

Student-Focused Planning Transition Program Tool/ Local

Benchmark 1.1 - IEPs include measurable postsecondary goals in the three areas of: (a) education and training, (b) employment, and (c) independent living.

Reflective Questions –

- To what extent are postsecondary goals:
 - measurable?
 - reviewed annually?
 - written as an outcome that will occur after the student leaves high school?
- To what extent do transition IEPs include postsecondary goals in the areas of: (a) education and training, (c) employment, and (d) independent living?
 - education and training?
 - employment?
 - independent living?

Possible Indicators of Evidence –

- % of IEPs with measurable postsecondary goals
- % of IEPs that have postsecondary goals reviewed annually
- % of postsecondary goals written as an outcome that will occur after the student leaves high school
- % of IEPs that include postsecondary goals in all three areas of: (a) education and training, (c) employment, and (d) independent living

Benchmark 1.2 - All annual goals included in the IEP will help prepare students to achieve their postsecondary goals.

Reflective Questions –

- To what extent are annual goals:
 - measurable?
 - reviewed annually?
- To what extent are specific goals and objectives the result of student choices?
- To what extent are annuals goals clearly linked to the student’s postsecondary goals?
- To what extent are annual goals linked to industry standards for the student’s stated postsecondary goals?
- To what extent are the goals and objectives identified in students' educational programs (including transition services) implemented and evaluated?

Possible Indicators of Evidence –

- % of IEPs with measurable annual goals
- % of IEPs that have annual goals reviewed annually
- % of goals and objectives that were the result of student choices
- # or % of annual goals clearly linked to the student’s postsecondary goals
- # or % of annual goals clearly linked to industry standards for student’s postsecondary goals
- # or % of annual goals implemented
- # or % of annual goals evaluated

Benchmark 1.3 - IEPs and IPEs include coordinated transition activities and services that will prepare students to achieve their postsecondary goals.

Reflective Questions –

- To what extent are transition services individualized and reflective of the experiences, services, and skills needed for a student's specific postsecondary goals?
- To what extent are referrals to adult service providers occurring prior to student’s exit from school?
- Does the student have an IPE prior to exit from school?
- To what extent does the student’s EDP, IEP, and IPE align?
- To what extent and how are the responsibilities assigned through the IEP and IPE process review?
- To what extent are identified services (a) delivered or (b) undelivered?
- What education and agency procedures are used to address discrepancies between services promised and services provided?

Possible Indicators of Evidence –

- # or % of students whose transition services align with postsecondary goals
- % of students referred to adult services prior to exit from school
- % of students with an IPE in place prior to exit from school
- % alignment between student’s EDP, IEP, and IPE
- # or % of services that are (a) delivered or (b) undelivered
- Y/N education and agency procedures are in place to address discrepancies
- % of discrepancies in service delivery addressed

Benchmark 1.4 - Ongoing comprehensive age-appropriate transition assessment information is used as the basis for defining goals and services in the IEP and IPE.

Reflective Questions –

- To what extent are age appropriate transition assessments:

- comprehensive (e.g., academic, cognitive, career interest and aptitude, functional, adaptive behavior and independent living, and self-determination skills assessment information)?
- gathered through career awareness, exploration, and on-the-job training activities?
- used to identify student's preferences, interests, choices, and needs as they relate to current and postsecondary education, employment, and independent living goals?
- reflected in the students' present level of academic achievement and functional performance (PLAAFP)?
- To what extent do relevant stakeholders (i.e., family members, general education teachers, special education teachers, graduation coaches, school counselors, community services providers, related service providers, employers, and students) engage in the transition assessment process?
- To what extent do students and families learn about transition assessment results prior to the IEP and IPE meetings?

Possible Indicators of Evidence –

- % of IEPs and IPEs that document transition assessment in the domains of academic, cognitive, career interest and aptitude, functional, adaptive behavior and independent living, and self-determination skills assessment information
- % of IEPs and IPEs that document transition assessment gathered through career awareness, exploration, and on-the-job training activities
- # or % of students whose preferences, interests, choices, and needs were identified using transition assessments
- # or % of students whose present level of academic achievement and functional performance (PLAAFP) reflect transition-related assessments
- # or % of relevant stakeholders that participate in the transition assessment process
- # or % of students that report learning their transition assessment results prior to the IEP and IPE meetings

Benchmark 1.5 - Planning process, time, and place support student, family, educator, and service provider participation for transition planning.

Reflective Questions –

- To what extent:
 - is transition-focused planning started by age 14?
 - are responsibilities of partners and agencies specified and evaluated?
 - are cultural and linguistic considerations embedded throughout the planning process?
 - is planning time adequate to engage all stakeholders?

- are the planning meeting time and place scheduled in order to engage all relevant stakeholders?
- are processes, time, and place supportive of family engagement?
- does the transition planning process consider integrated developmental and service settings with appropriate supports?
- are student's personal needs addressed in planning (e.g., financial, medical, guardianship, etc.)?

Possible Indicators of Evidence –

- # or % of transition-focused plans started by age 14
- % of responses positively indicating that all responsibilities of partners and agencies are specified and evaluated
- % of responses positively indicating that cultural and linguistic considerations are embedded throughout the planning process
- # or % of stakeholders reporting adequate engagement in the planning process
- # or % of family members reporting appropriate engagement
- % of responses positively indicating that the transition planning process considers integrated developmental and service settings with appropriate supports
- Y/N student's personal needs are addressed in planning

Benchmark 1.6 - Students actively participate in development of their IEP and IPE and in their meeting.

Reflective Questions –

- To what extent:
 - is planning student-centered (e.g., applies person-center planning; MAPS, PATH, PFP)?
 - are students prepared to actively participate in the transition planning process?
 - does the student facilitate the IEP meeting?
 - do students drive decisions?
 - do students evaluate their progress on IEP and IPE goals?
 - do students evaluate their participation in the transition planning process and IEP and IPE meeting?

Possible Indicators of Evidence –

- # or % of students that have the knowledge, skills, and abilities necessary to participate in the transition planning process
- # or % of IEP and IPE meetings that are student-facilitated
- # or % of decisions that are driven by students
- # or % of students that evaluate their progress on IEP and IPE goals
- Y/N students evaluate their participation in the transition planning process

Benchmark 1.7 - IEPs include a program or course of study that clearly aligns with the exit requirements associated with the selected graduation pathway.

Reflective Questions –

- To what extent does student educational program correspond to specific post-school goals?
- To what extent does the program or course of study align with the student’s pathway to graduation?
- To what extent do students, families, teachers, and others understand the requirements for a standard, state-sanctioned diploma or other exit documents?
- To what extent do students and their families understand the positive and negative aspects of a selected graduation pathway?

Possible Indicators of Evidence –

- # or % student educational program that correspond with specific post-school goals
- # or % of programs or courses of study that align with the student’s pathway to graduation
- % of responses positively indicating that students, families, teachers, and others understand the requirements for a standard, state-sanctioned diploma or other exit documents
- % of responses positively indicating that students and their families understand the positive and negative aspects of a selected graduation pathway

Possible Measurable Goals for Student-Focused Planning

- We will increase Indicator 13 compliance to 100% ...
- We will increase youth involvement in their IEP and IPE ...
- We will increase student self-advocacy during transition planning...
- We will increase cultural and linguistic consideration embedded in the transition planning process...
- We will ensure students are prepared to actively participate in their IEP...

Possible Strategies for Student-Focused Planning

- Provide guidelines and learning opportunities to foster:
 - o inclusion of evidence-based practices in youths' IEPs and IPEs
 - o increased Indicator 13 compliance
 - o addressing cultural and linguistic diversity during the transition planning process
 - o increase knowledge of strategies to engage youth in the transition planning process
- Analyze SPP Indicator 13, Indicator 14, and case closure data to identify gaps in the IEP and IPE transition planning components
- Adopt a staff review process for IEPs and IPEs
- Develop guides to implement student-centered planning
- Begin transition planning by age 14
- Create local cross-agency policies that address roles and responsibilities for transition service provision
- Adopt local cross-agency guidelines, documents, and tools to better align IEPs with IPEs
- Review policies or procedures that inhibit or impede student-focused planning practices, including youth involvement

Possible Outputs

- Report on IEP and IPE planning processes
- Report on gaps in the IEP and IPE transition planning components
- New IEP and IPE planning forms
- Professional development agenda, handouts, site, certificate, evaluation, etc.
- Guide to implementing students-centered planning
- Updated cross-agency policies
- Updated guidelines
- Family and/or student planning guide
- Assessment instruments
- Scope and sequence
- New course of study guidelines

Possible Outcomes

- Increased youth attendance at IEP meetings
- Increased Indicator 13 compliance
- Increased youth self-advocacy and self-determination during transition planning
- Increase in transition services delivered as planned
- Increased youth participation in the transition planning process
- Increased stakeholder participation for transition planning
- Increased coordination of transition activities and services
- Increased number of goals identified by youth
- Increased percent of youth that evaluate their progress in meeting IEP and IPE goals
- Increased youth participation in the transition planning process and IEP and IPE meetings
- Increased alignment between IEPs and IPEs
- Increased use of comprehensive age appropriate assessments
- Increased postsecondary goals formed from assessment information
- Increased alignment of program or course of study with the exit requirements associated with the selected graduation pathway
- Increased stakeholder satisfaction in the transition planning process

Possible Indicators/ Measures

- % of student attendance at IEP meeting
- % of compliance IEPs
- # or % of youth that participated in their IEP and IPE meeting
- # or % of IEP and IPE meetings that are youth-facilitated
- # or % of youth demonstrating increased self-advocacy/self-determination during transition planning
- % of stakeholders reporting an increased coordination of transition activities and services
- # or % of relevant stakeholders that participate in the transition assessment process
- # of coordination of transition activities and services
- % of youth that identified their goals
- % of youth that evaluated their progress
- Y/N students evaluate their participation in the transition planning process
- # or % of IEPs and IPEs that align
- # and type of transition assessments reported per IEP and IPE
- % of IEPs and IPEs that document transition assessment in the domains of academic, cognitive, career interest and aptitude, functional, adaptive behavior and independent living, and self-determination skills assessment information
- % of IEPs and IPEs that document transition assessment gathered through career awareness, exploration, and on-the-job training activities
- # or % of postsecondary goals formed from transition assessment data
- # or % of stakeholders participating in the transition planning process

- % of stakeholders that reported satisfaction with the transition planning process
- % of IEPs showing alignment between the program or course of study and the selected graduation pathway
- # or % of students whose transition services align with postsecondary goals
- # or % of services that are (a) delivered or (b) undelivered
- % of discrepancies in service delivery addressed

Possible Data Sources

- Student records
- IEPs and IPEs
- SPP/APR report
- Client records
- Student artifacts
- Evaluation data (i.e., surveys, interviews, focus groups, etc.)
- Pre/post test results