18-21 transition program where he will practice using public transportation,

grocery shopping and food preparation, and communicating his needs and wants to different people in the community.

- c. Barbara will take 2 more credits of social studies, 3 credits of English, 2 credits in math, and 2 credits in science to meet her post school goals and graduation requirements.
8. Choose the compliant example(s) of a measurable annual goal that directly, specifically, and genuinely links to transition needs/PSGs:
    - a. In order to be successful in a community college setting, Holly will be able to describe her disability, explain what accommodations she needs and why, and know what her next steps are if she does not receive the accommodation, as demonstrated by her ability to self-advocate in this manner to her general education teachers 90% of the time when accommodations are needed.
    - b. In order to be an underwater welder, Joe will increase his reading level from 3.5 to 4.5.
  9. Choose the compliant example(s) of a measurable annual goal that directly, specifically, and genuinely links to transition needs/PSGs:
    - a. In order to participate in a supported living setting, Samantha will respond to questions and make choices using alternative communication methods, as measured by the following: when given a choice between two activities or objects, Samantha will indicate her preference using eye gaze 90% of the time.
    - b. In order to participate in a supported living setting, Renee will add and subtract two digit numbers with 90% accuracy.
  10. Evidence of compliant agency invitation to an IEP meeting includes:
    - a. Agency listed on the Notice of Meeting but there is no documentation of parental consent.
    - b. Agency listed on the Notice of Meeting--written parental consent dated prior to the agency invitation and agency invitation to IEP meeting in Susan's file.

## Indicator 13 File Review Training

### I-13 Compliance Pre-Test #1 Answer/Discussion Guide

1. Choose the compliant example(s) of measurable postsecondary goals in education/training:

✓ Upon completion of high school, John will participate in on the job training from his father in the family owned landscaping business which he will co-own with his father after graduating from high school. **This is a measurable postsecondary goal in education/training.**

✓ Following high school, Troy will earn a marketing/management degree at a four year college. **This is a measurable postsecondary goal in education/training.**

Maria has been found eligible for DVR/SWAP services. Maria will complete job development activities provided by DVR and SWAP during her district's 18-21 year old program. **This is a non-compliant postsecondary goal in education/training because an 18-21 program is not postsecondary; it is part of secondary and still FAPE.**

2. Choose the compliant example(s) of measurable postsecondary goals in career/employment:

After completion of high school, Jenny will apply for a job at a daycare center. **This is a non-compliant PSG in career/education; "apply" is a process, not an actual outcome.**

✓ Because of the significance of Max's support needs, he will not be employed after graduating from high school. **This is a measurable postsecondary goal in career.**

✓ Jason has been found eligible for DVR/SWAP services. Following exit from the district's 18-21 year old program, Jason will work competitively in a service industry job obtained through job development activities provided by DVR and SWAP. **This is a measurable postsecondary goal in career.**

3. Choose the compliant example(s) of measurable postsecondary goals in independent living skills:

✓ Jackie will prepare for each day by dressing and feeding herself with assistance. **This is a measurable postsecondary goal in independent living skills.**

✓ After completion of the 18-21 year old program, 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. **This is a measurable postsecondary goal in independent living skills.**

After high school, Josh wants to live in an apartment with roommates. **This is a non-compliant postsecondary goal in independent living skills; "wants," "wishes,"**

**“hopes to,” “would like” and other similar words are not measurable and should not be used. Use the word “will.”**

4. Choose the compliant example(s) of a statement of transition assessment:

a. Independent Living Skills Postsecondary Goal Worksheet 10/30/10 and informal interview, 11/02/10, by case manager. Chris has helped on jobs involving auto body repair with his uncle, is aware of the community college application process, has his driving permit, has taken a foods class, and regularly does chores at home. A review of MAPs benchmark assessment data 10/31/10 by case manager indicates that his current reading and writing skills (5.0 GL reading, 6.0 GL writing) are not high enough for him to be accepted into the auto body repair program at the Aims Community College without remediation, which requires at least an 8.0 GL reading level.

✓ **This is a compliant example of transition assessment. It provides evidence that the postsecondary goals were based on current, age-appropriate transition assessment.**

✓ The TPI (Transition Planning Inventory) was initiated in 2009 to establish a baseline in determining PSGs. The student also completed the Ansell-Casey Life skills assessment on 10/30/10. The student took this assessment independently. He states that he would benefit from further instruction in the areas of knowing resources in the community that provide some peer tutoring, as well as information on the importance of personal contacts for job placement and where to find on the job training. During an interest survey 10/20/10, he indicated that he is still interested in pursuing journalism as a profession. It is recommended that the student continue to explore writing classes both at the high school and outside of school in the community to hone his craft. **This is a compliant example of transition assessment. It provides evidence that the postsecondary goals were based on current (within the previous year), age-appropriate transition assessment. It is best practice to always include the specific name of the assessment, who administered/interpreted it, date it was given, and a summary of the results.**

Student is interested in working with animals and would like to have a job as a vet assistant. **This is a non-compliant example of transition assessment. Although it provides a brief summary of an assessment, it does not actually name what assessment was used.**

5. Choose the compliant example(s) of transition services:

✓ The special education teacher will provide direct instruction to Marty in the resource room and provide sample Accuplacer questions in order to help him successfully score above level 56 in arithmetic and 61 in reading comprehension on the Accuplacer, which is the score needed to enter the autobody program, and to increase reading and writing skills to facilitate successful completion of the written part of the autobody class. **This is a compliant example of transition services; it clearly and specifically states what activities/strategies the adults will provide to reasonably enable the student to meet his postsecondary goals.**

- ✓ The consumer math teacher will provide direct instruction in real world application of practical math skills, including creating a budget, understanding taxes, balancing a checking account, and determining interest charges on credit cards. **This is a compliant example of transition services; it clearly and specifically states what activities/strategies the adults will provide to reasonably enable the student to meet his or her postsecondary goals.**

The special education teacher will support the student in general education classes and will provide access to the counseling center to look at college options. **This is a non-compliant example of transition services. Transition services must be specific and individualized to the student. "Support" is too general to be a compliant transition service. "Access" is what every student is receiving.**

6. Choose the compliant example(s) of transition services:

Bill will visit McDonald's food prep area to determine skills needed for a short-order cook. **This is a non-compliant example of transition services. Transition services must be stated as what strategies/activities the adults will provide to assist the student and not stated as what the student will do.**

- ✓ Vocational prep teacher will provide direct instruction in the skills needed to obtain and maintain competitive employment. The counselor will assist Sam in applying for an Area Vocational Program Auto Mechanics slot for his senior year. Sam has been found eligible for DVR/SWAP services; SWAP will provide job seeking skills, resume assistance, and work-based learning opportunities (tour, job shadow) in the field of auto maintenance to teach Sam the job duties of an auto mechanic. The speech language therapist will provide instruction and practice in language pragmatics designed to help him be successful in job interviews and workplace settings. **This is a compliant example of transition services; it clearly and specifically states what activities/strategies the adults will provide to reasonably enable the student to meet his postsecondary goals. Note that direct related and special education services must link to the PSGs.**

- ✓ Jeremy's case manager will assist Jeremy and his parents in developing a picture schedule for his morning preparation (including dressing, making his bed and packing his lunch). The case manager will also support Jeremy and his family in establishing services with Metro Mobility, by providing them with contact information and assistance completing the application paperwork. **This is a compliant example of transition services; it clearly and specifically states what activities/strategies the adults will provide to reasonably enable the student to meet his postsecondary goals.**

7. Choose the compliant example(s) of a course of study:

- ✓ In order for Harrison to be prepared to meet the entrance requirements for college credit at Bel-Rea Institute of Animal Technology, he will take the district required courses in

math, science, social studies, language arts, PE, and Career/Technical Education. In the area of science, he will take biology and chemistry. In the area of math, he'll take geometry. In addition to the general education requirements, he will receive direct instruction in basic reading skills and reading comprehension skills. In order to avoid a need for remediation when entering the college system, Harrison will also enroll in LEAD (Learning and Educating About Disabilities) to learn to advocate for his academic needs and better understand his own learning strengths. He will participate in on the job training as supported by the ACE program his senior year. In this course, he will have an opportunity to gain credit and experience within the veterinarian field by either volunteering and/or completing an unpaid work experience or internship. **This is a compliant course of study. It is multi-year, specific and individualized, and will reasonably enable the student to meet his or her postsecondary goals.**

- ✓ To prepare Tyler for his postsecondary independent living goal to live with his parents and to maximize his level of independence in that setting, Tyler will take consumer math to gain independent money, time-telling, and computational skills; English for practical communication skills; life skills classes that focus on cooking, home management, self-advocacy; and meditation classes. Tyler will also participate in the district's 18-21 transition program where he will practice using public transportation, grocery shopping and food preparation, and communicating his needs and wants to different people in the community. **This is a compliant course of study. It is multi-year, specific and individualized, and will reasonably enable the student to meet his or her postsecondary goals.**

Barbara will take 2 more credits of social studies, 3 credits of English, 2 credits of math, and 2 credits of science to meet her post school goals and graduation requirements. **This is a non-compliant course of study. It addresses only general education graduation requirements. The stated linkage to post school goals is not specific.**

8. Choose the compliant example(s) of a measurable annual goal related to transition needs/PSGs:

- ✓ In order to be successful in a community college setting, Holly will be able to describe her disability, explain what accommodations she needs and why, and know what her next steps are if she does not receive the accommodations, as demonstrated by her ability to self-advocate in this manner to her general education teachers 90% of the time when accommodations are needed. **This is a compliant example of a measurable annual goal related to the transition needs/PSGs. The linkage to the PSG/transition needs is direct, specific, and genuine.**

In order to be an underwater welder, Joe will increase his reading level from 3.5 to 4.5. **This is a non-compliant example of a measurable annual goal related to the transition needs/PSGs. It is not enough to simply state that a linkage exists. The linkage must be direct, specific, and genuine.**

**(Examples of questions to consider in determining if the linkage is direct, specific, and genuine may be: is reading a critical skill in underwater welding, is**

**a 4.5 grade level adequate to be an underwater welder, might reading skills be more genuinely linked to the PSG in education/training?)**

9. Choose the compliant example(s) of a measurable annual goal related to transition needs/PSGs:

- ✓ In order to participate in a supported living setting, Samantha will respond to questions and make choices using alternative communication methods, as measured by the following: when given a choice between two activities or objects, Samantha will indicate her preference using eye gaze 90% of the time. **This is a compliant example of a measurable annual goal related to the transition needs/PSGs. The linkage is direct, specific, and genuine.**

In order to participate in a supported living setting, Renee will add and subtract two digit numbers with 90% accuracy. **This is a non-compliant example of a measurable annual goal related to the transition needs/PSGs. It is not enough to simply state that a linkage exists. The linkage must be direct, specific, and genuine. Although adding and subtracting numbers may be important for many reasons, there isn't a link between the skill and living in a supported living setting. A genuine linkage might have been made between adding and subtracting and making purchases independently or managing a budget.**

10. Evidence of compliant agency invitation to an IEP meeting includes:

Agency listed on the Notice of Meeting but there is no documentation of parental consent. **This is a non-complaint example of parent consent to invite an outside agency. Written parental consent is required to invite an agency.**

- ✓ Agency listed on the Notice of Meeting--written parental consent dated prior to the agency invitation and agency invitation to IEP meeting in Susan's file. **This is a compliant example of parental consent to invite an outside agency. When an agency is invited, as evidenced by inclusion on the Notice of Meeting, both parental consent and agency invitation must be dated and present to meet compliance requirements by confirming that parental consent was prior to or on the same day as the agency invitation.**

## Indicator 13 File Review Training I-13 Compliance Pre-Test #2

Circle "Y" if the response meets compliance or "N" if the response does not meet compliance. In either case, provide a rationale to support your answer.

Postsecondary Goals Question 1		
IEP Content		Rationale
1. After high school, Teresa will seek employment in childcare.	Y N	
2. After graduation, Madison will attend a four year college in nursing.	Y N	
3. After Terrell ages out of the school system, he will attend a community based employment program.	Y N	

Postsecondary Goals Updated Annually Question 2		
IEP Content		Rationale
1. IEP listed measurable postsecondary goals.	Y N	
2. IEP does not have measurable Postsecondary goals.	Y N	

Age Appropriate Transition Assessment  
Question 3

IEP Content	Rationale
<p>1. TPI, Case Manager, 4/09; Informal Inventory, Joe Smith, 4/10, Review of CSAP assessment, Sue Carr, 9/10. Assessments indicate Erin is interested in a job working with her hands and tools. Cars are her primary interest and she wants to attend Pikes Peak Community College for Auto Tech. Her CSAP scores indicate reading is her area of need, but her other skills are at grade level. She is currently scoring below the reading requirements for the Auto Tech program.</p>	<p><b>Y</b> <b>N</b></p>
<p>2. Phone Interview with parents indicated the student would like to sell his artwork-quotes on tee-shirts-online.</p>	<p><b>Y</b> <b>N</b></p>
<p>3. School will provide vocational opportunities for student in the field of animal care as well as interest inventories to determine other strengths for consideration in her career choice.</p>	<p><b>Y</b> <b>N</b></p>
<p>4. Transition Planning Inventory (TPI); Informal interview. These assessments were used to determine employability and life skills levels; the results of these assessments show an interest in jobs that include interacting with others, strengths in social skills, and needs in managing impulsivity.</p>	<p><b>Y</b> <b>N</b></p>
<p>5. Student is interested in helping bag groceries for customers and delivering the bags to their vehicles. Also he is interested in stocking shelves.</p>	<p><b>Y</b> <b>N</b></p>
<p>6. Because the student has decided to be an RN, no other assessments were undertaken with the student.</p>	<p><b>Y</b> <b>N</b></p>

Transition Services  
Question 4

IEP Content	Rationale	
1. The case manager will provide the student with support and access to the career access center.	Y N	
2. Jason will job shadow.	Y N	
3. The Life Skills class instructor will teach Andrew how to utilize O*Net to research different employment options in the animal care field.	Y N	

Course of Study  
Question 5

IEP Content	Rationale	
1. Darren will receive instruction in a modified curriculum which will include life skills classes that focus on daily living, self-care, basic communication, and basic job readiness.	Y N	
2. Lists the credits needed for graduation.	Y N	
3. In order for Sandy to use her communication book in a variety of environments, she will take band or choir, reading, and PE. She will continue to receive individualized instruction in the resource classroom to increase her ability to interpret meaning, express herself, and respond to others.	Y N	
4. Student will continue to participate in classes of his choice offered at the school. He will take all the classes he needs to earn his diploma and will get support in any classes where he is struggling.	Y N	

Course of Study (Continued)  
Question 5

IEP Content		Rationale
<p><b>PSG Ed/Tr:</b> 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).</p> <p><b>PSG Career/Emp:</b> Next year, 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>Y</p> <p>N</p>	

Annual Goal Link to Transition Services/PSGs  
Question 6

IEP Content		Rationale
<p>1. <b>In order to live independently,</b> Maria will improve her math computational skills for life.</p>	<p>Y</p> <p>N</p>	
<p>2. <b>In preparation for the academic demands of auto mechanics training in a community college,</b> Paul will improve his reading comprehension by answering literal and inferential questions after reading a non-fiction passage at the 8th grade level with 85% accuracy.</p>	<p>Y</p> <p>N</p>	
<p>3. Susan will complete two step picture directions using a picture chart 95% of the time <b>in order to succeed in a community employment program.</b></p>	<p>Y</p> <p>N</p>	

Student Invitation  
Question 7

IEP Content	Y N	Rationale
1. Notice of Meeting is addressed to Dr. and Mr. Jackson and Bobbie.	Y N	
2. Inclusion of student's name on the notice of meeting of who will be invited.	Y N	
3. Student's signature on the participant's page.	Y N	

Parental Consent for Agency Invitation  
Question 8

IEP Content	Y N	Rationale
1. Notice of meeting states CCB <u>will</u> be invited to the IEP, but student's file does not contain a copy of parental consent to invite that agency.	Y N	
2. Notice of meeting states CCB will be invited to the IEP. Student's file has copy of written parental consent to invite CCB and a copy of the invitation to that agency. Parental consent is dated prior to (or same day as) agency invitation.	Y N	

## Indicator 13 File Review Training

### I-13 Compliance Pre-Test #2 Answer/Discussion Guide

Use the *Compliance Tips* as a reference for this discussion.

Postsecondary Goals for Discussion Question 1		
IEP Content		Rationale
1. After high school, Teresa will seek employment in childcare.	N	<b>The PSG must be an actual outcome and not an activity or process; "seeks" is a process.</b>
2. After graduation, Madison will attend a four year college in nursing.	Y	<b>This is a measurable postsecondary goal in education/training.</b>
3. After Terrell ages out of the school system, he will attend a community based employment program.	Y	<b>This is a measurable postsecondary goal in independent living skills.</b>

Postsecondary Goals Updated Annually for Discussion Question 2		
IEP Content		Rationale
1. IEP listed measurable postsecondary goals.	Y	<b>If the IEP includes measurable postsecondary goals, then the IEP meets compliance in this area.</b>
2. IEP does not have measurable postsecondary goals.	N	<b>Without measurable PSGs, the IEP does not meet compliance in this area.</b>

Age Appropriate Transition Assessment for Discussion  
Question 3

IEP Content	Rationale
<p>1. TPI, Case Manager, 4/09; Informal Inventory, Joe Smith, 4/10, Review of CSAP assessment, Sue Carr, 9/10. Assessments indicate Erin is interested in a job working with her hands and tools. Cars are her primary interest and she wants to attend Pikes Peak Community College for Auto Tech. Her CSAP score indicate reading is her area of need, but her other skills are at grade level. She is currently scoring below the reading requirements for the Auto Tech program.</p>	<b>Y</b>
<p>2. Phone Interview with Parents indicated the student would like to sell his artwork--quotes on tee-shirts--online.</p>	<b>N</b>
<p>3. School will provide vocational opportunities for student in the field of animal care as well as interest inventories to determine other strengths for consideration in her career choice.</p>	<b>N</b>
<p>4. Transition Planning Inventory (TPI); Informal interview. These assessments were used to determine employability and life skills levels; the results of these assessments show an interest in jobs that include interacting with others, strengths in social skills, and needs in managing impulsivity.</p>	<b>Y</b>

5. Student is interested in helping bag groceries for customers and delivering the bags to their vehicles. Also he is interested in stocking shelves.	N	<b>Simply stating a student's interests does not indicate assessments have been used. What is this information based on?</b>
6. Because the student has decided to be an RN, no other assessments were undertaken with the student.	N	<b>Every transition IEP must be based on current (within one year) transition assessment, which could include documentation of a review of existing assessments. Transition assessment is an ongoing process of collecting data on the individual's needs, preferences, and interests. It is not appropriate to determine that there will be no further transition assessment.</b>

Transition Services for Discussion Question 4		
IEP Content	Rationale	
1. The case manger will provide the student with support and access to the career access center.	N	<b>Transition services must be the things/steps/actions that should happen to help the student achieve their PSGs. Support and access do not provide specific steps the case manager will provide to the student.</b>
2. Jason will job shadow.	N	<b>Transition services must be stated as "the_____ (e.g., adults in the school) will provide..." not what the student will do.</b>
3. The Life Skills class instructor will teach Andrew how to utilize O*Net to research different employment options in the animal care field.	Y	<b>Transition services are a coordinated set of activities that will lead the student toward PSGs. This meets compliance requirements.</b>

Course of Study for Discussion Question 5		
IEP Content	Rationale	
1. Darren will receive instruction in a modified curriculum which will include life skills classes that focus on daily living, self-care, basic communication, and basic job readiness.	Y	<b>This course of study is multi-year, specific and individual to the student's preferences/interests, and is related to the student's PSGs. It meets compliance requirements.</b>

2. Lists the credits needed for graduation.	N	This course of study is not specific or individualized, nor does it link to the PSGs; it does not meet compliance.
3. In order for Sandy to use her communication book in a variety of environments, she will take band or choir, reading, and PE. She will continue to receive individualized instruction in the resource classroom to increase her ability to interpret meaning, express herself, and respond to others.	Y	This course of study is multi-year, specific and individual to the student's preferences/interests, and is related to the student's PSGs. It meets compliance requirements.
4. Student will continue to participate in classes of his choice offered at the school. He will take all the classes he needs to earn his diploma and will get support in any classes where he is struggling.	N	This course of study is not linked to the PSGs; it is not specific or individualized; it does not meet compliance requirements.
<p>5. <b>PSG Ed/Tr:</b> 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).</p> <p><b>PSG Career/Emp:</b> Next year, Joseph will attend vocational training in the auto mechanics program to help further prepare him for a career in the automotive mechanics industry.</p>	Y	This course of study is multi-year, specific and individual to the student's preferences/ interests, and is related to the student's needs and PSGs. It meets compliance requirements.

Annual Goal Link to Transition Services/PSGs for Discussion  
Question 6

IEP Content		Rationale
1. <b>In order to live independently</b> , Maria will improve her math computational skills for life.	<b>N</b>	<b>It is not enough to simply state that a linkage exists. The linkage must be direct, specific, and genuine.</b>
2. <b>In preparation for the academic demands of auto mechanics training in a community college</b> , Paul will improve his reading comprehension by answering literal and inferential questions after reading a non-fiction passage at the 8th grade level with 85% accuracy.	<b>Y</b>	<b>This goal is related to the PSG/transition service needs and is direct, specific, and genuine.</b>
3. Susan will complete two step picture directions using a picture chart 95% of the time <b>in order to succeed in a community employment program</b> .	<b>Y</b>	<b>This goal is related to the PSG/transition service needs and is direct, specific, and genuine.</b>

Student Invitation for Discussion  
Question 7

IEP Content		Rationale
1. Notice of Meeting is addressed to Dr. and Mr. Jackson and Bobbie.	<b>Y</b>	<b>This is documented evidence that the student was invited to the IEP meeting prior to the meeting. Notice of Meeting may be co-addressed.</b>
2. Inclusion of student's name on the notice of meeting of who will be invited.	<b>N</b>	<b>Inclusion of the student's name on the Notice of Meeting along with others who will be invited does not constitute an invitation to the student.</b>
3. Student's signature on the participant's page.	<b>N</b>	<b>There must be an invitation that specifically names the student and is dated <u>prior</u> to the date of the meeting.</b>

Parental Consent for Agency Invitation for Discussion  
Question 8

IEP Content		Rationale
1. Notice of meeting states CCB <u>will</u> be invited to the IEP, but student's file does not contain a copy of parental consent to invite that agency.	<b>N</b>	<b>Parental consent is required each and every time an agency is invited to an IEP meeting. This IEP does not meet compliance requirements.</b>
2. Notice of meeting states CCB will be invited to the IEP. Student's file has copy of parental consent to invite CCB <u>and</u> a copy of the invitation to that agency. Parental consent is dated prior to (or same day as) agency invitation.	<b>Y</b>	<b>Both the parental consent and the agency invitation provide evidence that this area meets compliance requirements.</b>



# **Indicator 13:**

## **Building Best Practice Transition Plans Through Compliance**

Colorado Department of Education  
Exceptional Student Leadership Unit  
2011

# Secondary Transition Services Team

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# Purpose of IDEA (CFR §300.1(a))

“To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and **prepare them for further education, employment, and independent living**”.

# 20 Indicators

In order to operationalize the law and assure consistent and standardized data, OSEP created a list of 20 Indicators:

[http://www.cde.state.co.us/cdesped/download/pdf/SPP\\_UpdateApril2011.pdf](http://www.cde.state.co.us/cdesped/download/pdf/SPP_UpdateApril2011.pdf)

4/20 indicators relate specifically to transition.

http://www.cde.state.co.us/cdesped/download/pdf/SPP\_UpdateFeb2010.pdf - Windows Internet Explorer

http://www.cde.state.co.us/cdesped/download/pdf/SPP\_UpdateFeb2010.pdf

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2 / 178 98% Find

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Done

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# Ranking

Based on indicator data reported to OSEP, each state is given a “ranking”:

- ✓ Meets Requirements
- ✓ Needs Assistance
- ✓ Needs Intervention
- ✓ Needs Substantial Intervention

# AU Determinations


- Each state is ranked according to performance on designated Indicators
- Each AU is ranked according to performance on designated Indicators (Determinations)
- I-13 is a central factor in Determinations

# Transition Related Indicators

- **Indicator 1:** “Percent of youth with IEPs graduating from high school with a regular diploma”
- **Indicator 2:** “Percent of youth with IEPs dropping out of high school”

# Transition Related Indicators

- **Indicator 14:** “Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:
  - Enrolled in **higher education** within one year of leaving high school.



➤ Enrolled in **higher education or competitively employed** within one year of leaving high school.

➤ Enrolled in **higher education or in some other postsecondary education or training; or competitively employed, or in some other employment** within one year of leaving high school.

# Transition Related Indicators

## **Indicator 13:**

- Measurable Post School Goals
- Reviewed Annually
- Age Appropriate Transition Assessment
- Transition Services
- Course of Study
- Annual IEP Goals
- Student invitation
- Parent Consent to Invite Agencies

# Indicator 13

20 U.S.C. 1416(a)(3)(B), revised March, 2009

*“Percent of youth with IEPs aged 16 and above with an IEP that includes. . .*

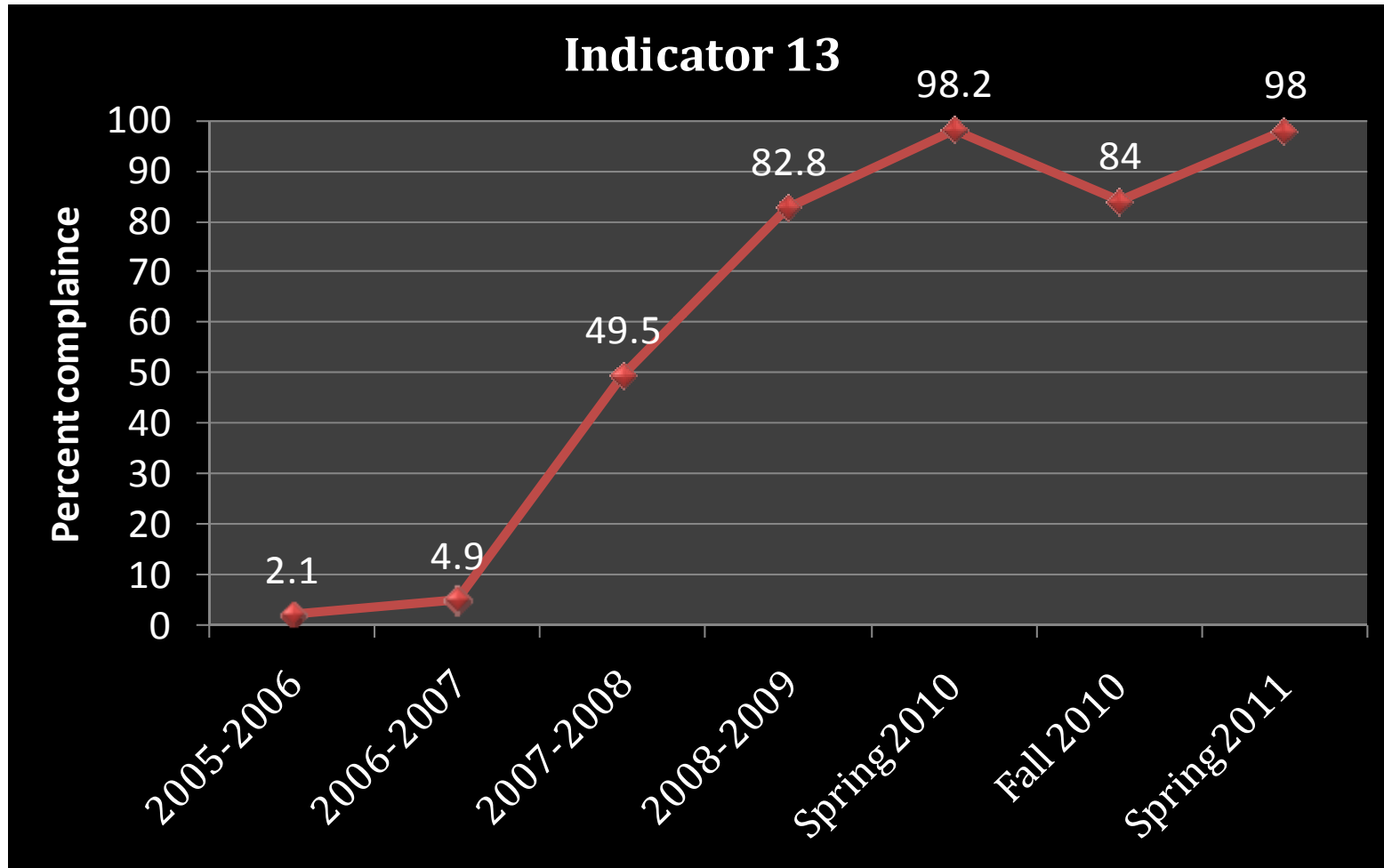
(note Colorado exception, ECEA4.03(6)(d)(i),

“Beginning with the first IEP developed when the child is age 15, but no later than the end of 9<sup>th</sup> grade”) . . .

*...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 must also 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.”*

# Indicator 13 Data Update



# SPP 2-Year Extension

- I-13 Sample Plan
- If your AU entered the Sample Plan 2007-08 (3 questions), you'll re-enter 2012-13 (8 questions)
- If your AU entered the Sample Plan 2008-09 (3 questions), you'll re-enter 2013-14 (8 questions)

# To Help States Meet Indicator 13 Requirements ...

NSTTAC (National Secondary Transition Technical Assistance Center, funded by OSEP) created the NSTTAC checklist and other resources to assist states to build capacity and improve transition planning, services, and outcomes for youth with disabilities.

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

# CDE Resources to Help AUs Meet Indicator 13 Requirements ...


- On-Line I-13 Training Module  
<http://www.cde.state.co.us/TransitionIEPTraining/>
- CDE I-13 Training and File Review Manual 2011 (Compliance Tips)  
<http://www.cde.state.co.us/cdesped/TransResources.asp>
- Transition Leadership Institute materials  
<http://www.cde.state.co.us/cdesped/TransLeadershipInstitute.asp#TLI2011>

# CDE Secondary Services & Initiatives

- Identify and expand current initiatives within CDE that impact secondary students
- Centralize information about available services within CDE that impact middle and high school students
- <http://www.cde.state.co.us/SecondaryInitiatives/>  
OR from the CDE home page search box  
“Secondary Initiatives”

# How AUs Can Meet Indicator 13 Requirements

- **AU Leadership**- defines the importance and provides support and materials
- **AU Transition Action Plan that includes:**
  - Designated person/team with specific time
  - Professional development opportunities
  - Internal quality assurance mechanism
  - Follow through of plan implementation
- **Knowing I-13** is basis of quality transition planning



# **Indicator 13:**

## **Building Best Practice Transition Plans Through Compliance**

Colorado Department of Education  
Exceptional Student Leadership Unit  
2011

Indicator 13 has rigorous compliance standards and it's an "all or nothing" standard—if even one item in the IEP is noncompliant, the entire IEP is judged to be noncompliant. However, the compliance requirements for I-13 form the foundation for a meaningful transition plan for students with disabilities. Best practice can readily be built on the foundation of compliance. The key goal of writing good transition plans is to improve postsecondary outcomes!

## Secondary Transition Services Team

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## Purpose of IDEA (CFR §300.1(a))

“To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and **prepare them for further education, employment, and independent living**”.

This is our over-arching goal. Everything we do should be designed with an eye toward postsecondary success. The reality is that adults with disabilities are significantly under- and unemployed when compared with their nondisabled peers. What can we do now to impact that outcome? How can I-13 compliance requirements and quality transition planning prepare students for their future?

## 20 Indicators

In order to operationalize the law and assure consistent and standardized data, OSEP created a list of 20 Indicators:

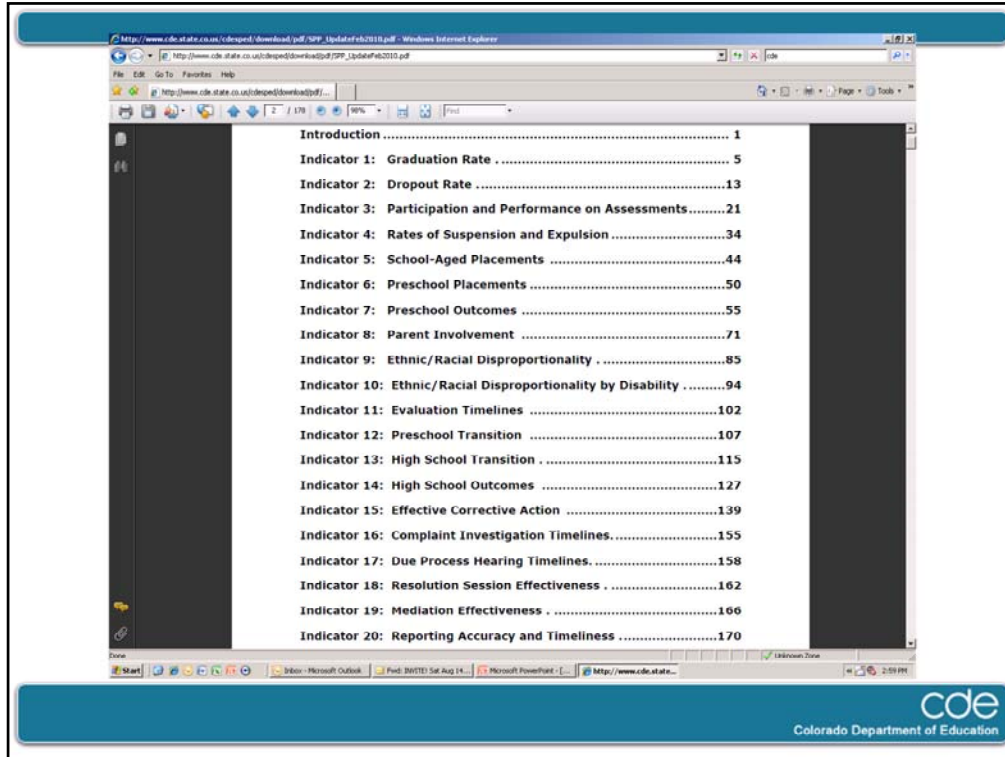
[http://www.cde.state.co.us/cdesped/download/pdf/SPP\\_UpdateApril2011.pdf](http://www.cde.state.co.us/cdesped/download/pdf/SPP_UpdateApril2011.pdf)

4/20 indicators relate specifically to transition.

OSEP is the Office of Special Education Programs, part of the federal level Department of Education. Our compliance requirements are all federally mandated. Please note that the link in this slide is to the *FFY 2005-2010 State Performance Plan (SPP)*

*For Special Education*, April 2011 update, a 181 page document where each of the Indicators is discussed in detail.

34 CFR §300.601(a) states that “each State shall have in place a performance plan that evaluates that State’s efforts to implement the requirements and purposes of [IDEA] and describes how the State will improve such implementation.” Each state must submit a Performance Plan (State Performance Plan --SPP) once every six years. Progress on that plan is reported out every year (the Annual Performance Report –APR).



This is quick snap shot of the 20 indicators:

9 are **compliance indicators with targets set at 100% or 0%**(9, 10, 11, 12, 13, 15, 16, 17, 20).

11 are **performance indicators where Colorado set rigorous targets** (1, 2, 3, 4, 5, 6, 7, 8, 14,18,19).

If anyone is interested in learning more about each indicator, they can read the SPP (link provided on the previous page).

# Ranking

Based on indicator data reported to OSEP, each state is given a “ranking”:

- ✓ Meets Requirements
- ✓ Needs Assistance
- ✓ Needs Intervention
- ✓ Needs Substantial Intervention

CO is currently at, “needs assistance.” Remember, CDE data is your data.

## AU Determinations

- Each state is ranked according to performance on designated Indicators
- Each AU is ranked according to performance on designated Indicators (Determinations)
- I-13 is a central factor in Determinations

AU (Administrative Unit) means a school district, board of cooperative services, or the State Charter School Institute, that is providing educational services to exceptional children (ECEA Rules 2.02).

Just as OSEP ranks each state based on data submitted, each state is required to rank each AU. This ranking is also referred to as issuing a Determination. I-13 compliance plays a significant role in AU Determinations.

In the very recent past, an AU's Determination has impacted its ability to have flexibility over how to spend ARRA stimulus funding. This is just one example of the "high stakes" accountability associated with I-13.

## Transition Related Indicators

- **Indicator 1:** “Percent of youth with IEPs graduating from high school with a regular diploma”
- **Indicator 2:** “Percent of youth with IEPs dropping out of high school”

It can be useful to compare the percent of youth with IEPs graduating and dropping out with their non-disabled peers. Is their rate higher, lower, or comparable?

## Transition Related Indicators

- **Indicator 14:** “Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:
  - Enrolled in **higher education** within one year of leaving high school.

- Enrolled in **higher education or competitively employed** within one year of leaving high school.
- Enrolled in **higher education or in some other postsecondary education or training; or competitively employed, or in some other employment** within one year of leaving high school.

Currently, Indicator 14 data is collected on the basis of a sample plan, which means I-14 data is collected only once over the span of the state Performance Plan (SPP). The state (CDE) assumes responsibility for collecting I-14 data based on family contact information provided by the AU as part of the EOY (End of Year) data collection. At the present time, I-14 data is not directly correlated with I-13 data; i.e., when the follow up survey is conducted, it is random and not associated with a specific IEP.

CDE has recently entered into an “intensive” relationship with the National Post-School Outcomes Center, NPSO. One of our goals is to create tools and a data management system that will be free to AUs that want to collect their own PSO data as part of their program evaluation.

## Transition Related Indicators

### Indicator 13:

- Measurable Post School Goals
- Reviewed Annually
- Age Appropriate Transition Assessment
- Transition Services
- Course of Study
- Annual IEP Goals
- Student invitation
- Parent Consent to Invite Agencies

Indicator 13 data is currently collected based on a sample plan, which means that each AU in the state is scheduled to enter the sample just once from 2007-2011. If an AU is found noncompliant, the only way to document compliance is by participating in another file review. Indicator 13 defines the requirements for a **transition plan**. Compliance is determined by reviewing actual student IEPs to see if each of the required components are evident. It's easy to see when looking at the next three slides, which show the exact language from the law, where this above list came from.

## Indicator 13

20 U.S.C. 1416(a)(3)(B), revised March, 2009

*“Percent of youth with IEPs aged 16 and above with an IEP that includes. . .*

(note Colorado exception, ECEA4.03(6)(d)(i),

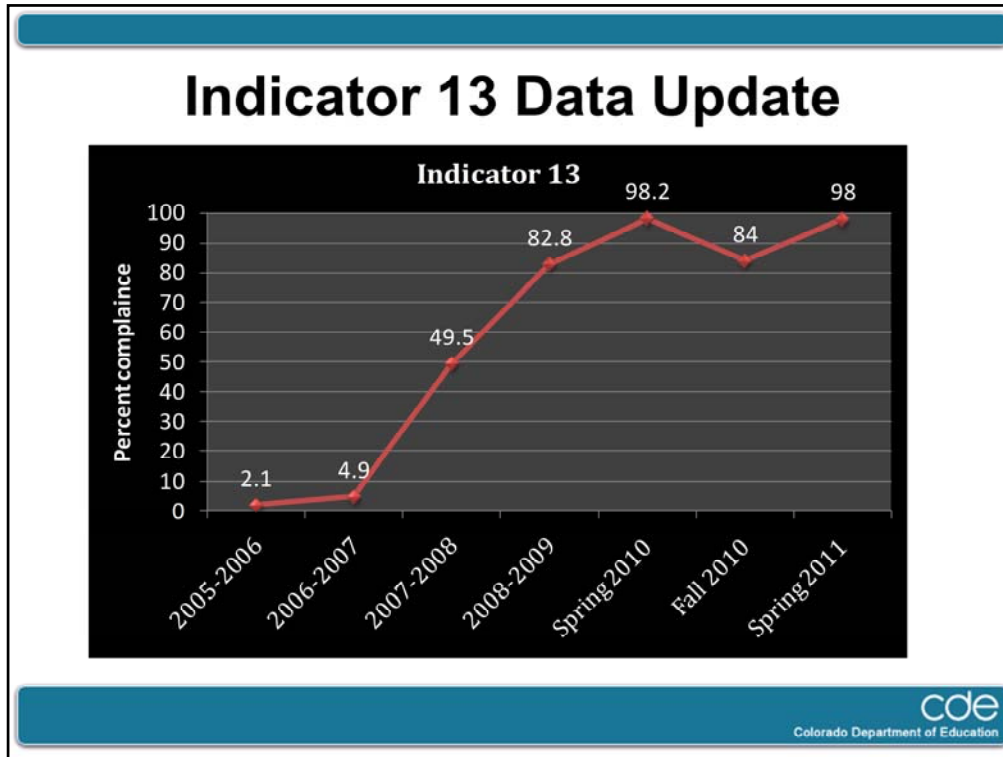
“Beginning with the first IEP developed when the child is age 15, but no later than the end of 9<sup>th</sup> grade”) . . .

Please note the one area where CO law is different from the federal mandate.

*...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 must also 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.”*

The intent of I-13 is that the better the quality of the transition plan, the greater the odds that the student will remain in school, thereby impacting indicators 1 and 2, and have more positive postsecondary outcomes, thereby impacting indicator 14.



Clearly, as we've gained experience, gotten smarter, and used our data to focus and target our training, our compliance results have continued to improve. **For AUs who have worked so hard to meet compliance, there is much to celebrate. For AUs that have yet to enter the I-13 sample, the message is clear: this is an attainable standard!**

The trend line is overwhelmingly positive! The spring, 2010 and 2011 data was based on verification file reviews.

To date (summer, 2011), there are 48 AUs that have met I-13 compliance!! NO AUs are currently noncompliant. There are only 10 AUs that have not yet participated in an I-13 file review; they'll be audited this fall and we have high hopes that they will enter the sample COMPLIANT.

Fun fact—total number of IEPs reviewed since 2005, including IEPs reviewed on initial entry and as part of verification, **6,178!!!**

Kudos to everyone for their hard work in so dramatically improving the quality of transition plans for our students with disabilities.

## SPP 2-Year Extension

- I-13 Sample Plan
- If your AU entered the Sample Plan 2007-08 (3 questions), you'll re-enter 2012-13 (8 questions)
- If your AU entered the Sample Plan 2008-09 (3 questions), you'll re-enter 2013-14 (8 questions)

Because IDEA has not yet been re-authorized, OSEP has required each State to extend the current State Performance Plan (SPP) by two years. Because we have collected our I-13 data by using a sample plan, the decision was made to extend the plan by repeating the first two years of the plan, which means all of the AUs that met compliance on the basis of 3 questions, will now be audited for all 8. Each Director of Special Education for the AUs that will be affected by this have been personally identified.

AUs with student enrollment above 50,000 participate in the Audit annually.

We will also be extending the sample plan for Indicator 14. Stay tuned, more information with the updated sample plan will be coming soon!

## To Help States Meet Indicator 13 Requirements ...

NSTTAC (National Secondary Transition Technical Assistance Center, funded by OSEP) created the NSTTAC checklist and other resources to assist states to build capacity and improve transition planning, services, and outcomes for youth with disabilities.

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

This is a great website for finding resources, training materials, and assistance in meeting the compliance requirements of I-13. It also provides information on evidence based practices, including a lesson plan library for transition.

## CDE Resources to Help AUs Meet Indicator 13 Requirements ...

- On-Line I-13 Training Module  
<http://www.cde.state.co.us/TransitionIEPTraining/>
- CDE I-13 Training and File Review Manual 2011 (Compliance Tips)  
<http://www.cde.state.co.us/cdesped/TransResources.asp>
- Transition Leadership Institute materials  
<http://www.cde.state.co.us/cdesped/TransLeadershipInstitute.asp#TLI2011>

These CDE resources were created by the state to provide AUs with help meeting I-13 compliance requirements. Best tip for navigating the CDE website...from the CDE homepage, in the upper, right hand corner, google **Transition Services** to go directly to the menu for all transition resources.

## CDE Secondary Services & Initiatives

- Identify and expand current initiatives within CDE that impact secondary students
- Centralize information about available services within CDE that impact middle and high school students
- <http://www.cde.state.co.us/SecondaryInitiatives/>  
OR from the CDE home page search box  
“Secondary Initiatives”

This new site provides “one-stop shopping” for 21<sup>st</sup> Century Community Learning Centers, Concurrent Enrollment, Dropout Prevention, ICAP, Academic Initiatives, SWAP, and many more.

FYI: the link on this site to the “Office of Academic Initiatives” is to the most current information about the implementation of new standards.

## How AUs Can Meet Indicator 13 Requirements

- **AU Leadership**- defines the importance and provides support and materials
- **AU Transition Action Plan that includes:**
  - Designated person/team with specific time
  - Professional development opportunities
  - Internal quality assurance mechanism
  - Follow through of plan implementation
- **Knowing** I-13 is basis of quality transition planning

This is how AU leadership can provide help to district staff in meeting I-13 compliance requirements.

Many AUs that have met the rigorous compliance requirements of I-13 report that their IEP staffings have been genuinely transformed. Their focus is no longer on just meeting compliance, but instead on writing the best possible transition plans.

## Indicator 13: Building Best Practice Transition Plans Through Compliance

Colorado Department of Education  
Exceptional Student Leadership Unit  
2011



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## Purpose of IDEA (CFR §300.1(a))

“To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and **prepare them for further education, employment, and independent living**”.



## 20 Indicators

In order to operationalize the law and assure consistent and standardized data, OSEP created a list of 20 Indicators:

[http://www.cde.state.co.us/cdesped/download/pdf/SPP\\_UpdateApril2011.pdf](http://www.cde.state.co.us/cdesped/download/pdf/SPP_UpdateApril2011.pdf)

4/20 indicators relate specifically to transition.



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## Ranking

Based on indicator data reported to OSEP, each state is given a “ranking”:

- ✓ Meets Requirements
- ✓ Needs Assistance
- ✓ Needs Intervention
- ✓ Needs Substantial Intervention



## AU Determinations

- Each state is ranked according to performance on designated Indicators
- Each AU is ranked according to performance on designated Indicators (Determinations)
- I-13 is a central factor in Determinations

## Transition Related Indicators

- **Indicator 1:** “Percent of youth with IEPs graduating from high school with a regular diploma”
- **Indicator 2:** “Percent of youth with IEPs dropping out of high school”

## Transition Related Indicators

- **Indicator 14:** “Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:
  - Enrolled in **higher education** within one year of leaving high school.

➤ Enrolled in **higher education or competitively employed** within one year of leaving high school.

➤ **Enrolled in higher education or in some other postsecondary education or training; or competitively employed, or in some other employment** within one year of leaving high school.

## Transition Related Indicators

### Indicator 13:

- Measurable Post School Goals
- Reviewed Annually
- Age Appropriate Transition Assessment
- Transition Services
- Course of Study
- Annual IEP Goals
- Student invitation
- Parent Consent to Invite Agencies

## Indicator 13

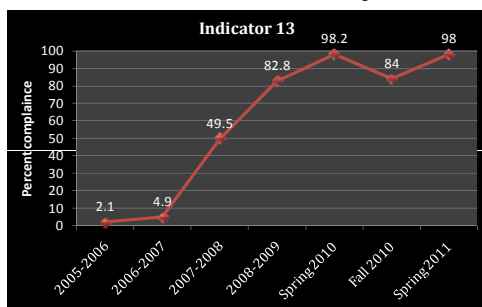
20 U.S.C. 1416(a)(3)(B), revised March, 2009  
*“Percent of youth with IEPs aged 16 and above with an IEP that includes. . .*

(note Colorado exception, ECEA4.03(6)(d)(i),  
*“Beginning with the first IEP developed when the child is age 15, but no later than the end of 9<sup>th</sup> grade”) . . .*

*...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 must also 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.”*

### Indicator 13 Data Update



### SPP 2-Year Extension

- I-13 Sample Plan
- If your AU entered the Sample Plan 2007-08 (3 questions), you'll re-enter 2012-13 (8 questions)
- If your AU entered the Sample Plan 2008-09 (3 questions), you'll re-enter 2013-14 (8 questions)

### To Help States Meet Indicator 13 Requirements ...

NSTTAC (National Secondary Transition Technical Assistance Center, funded by OSEP) created the NSTTAC checklist and other resources to assist states to build capacity and improve transition planning, services, and outcomes for youth with disabilities.

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

### CDE Resources to Help AUs Meet Indicator 13 Requirements ...

- On-Line I-13 Training Module  
<http://www.cde.state.co.us/TransitionIEPTraining/>
- CDE I-13 Training and File Review Manual 2011 (Compliance Tips)  
<http://www.cde.state.co.us/cdesped/TransResources.asp>
- Transition Leadership Institute materials  
<http://www.cde.state.co.us/cdesped/TransLeadershipInstitute.asp#TLI2011>

### CDE Secondary Services & Initiatives

- Identify and expand current initiatives within CDE that impact secondary students
- Centralize information about available services within CDE that impact middle and high school students
- <http://www.cde.state.co.us/SecondaryInitiatives/>  
QR from the CDE home page search box  
"Secondary Initiatives"



### How AUs Can Meet Indicator 13 Requirements

- **AU Leadership**- defines the importance and provides support and materials
- **AU Transition Action Plan that includes:**
  - Designated person/team with specific time
  - Professional development opportunities
  - Internal quality assurance mechanism
  - Follow through of plan implementation
- **Knowing** I-13 is basis of quality transition planning



# Compliance Tips for Indicator 13

Summer 2011

Secondary Transition Services Team  
Colorado Department of Education  
Exceptional Student Leadership Unit

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### ***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 (OSEP), required states to develop six-year State Performance Plans (SPP) around 20 indicators, on which data will be submitted annually in Annual Performance Reports (APR). The CDE collects data for Indicator 13 (transition plan requirements) through the use of a sampling plan. The sampling plan expired at the conclusion of FFY 2010. The CDE will continue to sample AUs by repeating the first two years of the approved sampling plan in 2012 and 2013.

### ***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)). **There is an exception to this age requirement in Colorado.** ECEA Rules 4.03(6)(d)(i) states that a transition plan is required, “beginning with the first IEP developed when the child is age 15, but no later than the end of 9<sup>th</sup> grade, or earlier if deemed appropriate by the IEP Team, and updated annually.”

### ***Who is the intended audience for the Compliance Tips?***

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

### ***How are the Compliance Tips organized?***

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

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

The *Tips* are organized so they can readily be printed/copied front to back. The front section for questions 1, 3, 4, 5, 6, and 8 lists bulleted “Key Points” that highlight guidance for practitioners to assure compliance and lead toward writing appropriate transition plans for students with disabilities that will increase the odds for positive postsecondary outcomes. The examples model compliance and lead to best practice. Questions 2 and 7 simply define compliance requirements.

### ***How does this version of the Compliance Tips differ from previous ones?***

THERE HAVE BEEN NO CHANGES TO I-13 COMPLIANCE REQUIREMENTS. This version highlights examples from actual IEPs which were reviewed as part of the I-13 audit. The field is leading the way in writing transition plans which go beyond compliance to best practice.

## QUESTION 1

### **Are there appropriate measurable postsecondary goals that cover 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) and should be based on transition assessment. If no goal is needed for independent living skills, nothing needs to be written in this area, although an n/a is always preferable to leaving something blank. 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 will not meet compliance.
- The PSG 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.
- Best practice is to 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 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 assessment conducted with the student.
- **On very rare occasions**, the IEP team, after carefully considering the severity of the student’s condition and his/her unique needs, may determine that a postsecondary goal in education/training and/or career/employment would be inappropriate. In such a case, it would be acceptable to state, “Due to the significant support needs of this student, the student will not be employed and/or attend postsecondary training.” 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.

*Please be advised that meeting federal requirements ensures compliance. Administrative Units may set their standards higher. Consult with your Director of Special Education for clarification about your local requirements.*

## QUESTION 1

**Are there appropriate measurable postsecondary goals that cover education or training, employment, and, as needed, independent living?**

EXAMPLES
<b>PSG EDUCATION/TRAINING (required)</b>
After graduation, Henry <b>will attend</b> Bel-Rea Institute of Animal Technology in Denver to become a Vet Tech.
After high school, Jackie <b>will participate in</b> on the job training at Wellington Animal Clinic.
Following exit from the district's 18-21 year old program, Maria <b>will complete</b> vocational training at the Denver Culinary Institute.
Following high school, Troy <b>will attend</b> a four year college for business management.
Damian <b>will attend</b> a community based employment program after he ages out of school.
<b>PSG CAREER/EMPLOYMENT (required)</b>
Carl <b>will work</b> as a manager of a McDonalds.
Because of the significance of Max's support needs, the IEP team has determined that he will not be employed after aging out of district services.
Following graduation, Ashley <b>will have</b> volunteer positions in the community with support of the local community center board, but not paid employment.
While attending a two-year college I <b>will work</b> part-time at PetSmart. After graduating from a two-year college with my associate's degree, I will work full-time as a vet tech.
Following high school, Paul <b>will work</b> at the local hospital with a job coach.
<b>PSG INDEPENDENT LIVING SKILLS (when appropriate)</b>
After graduation, Bill <b>will live</b> at home and participate to the maximum extent possible in his daily routines (e.g., feeding, dressing, bathing, etc.).
After completion of the 18-21 year old program, Jackie <b>will prepare</b> for each day by dressing and feeding herself with assistance.
Barry <b>will live independently</b> 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.
Following Devon's aging out of the school system, <b>he will live semi-independently</b> with a roommate in an assisted living environment and utilize public transportation to access his community.
N/A- Based on TPI assessment data, June has the skills to live independently.

## QUESTION 2

**Are the postsecondary goals updated annually?**

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

- The postsecondary goals for education/training, career/employment, and as needed, independent living skills, are documented in the student's current IEP.
- If all three PSGs are reviewed as compliant (which could include n/a for the independent living skills PSG), this section will be reviewed as having met compliance criteria.
- If any of the PSGs are reviewed as noncompliant, this section will be reviewed as noncompliant.
- The only way this area can be corrected is by correcting the PSGs.

*Please be advised that meeting federal requirements ensures compliance. Administrative Units may set their standards higher. Consult with your Director of Special Education for clarification about your local requirements.*

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### QUESTION 3

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

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

#### KEY POINTS:

- Transition assessment should tell a rich student “story” that leads to the development of measurable postsecondary goals, course 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 assessment, transition assessment documentation should include the name of the assessment, the date of the administration/interpretation, who administered/interpreted it, and a summary of the results of the assessment.
- Transition assessment could include academic achievement, aptitude, 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. Review those assessments through a “transition lens.”
- Transition assessment should 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. They can be formal or informal.
- Access additional assessment information and resources through the 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 written parental consent.

*Please be advised that meeting federal requirements ensures compliance. Administrative Units may set their standards higher. Consult with your Director of Special Education for clarification about your local requirements.*

### QUESTION 3

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

On the state recommended IEP form, there is a separate space for transition assessment in *Section 6, Present Levels of Academic Achievement and Functional Performance Including Input from Parent and Student*. Include here the name of the assessment(s), who administered/interpreted it, and when. The results of the transition assessment should be included here or in the other areas of *Section 6, Present Levels*, most likely *Student Strengths, Preferences, Interests*. Assessment should be the foundational data used to develop the postsecondary goals, transition services, course of study, and annual goals. An analysis of transition assessment data could identify potential gaps between a student's current skill level and the skill/knowledge required to attain the PSGs. A process should be evident (e.g., data obtained over time and not just from one "snapshot," or a comprehensive assessment 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.)
- At least one specific transition assessment must be listed to meet compliance. Best practice would be to have multiple transition assessments administered over time and/or a review of existing assessments (CSAP/CSAPA, BASC, RtI progress monitoring data) using a "transition lens." Best practice would also include documenting the date the assessment was administered/interpreted, who administered/interpreted it, and a brief summary of the results.
- The results of transition assessment are used in the development of the transition IEP—postsecondary goals, transition services, course of study, and annual goals. It can be inferred that information from the transition assessment informed the development of the IEP, but it is best practice to include an actual summary.
- A student's strengths, interests, and preferences must be considered. A parent interview alone will not meet compliance. Information can be gathered via situational, task, or environmental assessment for students with more significant support needs.
- There is no indication that the sources of information are not age-appropriate.

## QUESTION 3

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

EXAMPLES
<p>11/02/11, <i>Independent Living Skills Postsecondary Goal Worksheet</i>, informal interview, and review of 09/06/11 <i>BASC</i> results, by case manager. Chris identified he would like to work as a chef. He has helped on jobs involving cooking with his uncle, has his driving permit, has taken a foods class, and regularly does chores at home. He prefers on the job training over a culinary arts program. He struggles to work collaboratively with peers. Chris, under the direction of the case manager, researched various careers in food services on <i>O*NET</i> to determine how to directly enter that field after high school. He determined food prep would be a good starting point and learned that establishing and maintaining strong interpersonal relationships is an important requirement for this job.</p>
<ul style="list-style-type: none"> <li>• <i>Transition Planning Inventory (TPI)</i>, Case Manager, updated 4/11</li> <li>• <i>The Life Skills/Career/Transitional Planning Check Sheet</i>, Transition Class Teacher, 1/16/11</li> <li>• Informal interview, Joe Smith, 1/10/11</li> <li>• Review of <i>Accuplacer</i>, Dan Dunn, 2/1/11</li> </ul> <p>Assessments indicate that Erin, a junior, has adequate and age appropriate independent living, career awareness, and community skills. She is interested in a job where she can work with her hands and with tools. She likes working by herself and building things. Cars are her primary interest. She plans to attend a community college for auto tech. She took the <i>Accuplacer</i> 01/22/11; currently, her skills are not at the college readiness level and would require remedial classes. Reading score was 57, college level range 78-120; English 74, college level range 86-120; and arithmetic 65, college level range 71-120. Erin does have three semesters to continue to improve her basic skills and will re-take the <i>Accuplacer</i> as part of the college application process.</p>
<p>During an interview with the case manager 9/8/11, Alicia, a junior, stated that she wants to attend Colorado State University to eventually become a veterinarian. 10<sup>th</sup> grade <i>CSAP</i> scores were reviewed with Alicia at that time. [Math 482 (unsatisfactory range 370-561), Reading 612 (partially proficient range 607-662), and Writing 561 (partially proficient range of 459-577)]. Alicia and her case manager reviewed the CSU admission requirements on the <i>College in Colorado</i> website and discussed the gap between those requirements and her current skill level. They also used <i>O*NET</i> to explore other careers in the animal care field. Attendance records indicate that spring semester of her sophomore year, she was late to her first period math class 2-3 times per week.</p>
<p>Michael completed the <i>Casey Life Skills Inventory</i> 2/9/11 to assess his independent living skills. His life skills teacher completed three <i>situational assessments</i> with Michael in January, 2011, one each in the classroom, cafeteria, and community during transit training. These assessments indicate that he can follow multiple step directions, demonstrate safety awareness, and maintain eye contact during interactions with others. He has needs in following directions without prompts, recognizing boundaries, and independently asking for assistance. His life skills teacher has also observed that he typically chooses to work with peers rather than alone.</p>

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## QUESTION 4

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

## KEY POINTS:

- Transition services 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, related service providers, counselors, school club advisors, outside agencies, parents, community members, etc., provides to help the student achieve his/her postsecondary goals.
- Do not confuse the *Transition Services* described in Section 8 with the *Special Education and Related Services* identified on the “grid” in Section 13. The grid in section 13 identifies **ONLY** the services that will be provided by a special educator or related services provider. Transition services are much broader.
- Related services (defined in ECEA 2.37) include physical and occupational therapy, psychological services, etc. and must be linked to the PSGs. This linkage must be documented in the IEP in either Section 8 *Transition Services* (preferred), Section 13 *Service Delivery Statement*, or in a directly linked annual goal.
- Transition services must be stated as, “The \_\_\_\_\_ (e.g., special education teacher, case manager, OT, reading teacher, counselor, parents, etc.) will provide...” and not stated as what the student needs or what the student will do. Identify service providers by title, not name. Avoid the generic “staff” or “team” will provide....
- Transition services 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 PSGs? They should not include what every other student is also receiving (e.g., access the Career Counseling Center, receive accommodations and/or modifications). “Support” is too general to be a compliant transition service. 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 service.
- One way to help determine appropriate transition services is to read the annual goals. Who will provide what specific service(s) to help the student master the annual goal(s) within one year? (Keep in mind that not all of the activities described under *Transition Services* will have a corresponding annual goal/objective.)
- 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, Community Experiences, Employment and Other Post-School Adult Living Objectives, and if appropriate, acquisition of Daily Living Skills and Provision of a Functional Vocational Evaluation*. A sample page from the state IEP form is included to illustrate how a staffing team could consider each area.**

*Please be advised that meeting federal requirements ensures compliance. Administrative Units may set their standards higher. Consult with your Director of Special Education for clarification about your local requirements.*

## QUESTION 4

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

EXAMPLES
<b>TRANSITION SERVICE: INSTRUCTION (EDUCATION/TRAINING)</b>
<b>The case manager will</b> assist Brian in researching the eligibility requirements and services provided by the college disability access center. <b>Brian's parents will</b> take him to tour the college, including the access center. <b>The special education teacher will</b> provide instruction and modeling in how to advocate for his learning needs in college courses.
<b>The general education teacher will</b> provide direct instruction in reading comprehension and written expression to Marty. <b>The special education teacher will</b> provide sample Accuplacer questions in order to help him successfully score above 70 in arithmetic and above 77 in reading comprehension, the scores needed to enter the auto body program without remediation. <b>The case manager will</b> provide Marty with support in organization to include daily planner checks and creation of a filing system to track work assignments and completion.
<b>TRANSITION SERVICE: RELATED SERVICES</b>
<b>The occupational therapist will</b> provide modeling and direct instruction in self-help activities, to include teeth and hair brushing and self-feeding, to help facilitate semi-independent living.
<b>The school psychologist, as part of the weekly anger management group, will</b> 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 to be successful in the college classroom and the workplace.
<b>TRANSITION SERVICE: COMMUNITY EXPERIENCES</b>
<b>The case manager will</b> provide Emily with practice in learning how to locate transportation resources and learn transportation routes to and from an automotive training school. <b>The transition specialist will</b> provide Emily with job shadow experiences in the community.
<b>The transition specialist will</b> provide instruction and modeling in community access skills to include grocery shopping, public transit skills training, and using the community recreation center.
<b>TRANSITION SERVICE: EMPLOYMENT/ADULT LIVING</b>
<b>The consumer math teacher will</b> provide direct instruction in real world application of practical math skills, including creating a budget, understanding taxes, balancing a checking account, and determining interest charges on credit cards in order to live independently in the community.
<b>The special education teacher will</b> provide Chris with activities to explore training options as a veterinary technician. Chris has been found eligible for DVR/SWAP services. <b>The SWAP staff will</b> work with Chris to further explore jobs working with animals, provide assistance with applications and resumes, and practice interviewing skills.
<b>TRANSITION SERVICE: DAILY LIVING</b>
<b>The Family Studies class teacher will</b> provide instruction in budgeting and health and safety issues in the home and community. <b>The family will</b> 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.
<b>The special education teacher will</b> 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

Please note that the state recommended IEP form does not specifically prompt for the required areas (ECEA 2.51) to consider when developing 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 provided by teachers and/or SLPs 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), linkages (research, application, financial aid, etc.) to postsecondary education, 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 includes psychological services, physical and occupational therapy, orientation and mobility services, transportation, etc. Direct related services must 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/COMMUNITY EXPERIENCES 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/Community Experiences includes activities important to adult living such as managing a budget, renting a home, completing tax forms, registering to vote, accessing medical services, self-advocacy, etc. It could also include accessing community services/activities such as transportation, local library, recreation center, church, bank, stores, volunteer opportunities, etc. and/or job shadows.

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, often administered by a Division of Vocational Rehabilitation (DVR) counselor or an OT.

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, but at a more functional level, such as grooming, maintaining personal hygiene, maintaining personal safety, obtaining Social Security income (SSI), preparing meals, budgeting, caring for clothes, etc.

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

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## QUESTION 5

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

### KEY POINTS:

- 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 link to the postsecondary goals.
- A course of study that exemplifies best practice should, in addition to being multiyear, specific and individualized, and linked to the PSGs, stand up to the “Stranger Test” – is this clear and transferable to another school; e.g., can another school build a class schedule based solely on this information?
- 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. If the district provides an individualized four year plan for each student, then that could be acceptable if it provides a clear description of course needs leading to identified postsecondary goals.
- 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 state recommended IEP form divides the course of study into three separate areas as each relates to the specific postsecondary goals. Some AUs prefer to create one course of study that encompasses all the PSGs.

*Please be advised that meeting federal requirements ensures compliance. Administrative Units may set their standards higher. Consult with your Director of Special Education for clarification about your local requirements.*

## QUESTION 5

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

## EXAMPLES

**PSG Ed/Tr:** 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).

**PSG Career/Emp:** Next year, Joseph will attend vocational training in the auto mechanics program to help further prepare him for a career in the automotive mechanics industry.

**PSG Ed/Tr:** In order for Harrison to be prepared to meet the entrance requirements for college credit at Bel-Rea Institute of Animal Technology, he will take the district required courses in math, science, social studies, language arts, PE, and Career/Technical Education. In the area of science, he will take biology and chemistry. In the area of math, he'll take geometry. In addition to the general education requirements, he will receive direct instruction in basic reading skills and reading comprehension. In order to avoid a need for remediation when entering the college system, Harrison will also enroll in LEAD (Learning and Educating About Disabilities) to learn to advocate for his academic needs and better understand his own learning strengths.

**PSG Career/Emp:** Harrison will enroll in the ACE program his senior year where he will have an opportunity to gain credit and experience within the veterinarian field by either volunteering or completing an unpaid work experience or internship.

In order for Sandy to use her communication book in a variety of environments, she will take band or choir, reading, and PE. She will continue to receive individualized instruction in the resource classroom to increase her ability to interpret meaning, express herself, and respond to others.

In addition to the general education courses needed for graduation in social studies, science, foreign language, math, English, and PE, Bonnie will focus her elective choices on science, business and career classes that will assist her in achieving her career goal and explore other employment options in the health field. She will also receive instruction in organizational strategies and frustration coping skills.

Darren will receive instruction in a modified curriculum which will include life skills classes that focus on daily living, self-care, basic communication, and basic job readiness.

## 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 will move the student toward achieving his/her postsecondary goals (PSG) and link to the student’s transition services. Be cautious that the goal does not inadvertently communicate a false reality; i.e., “In order to be successful in college, the student will read at a 4.0 GL.”
- The linkage between the annual goals and the PSG/transition services must be direct, specific, and genuine. 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, specific, and genuine, 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. Writing an annual goal that genuinely links to the PSGs requires a thorough understanding of the skills, knowledge, and admission/job requirements for the specific PSG.
- Annual goals should link to a content standard, but a standard is not, by itself, an annual goal.
- Academic goals most readily link to the PSG in education/training.
- Behavioral goals can readily link to any of the PSGs.
- Related service goals must link to the PSG and transition services.
- At least one annual goal must show direct, specific, and genuine linkage to the PSGs. Best practice is that each and every annual goal directly, specifically, and genuinely links to the PSGs and is supported by a specific transition service.
- All annual goals/objectives should be SMART:
  - Strategic and Specific
  - Measurable (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

*Please be advised that meeting federal requirements ensures compliance. Administrative Units may set their standards higher. Consult with your Director of Special Education for clarification about your local requirements.*

## QUESTION 6

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

EXAMPLES
<b>ANNUAL GOAL EDUCATION/TRAINING</b>
<b>In preparation for the academic demands of auto mechanics training in a community college</b> , Paul will improve his reading comprehension by answering literal and inferential questions after reading a non-fiction passage at the 8th grade level with 85% accuracy.
<b>In order to be successful at a four year college</b> , Hal will write using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling with 80% accuracy based on the district grade level rubric.
<b>In order to be successful in on the job training</b> , Frankie will practice self-advocacy skills by discussing his disability, learning characteristics, and needed accommodations and modifications with all his general education teachers, without prompting, based on teacher report.
<b>ANNUAL GOAL CAREER/EMPLOYMENT</b>
<b>In order to be successfully employed</b> after she graduates from high school, Gina will improve her ability to follow through with tasks, to be measured by the following objectives: <ul style="list-style-type: none"> <li>a. Use a planner to track projects and manage her work load 90% of the time</li> <li>b. Complete activities/projects assigned to her 95% of the time</li> </ul>
Kyle will improve his reading comprehension skills to an 8.0 grade level <b>in order to gain entry into and successfully complete a training program in welding.</b>
Susan will complete two step picture directions using a picture chart 95% of the time <b>in order to succeed in a community based employment program.</b>
<b>ANNUAL GOAL INDEPENDENT LIVING SKILLS</b>
Donell will improve his emotional regulation, coping, and problem solving skills <b>in order to be successful in dormitory living</b> , by demonstrating the following objectives: <ul style="list-style-type: none"> <li>a. Following classroom and school rules 95% of the time without a prompt and 100% with a prompt.</li> <li>b. Naming personal difficulties and 1-2 ways to appropriately cope with each of these difficulties 8 out of 10 times.</li> </ul>
<b>In order to independently communicate information about himself while in the community</b> , Juan will write his first and last name and phone number with 100% accuracy.
<b>In order to participate in a supported living setting</b> , Samantha will respond to questions and make choices using alternative communication methods. <ul style="list-style-type: none"> <li>a. When given a choice between two activities or objects, Samantha will indicate her preference using eye gaze 90% of the time as measured by progress monitoring.</li> </ul>

## 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 file that the student was invited to participate in his/her IEP 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
- Documentation of verbal invitation.

The inclusion of the student's name on the list of who will be invited on the parental 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.

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## 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:

- **You must have written consent from parents before you invite an agency representative to attend any IEP meeting. This written consent must be obtained each and every time you invite an outside agency.**
- 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. Typically in CO, that's the local Community Center Board, DVR, or Mental Health. You may choose to invite agency representatives earlier in the planning process.
- **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/BOCES employees so parental consent is not required for them to be invited to an IEP meeting. However, written parental consent is required to invite the DVR counselor or for the SWAP provider to share any information with the DVR counselor.
- Additional documentation is required only if the parental Notice of Meeting indicates that an outside agency was invited. Evidence that this area is compliant will be determined by reviewing the student's IEP file for both **WRITTEN 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.
- Compliance requirements around parental consent do not apply to linkages. Actively facilitate linkages to 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 as best practice.
- 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.

*Please be advised that meeting federal requirements ensures compliance. Administrative Units may set their standards higher. Consult with your Director of Special Education for clarification about your local requirements.*

## 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?**

If an adult service agency is invited, that should be stated in *Section 8: Post-School Considerations*, under *Agency/community supports that may provide transition services in the coming school year*, under the PSG which is most appropriate. That agency must also be included on the parents' *Notice of Meeting*

If outside agencies attend a meeting at the invitation of the parents, that should be documented somewhere on the IEP. For example, it could be noted on *Section 5, IEP Participants*, "attended per parent invitation."

If an adult service agency is not invited to this IEP staffing, that would be explained in *Section 8: Post-School Considerations*, under *Agency/community supports that may provide transition services in the coming school year*, under the PSG which is most appropriate:

- *Name of student* is not eligible for adult agency services at this time.
- *Name of student* has applied for CCB services and is on the wait list.
- *Name of student* and family have been informed of agency resources and potential benefits of eligibility, but they have declined to pursue services at this time.
- *Name of student* is too young for services from adult agencies at this time.
- *Name of student* and family have been provided contact information for *name of agency* and will have the opportunity to meet with them at the Agency Fair.

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

**Was an outside agency invited to the IEP meeting, as evidenced by indication on the *Notice of Meeting*?**

<b>YES</b>	<b>NO</b>
Is written parental consent to invite an agency in the file?	Nothing further is required.
Is there dated evidence the agency was invited?	
Is written parental consent dated <u>prior</u> to the agency invitation?	The IEP will be reviewed as N/A, which counts as meeting compliance in this area.
If YES to the questions above, the IEP meets compliance requirements in this area.	
If NO to any question above, the IEP does <u>not</u> meet compliance requirements. It will be reviewed as noncompliant.	

### NSTTAC Indicator 13 Checklist: Form B (Enhanced for Professional Development)

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))

Questions	Postsecondary Goals		
	Education/ Training	Employment	Independent Living
1. Is there an appropriate measurable postsecondary goal or goals in this area?	Y N	Y N	Y N NA
Can the goal(s) be counted? Will the goal(s) occur <i>after</i> the student graduates from school? Based on the information available about this student, does (do) the postsecondary goal(s) seem appropriate for this student? <ul style="list-style-type: none"> <li>• If <i>yes</i> to all three, then circle Y OR if a postsecondary goal(s) is (are) <i>not</i> stated, circle N</li> </ul>			
2. Is (are) the postsecondary goal(s) updated annually?	Y N	Y N	Y N NA
Was (were) the postsecondary goal(s) addressed/ updated in conjunction with the development of the current IEP? <ul style="list-style-type: none"> <li>• If <i>yes</i>, then circle Y OR If the postsecondary goal(s) was (were) <i>not</i> updated with the current IEP, circle N</li> </ul>			
3. Is there evidence that the measurable postsecondary goal(s) were based on an age appropriate transition assessment?	Y N	Y N	Y N
Is the use of transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file? <ul style="list-style-type: none"> <li>• If <i>yes</i>, then circle Y OR if <i>no</i>, then circle N</li> </ul>			
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?	Y N	Y N	Y N
Is a type of <i>instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation</i> listed in association with meeting the post-secondary goal(s)? <ul style="list-style-type: none"> <li>• If <i>yes</i>, then circle Y OR if <i>no</i>, then circle N</li> </ul>			
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?	Y N	Y N	Y N
Do the transition services include courses of study that align with the student's postsecondary goal(s)? <ul style="list-style-type: none"> <li>• If <i>yes</i>, then circle Y OR if <i>no</i>, then circle N</li> </ul>			
6. Is (are) there annual IEP goal(s) related to the student's transition services needs?	Y N	Y N	Y N
Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs? <ul style="list-style-type: none"> <li>• If <i>yes</i>, then circle Y OR if <i>no</i>, then circle N</li> </ul>			
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	Y N	Y N	Y N
For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting? <ul style="list-style-type: none"> <li>• If <i>yes</i>, then circle Y OR if <i>no</i>, then circle N</li> </ul>			
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?	Y N NA	Y N NA	Y N NA
For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including but not limited to: <i>postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation</i> for this post-secondary goal? Was consent obtained from the parent (or student, for a student the age of majority)? <ul style="list-style-type: none"> <li>• If <i>yes</i> to both, then circle Y</li> <li>• If <i>no</i> invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then circle N</li> <li>• If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, circle NA</li> <li>• If parent or individual student consent (when appropriate) was <i>not</i> provided, circle NA</li> </ul>			
<b>Does the IEP meet the requirements of Indicator 13?</b> (Circle one)			
<b>Yes</b> (all Ys or NAs for each item [1-8] on the checklist included in the IEP are circled)    or <b>No</b> (one or more Ns circled)			

## Instructions for Completing NSTTAC Indicator 13 Checklist

### 1. Is there an appropriate measurable postsecondary goal or goals in this area?

- Find the postsecondary goal(s) for this student
- If there are appropriate measurable postsecondary goals that address *Education* or *Training* after high school, *Employment* after high school, and (if applicable) *Independent Living* after high school **and** if the identified postsecondary goal(s) in *Education* or *Training*, *Employment*, and (if applicable) *Independent Living* appear to be appropriate for the student, based on the other information regarding Present Level of Academic and Functional Performance and / or the student's strengths, preferences, and interests, circle Y
- If there is misalignment between the student's postsecondary goal(s), based on the information available (e.g., present level of performance, student interests, student preferences), circle N for the misaligned goal area(s) in the appropriate column(s)
- If there is a postsecondary goal that addresses *Education* or *Training* after high school, but it is not measurable or does not appear to be appropriate for the student, circle N in that column
- If there is not a postsecondary goal that addresses *Education* or *Training* after high school, circle N in that column
- If there is a postsecondary goal that addresses *Employment* after high school, but it is not measurable or does not appear to be appropriate for the student, circle N in that column
- If there is not a postsecondary goal that addresses *Employment* after high school, circle N
- If there is a postsecondary goal that addresses *Independent Living* after high school, but it is not measurable or does not appear to be appropriate for the student, circle N in that column
- If there is not a postsecondary goal that addresses *Independent Living* after high school, circle NA for that column (If NA is circled for *Independent Living* for #1, please do not respond to questions in this column for questions 2 – 8.)
- If there is one measurable and appropriate postsecondary goal that addresses *Education* or *Training*, *Employment*, and (if applicable) *Independent Living* after high school, circle Y in each column
- If there is one postsecondary goal that addresses *Education* or *Training*, *Employment*, and (if applicable) *Independent Living* after high school, but it is not measurable or appropriate, circle N for each column

### 2. Is the postsecondary goal(s) updated annually?

- If the postsecondary goal(s) for *Education* or *Training*, *Employment*, and as needed *Independent Living*, is (are) documented in the student's current IEP, circle Y in each corresponding column
- If the postsecondary goal(s) for *Education* or *Training*, *Employment*, and as needed *Independent Living*, is (are) not documented in the student's current IEP, circle N in each corresponding column
- If this is the student's first IEP that addresses secondary transition services because they just turned 16, this is considered an update, so circle Y in each column

### 3. Is there evidence that the measurable postsecondary goals were based on an age appropriate transition assessment?

- Find where information relates to assessment and the transition component on the IEP (either in the IEP or the student's file)
- For each of the postsecondary goal areas circled Y in question #1, evidence that at least one age appropriate transition assessment was used to provide information on the student's needs, strengths, preferences, and interests regarding this postsecondary goal, circle Y the corresponding column

- For each of the postsecondary goal areas circled Y in question #1, if there is **no** evidence that age appropriate transition assessment provided information on the student's needs, taking into account strengths, preferences, and interests regarding this postsecondary goal, circle N in the corresponding column
- If a postsecondary goal area was addressed in item #1, but was not measurable and if there is age appropriate transition assessment information, from one or more sources, provided on the student's needs, taking into account strengths, preferences, and interests regarding this postsecondary goal, circle Y in the corresponding column
- If a postsecondary goal area was addressed in item #1, but was not measurable and if there is **not** age-appropriate transition assessment information provided on the student's needs, taking into account strengths, preferences, and interests regarding this postsecondary goal, circle N in the corresponding column
- If an *Independent Living (IL)* postsecondary goal was noted as NA for #1, please do not provide an answer in the (*IL*) column.

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

- Find where transition services/activities are listed on the IEP
- For each postsecondary goal, if there is a type of instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skill(s), and provision of a functional vocational evaluation listed in association with meeting the postsecondary goal (s), circle Y
- For each of the postsecondary goal area, if there is **no** type of instruction, related service, community experience, development of employment and other post-school adult living objective, acquisition of a daily living skill, or functional vocational evaluation listed in association with meeting the postsecondary goal(s), circle N in the corresponding column
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is a type of transition services listed in association with meeting that postsecondary goal, circle Y in the corresponding column If a postsecondary goal area was addressed in item #1, but was not measurable and there is **no** type of transition service listed in association with meeting that postsecondary goal, circle N in the corresponding column
- If an *Independent Living (IL)* postsecondary goal was noted as NA, please do not provide an answer in the (*IL*) column

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

- Locate the course of study (instructional program of study) or list of courses of study in the student's IEP
- Are the courses of study a multi-year description of coursework from the student's current to anticipated exit year that is designed to help achieve the student's desired post-school goal(s)? If yes, go to next instruction bullet. If no, circle N in each column
- Do the courses of study align with the student's identified postsecondary goal(s)? If yes, circle Y in the corresponding column(s). If no, circle N in the corresponding column(s)
- If an *Independent Living (IL)* postsecondary goal was noted as NA, please do not provide an answer in the (*IL*) column.

**6. Is (are) there annual IEP goal(s) that are related to the student's transition services needs?**

- Find the annual goals, or, for students working toward alternative achievement standards, or States in which short-term objectives are included in the IEP, short-term objectives on the IEP
- For each of the postsecondary goal areas circled Y in question #1, if there is an annual goal or short-term objective included in the IEP related to the student's transition services needs, circle Y in the corresponding column(s)

- For each of the postsecondary goal areas circled Y in question #1, if there is **no** annual goal or short-term objective included in the IEP related to the student's transition services needs, circle N in the corresponding column(s)
- If a postsecondary goal area was addressed in #1, but was not measurable, and an annual goal is included in the IEP related to the student's transition services needs, circle Y in the corresponding column(s)
- If a postsecondary goal area was addressed in #1, but was not measurable, and there is **no** annual goal included in the IEP related to the student's transition services needs, circle N in the corresponding column(s)
- If an *Independent Living (IL)* postsecondary goal was noted as NA, please do not provide an answer in the *IL* column.

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

- Locate the invitation to the IEP conference for the student.
- Was the student invitation signed (by the LEA) and dated prior to the date of the IEP conference? If yes, circle Y in each column OR if no, circle N in each column

**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?**

- Find where persons responsible and/or agencies are listed on the IEP
- Are there transition services listed on the IEP that are likely to be provided or paid for by an outside agency? If yes, continue with next instruction bullet. If no, circle NA in the corresponding column(s)
- Was parent consent or student consent (once student has reached the age of majority) to invite an outside agency(ies) obtained? If yes, continue with next instruction bullet. If no, circle N in the corresponding column(s)
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is evidence that parent/student consented agency(ies) were invited to the IEP meeting to discuss transition, circle Y in the corresponding column(s)
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is **no** evidence that parent/student consented agency(ies) were invited to the IEP meeting to discuss transition, circle N in the corresponding column(s)
- If it is too early to determine if this student will need outside agency involvement, circle NA in each column
- If an *Independent Living (IL)* postsecondary goal was noted as NA, please do not provide an answer in the (*IL*) column.

**Does the IEP meet the requirements of Indicator 13?**

- If all Ys or NAs for each item (1- 8) for each postsecondary goal included in the IEP are circled, then circle **Yes**
- If one or more Ns are circled, then circle **No**

## I-13 IEP Compliance Feedback Form

AU Name \_\_\_\_\_ IEP Identifier \_\_\_\_\_

### Question 1

Are there appropriate measurable postsecondary goals that cover education or training, employment, and, as needed, independent living? (“will,” not “want,” and must identify goals after the student exits public school, including receiving 18-21 services)

- |   |                              |                             |                              |
|---|------------------------------|-----------------------------|------------------------------|
| a. education/training                           | <input type="checkbox"/> yes | <input type="checkbox"/> no |                              |
| b. employment                                   | <input type="checkbox"/> yes | <input type="checkbox"/> no |                              |
| c. where appropriate, independent living skills | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> N/A |

comments:

### Question 2

Are the postsecondary goals updated annually? (if Q1 is all “yes,” Q2 is “yes”)

- |                              |                             |
|------------------------------|-----------------------------|
| <input type="checkbox"/> yes | <input type="checkbox"/> no |
|------------------------------|-----------------------------|

comments:

### Question 3

Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessment? (within the calendar year)

- |                              |                             |
|------------------------------|-----------------------------|
| <input type="checkbox"/> yes | <input type="checkbox"/> no |
|------------------------------|-----------------------------|

comments:

### Question 4

Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals? (are individualized--not what all students receive--specific (“support” by itself is too vague), linked to the PSGs, and directly stated as what the community of adults (by title, not name) will provide--not what the student will do—at least one transition service must meet the above guidelines to meet compliance)

- |                              |                             |
|------------------------------|-----------------------------|
| <input type="checkbox"/> yes | <input type="checkbox"/> no |
|------------------------------|-----------------------------|

Check all that apply:

- |   |                              |                             |                              |
|---|------------------------------|-----------------------------|------------------------------|
| a. instruction  | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> N/A |
| b. related services   | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> N/A |
| c. community experiences                                    | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> N/A |
| d. employment and other post-school adult living objectives | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> N/A |
| e. when appropriate, acquisition of daily living skills     | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> N/A |
| f. when appropriate, functional vocational evaluation       | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> N/A |

**comments:**

Question 5

**Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?** (*class schedule--is multiyear from the current age of the student to exit, specific and individualized, and linked to the PSGs*)

yes      no

**comments:**

Question 6

**Is (are) there annual IEP goal(s) related to the student's PSGs/transition services needs?** (*directly and genuinely link to the PSGs and/or transition services--at least one such linkage is required for compliance*)

yes      no

**comments:**

Question 7

**Is there evidence that the student was invited to the IEP team meeting?** (*ideally a separate, "kid-friendly" form, but may be co-addressed with parents on parental notice of meeting—must be dated prior to the actual IEP*)

yes      no

**comments:**

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?** (*IF the parental notice of meeting indicates invitation of an outside agency, the student's file must contain written parental consent to invite the agency dated prior to the documented agency invitation--n/a is OK*)

yes      no      N/A

**comments:**

Question 9

**Overall, does the IEP meet the requirements of Indicator 13?** (*I-13 is an "all or nothing" indicator—if the IEP is noncompliant in any one area, the IEP is reviewed as noncompliant overall*)

yes      no

**comments:**

I-13 IEP CUTTING EDJ Compliance Feedback Form

AU Name \_\_\_\_\_ IEP Identifier \_\_\_\_\_

Question 1 (Compliance Tips Q7)

Is there evidence that the student was invited to the IEP team meeting? (ideally a separate, "kid-friendly" form, but may be co-addressed with parents on parental notice of meeting—must be dated prior to the actual IEP)

yes no

comments:

Question 5 (Compliance Tips Q8)

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? (IF the parental notice of meeting indicates invitation of an outside agency, the student's file must contain written parental consent to invite the agency dated prior to the documented agency invitation--n/a is OK)

yes no N/A

comments:

Question 13 (Compliance Tips Q1)

Are there appropriate measurable postsecondary goals that cover education or training, employment, and, as needed, independent living? ("will," not "want," and must identify goals after the student exits public school, including receiving 18-21 services)

- a. education/training yes no
- b. employment yes no
- c. where appropriate, independent living skills yes no N/A

comments:

Question 14 (Compliance Tips Q2)

Are the postsecondary goals updated annually? (if Q1 is all "yes," Q2 is "yes")

yes no

comments:

Question 15 (Compliance Tips Q6)

Is (are) there annual IEP goal(s) related to the student's PSGs/transition services needs? (directly and genuinely link to the PSGs and/or transition services--at least one such linkage is required for compliance)

yes no

comments:

Question 16 (Compliance Tips Q3)

**Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessment?** *(within the calendar year)*

yes                      no

**comments:**

Question 17 (Compliance Tips Q4)

**Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?** *(are individualized--not what all students receive--specific (“support” by itself is too vague), linked to the PSGs, and directly stated as what the community of adults (by title, not name) will provide--not what the student will do—at least one transition service must meet the above guidelines to meet compliance)*

yes                      no

**Check all that apply:**

- |  |                              |                             |                              |
|--|------------------------------|-----------------------------|------------------------------|
| <b>a. instruction</b>  | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> N/A |
| <b>b. related services</b>   | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> N/A |
| <b>c. community experiences</b>                                    | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> N/A |
| <b>d. employment and other post-school adult living objectives</b> | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> N/A |
| <b>e. when appropriate, acquisition of daily living skills</b>     | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> N/A |
| <b>f. when appropriate, functional vocational evaluation</b>       | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> N/A |

**comments:**

Question 21 (Compliance Tips Q5)

**Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?** *(class schedule--is multiyear from the current age of the student to exit, specific and individualized, and linked to the PSGs)*

yes                      no

**comments:**

Question 22

**Overall, does the IEP meet the requirements of Indicator 13?** *(I-13 is an “all or nothing” indicator—if the IEP is noncompliant in any one area, the IEP is reviewed as noncompliant overall)*

yes                      no

**comments:**

## I-13 FILE REVIEW PROCEDURES

1. The I-13 file review (also referred to as an “audit”) follows a **sample plan**. Each AU is scheduled to enter the I-13 sample once over the course of five years. Once an AU is determined to meet compliance, it will not go through any additional I-13 file reviews until a new State Performance Plan (SPP) is adopted. (Please note that the current I-13 sample plan has been extended for two years; AUs that entered the sample 2007-08 will be reviewed again in 2012-13, and those that entered 2008-09 will be reviewed again in 2013-14.) However, an AU is always responsible for meeting compliance in this area; transition planning is reviewed as part of a CIMP (Continuous Improvement Monitoring Process) file review conducted by CDE or a parent could file a due process or complaint. If an AU is found to be noncompliant with the requirements of I-13, the AU has one calendar year to demonstrate compliance—through another I-13 file review—before being found noncompliant with I-15, “General supervision system identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.” AUs with a student enrollment over 50,000 are required to participate in the sample annually.
2. The **actual date** for the I-13 file review, which typically occurs in the fall, is negotiated directly with the Director of Special Education/Designee. This is because the AU must provide space with computers and internet access (the data is recorded directly onto a live, “real time” website) and is strongly encouraged to have AU staff participate, so the need for coordination is understood.
3. A **Master Student List** is provided to the AU exactly two weeks prior to the scheduled review. The Master Student List is generated by CDE based on the December Count of the previous year (for example, for a file review fall, 2011, the list would come from the 2010 December Count). Only students who were 16 on/before the December Count date are pulled (to match the federal mandate for this data collection—please note that there is an exception in Colorado which requires transition planning for students when the child is 15 but no later than the end of 9<sup>th</sup> grade), then every effort is made to provide equitable representation across schools/programs and eligibility categories. It is expected that an IEP (print copy, student file, electronic copy, whichever is easiest for the AU) for each and every student on the Master Student List be pulled for the file review, regardless of a student’s current enrollment status.
4. **How many IEPs will be reviewed?** If there are fewer than 50 students identified on the Master Student List, each of the IEPs will be reviewed, regardless of the student’s current enrollment status, with one exception. IEPs written prior to October 1, the year before the actual review, will not be reviewed. Should there be more than 50 students identified on the Master Student List, CDE will select 50

IEPs that provide an equitable representation across schools/programs and eligibility categories for review. Once those 50 IEPs are reviewed, a decision will be made, in consultation with the AU, as to whether trends have been clearly identified or if additional IEPs need to be reviewed.

5. The AU is asked to create a **Cohort List**. This is a simple list of each school/program in the AU to which a corresponding letter is assigned; i.e., A = Apple High, B = Madison Alternative, C = 18-21 year old program, etc.
6. The I-13 file review includes a major **training component**. On the day of the audit, the I-13 File Review Team will lead the entire group, including AU staff, through a review of two different IEPs, using *CDE's Compliance Tips* as a reference. Confidentiality requirements are reviewed. This serves to assure inter-rater reliability and guarantee the transparency of the process. Although only the I-13 File Review Team will actually enter the data, AU staff may work 1/1 with a review team member and will most certainly be expected to answer questions and participate in any discussions.
7. **Any "No" response—potential noncompliance--must be discussed by all present.** Should consensus not be reached, the CDE Secondary Transition Services' team member will have the final say.
8. AU staff must keep a list of any individual **noncompliant IEPs**. Each noncompliant IEP must be corrected **within 15 calendar days** of the date of the file review, following the AU's internal policies and procedures. (If a noncompliant IEP is for a student no longer enrolled in the district, that individual IEP cannot be corrected.)
9. The **data** is available for review at the end of the process. It is up to the discretion of the Director when and how the data will be shared with others.
10. All in attendance are invited to participate in an **exit review** to provide feedback about the process and help synthesize the data. These notes, Reviewers' Onsite Summary Notes, are shared with the Director as part of the final report.
11. The Director will receive a **formal, written report** which will include a cover letter explicitly stating compliance status and addressing potential impact to the AU Determinations, a spreadsheet with specific data for each IEP reviewed, an analysis of compliance data by quarter, and the reviewers' notes. It is up to the discretion of the Director when and how this information will be shared with others in the AU.

State: Colorado Region: CDE District: **Sample** Report

School Year: 2011-2012 Gender: All Ethnicity: All Disability: All Age at IEP: All Ages Review:

8 records retrieved. **7 records reported to meet I-13 criteria.**

Cohort	Lst Nm	DOB	IEP Date	Q1 Inv. of stdnt	Comments	Q5 Inv. othr agn.	Comments	Q13a PSG Ed./ Trng	Q13b PSG Emp.	Q13c PSG Ind. Lvng Skills	Comments	Q14 PSG Annl Updt	Comments	Q15 Annl Goal	Comments	Q16 Trns Asmt	Comments	Q17 Trns Srv	Comments	Q21 Crns. of Study	Comments	Status - All
			12/12/2008	yes		na		yes	yes	na		yes		yes		yes		yes		yes		Meets I-13
			10/21/2008	yes	Good example of a "student friendly" invitation.	na		yes	yes	na		yes		yes		yes	Compl. is met, but best practice to include list of assmnts., who adm., when, and summary of results.	yes	Avoid the generic "staff"; indicate who will provide the service by title (never name).	no	Not individualized to student, no specific link to the PSGs.	Does not meet I-13
			11/6/2008	yes		na		yes	yes	na		yes		yes	Compl. is met, but would be better to have annual goal specifically linked to PSG of an art career.	yes		yes		yes	Especially good job of describing the multi year plan.	Meets I-13
			12/13/2008	yes		na		yes	yes	na	Include a PSG in ind. living skills if providing services in this area.	yes		yes	Good linkages.	yes	Compl. is met, but best practice to include list of assmnts., who adm., when, and summary of results.	yes		yes		Meets I-13

			12/14/2008	yes		yes	Parental consent prior to the agency invitation is clearly doc.	yes	yes	yes		yes	yes	Although linkage to PSGs is present in all 3 goals, linkage could have been stronger.	yes	Compl. is met, but best practice to include list of assmnts., who adm., when, and summary of results.	yes	yes	Nicely written course of study. Class schedule could easily be written based on this info.	Meets I-13
			11/23/2008	yes		na		yes	yes	na		yes	yes	Annual goal meets compl., but annual goal of selecting a career is at odds w/ PSG.	yes		yes	yes	yes	Meets I-13
			11/3/2008	yes		na		yes	yes	na		yes	yes	Compl. is met in that 2/4 goals have specific, genuine link to PSGs. Other 2 goals could've readily linked.	yes		yes	yes	yes	Meets I-13
			12/1/008	yes		na		yes	yes	na		yes	yes		yes		Compl. is met, but services to meet emplymnt PSG are lacking.	yes	yes	Meets I-13
			Raw Score	8		8		8	8	8		8		8		8		7		7
			to meet criteria	100%		100%		100%	100%	100%		100%		100%		100%		88%		88%

**SAMPLE COMMENTS**  
**I-13 FILE REVIEW**  
**Number Sequence Based on Cutting EdJ**

**Q1** *(Compliance Tips Q7)*

***Is there evidence that the student was invited to the IEP team meeting?***

- Nice, “kid-friendly” form.
- No evidence that student was invited prior to the IEP.

**Q5** *(Compliance Tips Q8)*

***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 parental consent was obtained prior to agency invitation.
- Parental consent is not needed to invite the SWAP provider, who is a district employee.
- There is no documentation of written parental consent.
- There is no documentation of when the agency was invited.

**Q13** *(Compliance Tips Q1)*

***Are there appropriate measurable postsecondary goals that cover education or training, employment, and, as needed, independent living?***  
*(same comments for 13a, 13b, and 13 c)*

- Clear and succinct.
- OJT is best stated as, “the student will participate in,” rather than, “will receive.”
- PSG is not measurable; it must state what the student will do, an outcome, not a process or activity.

**Q14** *(Compliance Tips Q2)*

***Are the postsecondary goals updated annually?***

- If the PSGs in Q13 meet compliance, Q14 meets compliance.
- Because one or more of the PSGs were noncompliant, this is noncompliant.

**Q15** (Compliance Tips Q6)

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

- Exemplary.
- All annual goals directly and genuinely link to the PSGs.
- Although compliance is met because some of the annual goals directly and genuinely link to the PSGs, all could've been readily linked.
- Although compliance is met because the goals directly and genuinely link to the PSGs, they are not all measurable.
- It is much easier to link the academic goals to the ed PSG, rather than the employment PSG.
- Annual goals do not have a direct, genuine link to the PSGs.

**Q16** (Compliance Tips Q3)

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

- T/A tells a rich student story.
- T/A is well documented.
- Excellent use of academic achievement data to determine if current skills align with the PSGs or if there is a gap
- It is best practice to document T/A with the name of the assessment, who administered or interpreted it, the date it was given, and a summary of the results.
- Although there is good academic achievement data, it is not viewed through a "transition lens" to determine if current skills align with the PSGs or if there is a gap.
- There is no mention of any specific assessment given.
- The T/A is not current, not administered or interpreted within the previous calendar year.

**Q17 (Compliance Tips Q4)**

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

- Exemplary.
- T/S are clearly stated as what the community of adults will provide.
- T/S are individualized and specific.
- T/S clearly link to the PSGs.
- Although compliance is met because of one T/S, the other T/S could be more specific and individualized.
- Direct related services must link to the PSGs.
- T/S are stated as what the student will do, not what the community of adults will provide.
- T/S are too general and vague to meet compliance.

**Q21 (Compliance Tips Q5)**

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

- Exemplary.
- The C/S is multiyear, specific and individualized, and linked to the PSGs.
- This C/S could easily be used to create a class schedule.
- The C/S is not multiyear, from the current age of the student to their exit from school.
- The C/S is not specific and individualized to the student but is rather what all students are doing.
- The C/S does not link to the PSGs.

**Q22**

**Overall, does the IEP meet the requirements of Indicator 13?**

- Exemplary.
- Well connected and threaded throughout.
- Although each individual section meets compliance, the overall plan is not cohesive and comprehensive.

## Indicator 13 On-Site File Review Summary

AU:

Date:

CDE Team Leader:

AU Staff:

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CDE Team Members:

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### REPORTING INFORMATION

**AU Staff Reaction to the File Review Process:**

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**Positive Trends in Transition Plans:**

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**Areas for Improvement:**

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**Areas to Focus Internal Training:**

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**Recommended Future Actions:**

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**What Can CDE do to Help?**

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**Initial Results:**

Summary

# of Files Reviewed	# of Files in Compliance	# of Files Needing Correction

Detailed: All numbers represent a %

1	5	13a	13b	13c	14	15	16	17	21	22