Triangulation: Aligning Meaningful Annual Goals with PSGs

Triangulating Annual Goals with Postsecondary Goals, State Standards & Industry Skill Competencies
EXPECTED OUTCOMES

- Indicator 13 complaint goals
- Legally defensible goals
- Meaningful, relevant to the student
- Real outcome oriented
- Puts students on right path to next “necessary steps”
EXPECTED OUTCOMES

1. Learn a method of writing relevant and meaningful annual goals that strive to ensure genuine linkages between annual goals and Postsecondary Goals.

2. Learn a cycle of practice that promotes elements of critical thinking regarding the development of annual goals including gap analysis, task analysis, and triangulation.

3. Learn how to craft annual goals so the PSG is evident.

4. Learn to create “Bullet Proof” IEP annual goals to ensure compliance for I-13 audits.
WHY??
Because all kids grow up with dreams!

- NOT your typical PSG
- Earn minimum wage.
- Live in poverty.
- Further my education in prison.
- Have no health insurance.
- Keep social services in my life.
- Be homeless.
We are responsible for a **viable** plan **not** the outcome

The Regulations, released August 14, 2006, also clarify the purpose of transition services as being “designed to meet (students’) unique needs and prepare them for further education, employment, and independent living” (§300.1[a]). **IDEA 2004 does not require that LEAs are held accountable for the attainment of postsecondary goals.** The stated measurable postsecondary goals are required components of transition planning. There are numerous mediating factors that positively or negatively affect an adult’s acquisition of goals, for which a school could not be held accountable. **The purpose of the legislation and this indicator is that a student’s education program support their goals beyond secondary school.**

Why must we have a transition plan?

- **Without a plan, goals are simply dreams**
- Attaining progression in life requires thoughtful planning
- Resources, support and networks must be constructed
- We cannot simply “hope” young adults will “make it”.
- This is a relay not a punt.
What is Transition?

“the last day of school should resemble the first day of the rest of their life”

- Unknown
The transition process is an interlinking process where each part must relate to the parts before and the parts thereafter.

Creating a “Coordinated Set of Activities requires purposeful linking of one section of the IEP to the next.

Think 5 paragraph essay or thesis.
## 5 PARAGRAPH ESSAY

The five-paragraph essay is a format of essay having five paragraphs:

- one introductory paragraph,
- three body paragraphs with support and development, and
- one concluding paragraph...

The thesis is often linked to a "road map" for the essay, which is basically an embedded outline stating precisely what the three body paragraphs will address and giving the items in the order of the presentation.

### http://en.wikipedia.org/wiki/Five_paragraph_essay

<table>
<thead>
<tr>
<th>Paragraph 1: Topic or thesis of the essay with introduction of body paragraph elements</th>
<th>TRANSITION ASSESSMENT  Postsecondary Goals (Includes the details of the PLAAFP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paragraph 2: Supporting element 1 with details</td>
<td>Annual goals reasonably calculated to promote movement to the psg (why not genuinely linked?)</td>
</tr>
<tr>
<td>Paragraph 3: Supporting element 2 with details</td>
<td>Transition Services that will reasonably enable the student to meet the psg</td>
</tr>
<tr>
<td>Paragraph 4: Supporting element 3 with details</td>
<td>Course of study that will reasonably enable the student to meet the psg</td>
</tr>
<tr>
<td>Paragraph 5: Conclusion, summary clincher</td>
<td>Accommodations, Modifications, Services and Supplementary Aides, LRE that all support attainment of the PSG</td>
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</tbody>
</table>

## TRANSITION FOCUSED IEP

is designed to be a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

### http://www.wrightslaw.com/idea/art/defs.transition.htm#sthash.dX6oifAq.dpuf
Why is a better plan necessary

- Lets explore some data
  
  - The costs of remediation are extreme
  - Shooting for remedial level skills rarely result in college success

- [http://ccrc.tc.columbia.edu/Community-College-FAQs.html](http://ccrc.tc.columbia.edu/Community-College-FAQs.html)
What are the costs of providing remedial education?

- Based on the 2011 National Center for Education Statistics Digest of Education Statistics, CCRC researchers estimate the annual cost of college-level remediation at community colleges to be nearly $4 billion (Scott-Clayton & Rodriguez, 2012) and the annual cost of remediation at all colleges to be nearly $7 billion (Scott-Clayton, Crosta, & Belfield, 2012).
Do developmental education courses help students succeed in college?

- A CCRC study of 57 community colleges participating in the Achieving the Dream initiative found that only 33 percent of students referred to developmental math and 46 percent of students referred to developmental reading go on to complete the entire developmental sequence (Bailey, Jeong, & Cho, 2010).

- Developmental completion rates vary according to remedial level. Only 17 percent of students referred to the lowest level of developmental math complete the sequence; 45 percent of those referred to the highest level complete the sequence (Bailey, Jeong, & Cho, 2010).
How many students referred to developmental education go on to complete "gatekeeper" math and English (entry-level college courses required for graduation)

- A CCRC study of 250,000 community college students found that only 20 percent of students referred to developmental math and 37 percent of students referred to developmental reading go on to pass the relevant entry-level or "gatekeeper" college course (Bailey, Jeong, & Cho, 2010). Many didn’t enroll in the courses.
How many students who take developmental education courses go on to complete a college degree?

- A 2006 study using data from the National Educational Longitudinal Study (NELS:88) found that among students who take at least one remedial course, 28 percent go on to complete a college credential within 8.5 years (Attewell, Lavin, Domina, & Levey, 2006).

- Among students who started at a community college in 2003, enrolled in remediation, and completed their remedial coursework, 43 percent had earned a certificate, associate degree or bachelor’s degree by 2009. Twenty-two percent were still enrolled (those numbers were slightly better than for nonremedial students). For those who finished part of their remedial coursework, 26 percent had earned a credential and 27 percent were still enrolled. For those who enrolled in but completed no remedial coursework, 16 percent had a credential and 18 percent were still enrolled (Chen & Simone, 2016)
The IEP is like a good 5 paragraph essay

- **Paragraph 1**: topic, hypothesis, introduction...overall theme of the essay established= Transition Assessment and PSG
- **Paragraph 2-4**: body of essay 3 supporting paragraphs= transition services, annual goals, program of study
- **Paragraph 5**: conclusion wrap up, clarity of essay=LRE statement, services, accommodations and modifications
- **ALL paragraphs** are about 1 thing...what is it?
Transition Assessment

- What is Age Appropriate?
- What is Transition Assessment?
- What are some effective Assessment tools?
Age Appropriate Transition Assessment

- **Age appropriate**: activities, assessments, content, environments, instruction, and/or materials that reflect a student’s chronological age (Snell, 1987; Wehmeyer, 2002; Ysseldyke & Algozzine, 1995).

- Age appropriate assessments may necessitate adaptations to their administration for some students, so that meaningful data are obtained.
Transition Assessment is:

“the ongoing process of collecting data on the individual’s needs (think performance), preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments. Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the Individualized Education Program”

How it all fits together

Interests & Preferences

Aptitudes & Strengths

Abilities/Performance

Strengths and Gaps to Address
The Foundational Step to Alignment

- May be the most critical element to tying transition to standards based instruction
- Transition services (like all special education services) should be based on more than assumptions
- Provides fundamental link between academic achievement and functional performance
Post School Goals

- Where are they going?
- Who will they be?
- What will they do?
- What is the plan?
Measurable Post School Goals

- **A postsecondary goal** is defined as an *outcome* that occurs after the person has exited high school by exiting or no longer eligible for services.

- **Must** be based upon Transition Assessments (not just the whims of youth)
- Identifies the time frame
- Conditions for Measure
- Behavior=observable action or skill
- Criteria for success
POSTSECONDARY GOALS

- Must be “Measurable” = Outcome & Observable
- Student focused/Assessment directed
- Focus up to 12 months after HS Graduation
- Coordinating component of the IEP (the litmus test)
- Clear goal for the “Next Step”
Encompass the vision—identify the goal

- The PSG at a minimum is a simple statement of what occur.
- The PSG does NOT need to encompass the long term vision
- But...the PSG can do both as long as the measurable components are clear
- The short term and the long term must make sense together
Examples:

- **Dream:** After Graduation Tony wants to become a graphic artist
- **PSG Education:** After Graduation Tony will enroll and attend Trump University to earn his degree in Graphic Design.
- **PSG Employment:** After graduation Tony will work part time in food service while attending college to become a Graphic Artist.
THE PSG IS THE THESIS

- The PSGs are the primary topic or thesis of the IEP or 5 paragraph essay...all roads converge back to the PSG(s).
- By identifying the short term (next necessary step) as well as the longer term dream or outcome, the IEP team is better able to develop a plan that prepares the student to enter the industry that will complete or develop the training necessary for the long term outcome to occur, but without the short term PSG goal...the long term is less likely to occur.
ANNUAL IEP GOAL

- Skills needed for improvement
- Skills needed to reach PSGs!—increases goal relevancy
- Must link to PSG (at least one...why not all—why else would we have a goal?)
- How explicitly should they link?...why leave it open to interpretations?
- How do we know the Industry Standards?-google it?
Transition goals = high thresholds

- John will increase reading fluency skills to accurately portray text read aloud from a variety of sources
  - **Baseline:** John often mixes up words or read them at unnatural breaks resulting in babble or confusion regarding text.
  - evaluation: John will read passages accurately from a variety of curriculum 100% of the time.
STATE CONTENT STANDARDS—NOW COMMON CORE!

- Provide appropriate grade level academic skill targets
- Ensure alignment with general education curriculum
- Provide academic road map to graduation
INDUSTRY STANDARDS (COMPETENCY SKILLS)

- Identify skills required/useful for choosing field of work/profession
- Assure students are working on the “right” skills
- Align course of study to PSGs
- Provide clear context for Transition Focused Assessment
HOW DO THESE THINGS ALIGN?

TRIANGULATE YOUR ANNUAL GOALS

ANNUAL GOALS

Postsecondary Goals

Work Force, Higher Education, Military, Independent Living Standards

State Content Standards
Annual Goal Gap Analysis

- Annual goal targets must be reasonably calculated to achieve readiness for PSGs
- Annual goals should reflect minimum industry, college entry, military, or age-appropriate functioning
  - O*NET
  - ASVAB
  - ACCUPLACER
  - Social norms and expectations (behavior & independent living skills)
CDE GAP ANALYSIS

- Fall 2010 – Statewide training on GAP Analysis
  - All of these handouts, including case studies are on the CDE website
  - Look under: Materials from Previous Trainings – Transition Assessment Training Handouts – Fall 2010

http://www.cde.state.co.us/cdesped/Trans_TrainingTA.asp
Establish Postsecondary Goals

Determine skills/knowledge needed for PSG

Conduct a Skill/Knowledge Gap Analysis & Establish ROI

Complete a Skills/Knowledge Task Analysis

Create a Transition Focused Annual Goal/Objective

Monitor Progress Towards the Annual Goal/Objectives

Transition Focused Assessment

Triangulated Transition Focused Annual goal
S.M.A.R.T. ANNUAL GOAL

- **S** – Specific; should address a specific skill or behavior
- **M** – Measurable; must be outcome oriented (an end in sight)
- **A** – ACTION; be based on activities (what is the verb?)
- **R** – Realistic and Relevant; should be attainable
- **T** – Time-limited; obtainable within a time limit (usually annually)
LET’S GIVE IT A TRY!

- Clearly Identify PSG—Employment & Education
- Examine academic areas of need—translate to state content standards
- Find “common ground” between the two
CASE STUDY

Austin:
- Male
- Age 16
- SLD (Written Expression)
- 10th Grade
- Interested in law enforcement
MODEL

- PSGs

  - After graduation, Austin will enroll in and attend Front Range Community College to obtain his associate’s degree prior to entering the police academy.

  - After graduation, Austin will work part time with local law enforcement (Sheriff's office, Police Department, Building Security) while attending Front Range Community College.
Education: Most occupations in this zone require training in vocational schools, related on-the-job experience, or an associate's degree. Some may require a bachelor's degree.

Job Training: Employees in these occupations usually need one or two years of training involving both on-the-job experience and informal training with experienced workers.

http://online.onetcenter.org/link/summary/33-3051.01
**SECTION 9: ANNUAL GOALS AND/OR OBJECTIVES**

For Students who are transition age, indicate what post-school area this will support:  
- X Education/Training  
- X Employment  
- □ Independent Living

**Area of Need:** Writing

**Measurable Goal:** In order to have the writing skills necessary for police work, Austin will compose all written work at a minimum 10th grade writing level to include compound, complex, and compound complex sentences as measured by MS Word Flesch-Kincaid Grade Level evaluation on a minimum of 5 formal writing assignments.

**Objective (if needed):** None

**Unit of Measurement:** Number of formal writing assignments that include the indicated sentence structures.

**Baseline Data Point:** Austin currently writes at a 5th grade level, using only simple and compound sentences, as averaged by the last 5 formal writing samples.

**Related Standard/Expanded Benchmark/Access Skill:**

**Content Area:** Reading, Writing and Communicating  
**Grade Level:** 10th Grade  
**Standard 3: Writing and Composition**

- **Concepts and Skills:**
  1. Literary or narrative genres feature a variety of stylistic devices to engage or entertain an audience  
  2. Organizational writing patterns inform or persuade an audience  
  3. Grammar, language, mechanics, and clarity are the basis of ongoing refinements and revisions within the writing process.

**O*NET**

- **Knowledge:**
  - English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar

- **Work Activities:**
  - Documenting/Recording Information — Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.

[http://online.onetcenter.org/link/summary/33-3051.01](http://online.onetcenter.org/link/summary/33-3051.01)

**Evaluation Method:**  
- □ Monitor and Chart Progress  
- □ Focused Assessments  
- □ Portfolio Collection  
- □ Other: _____________________________
**SECTION 9: ANNUAL GOALS AND/OR OBJECTIVES**

For Students who are transition age, indicate what post-school area this will support:  ✔ Education/Training  ✔ Employment  □ Independent Living

<table>
<thead>
<tr>
<th>Area of Need: Writing</th>
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<tbody>
<tr>
<td><strong>Measurable Goal:</strong> In order for Austin to be successful as a police officer, he will record (in written format) information as heard from 3 different sources with 90% accuracy.—As measured 3 times per quarter.</td>
</tr>
<tr>
<td><strong>Objective (if needed):</strong> None</td>
</tr>
<tr>
<td><strong>Unit of Measurement:</strong> Number of accurately recorded messages</td>
</tr>
<tr>
<td><strong>Baseline Data Point:</strong> Currently records with 50% accuracy from last 10 trials</td>
</tr>
</tbody>
</table>

**Related Standard/Expanded Benchmark/Access Skill:**

**Content Area:** Reading, Writing and Communicating  
**Grade Level:** 10th Grade  
**Standard 4: Research and Reasoning**  
**Concepts and Skills:**  
1. Collect, analyze, and evaluate information obtained from multiple sources to answer a question, propose solutions, or share findings and conclusions.

**O*NET**

- **Work Activities:**  
  [Documenting/Recording Information]—Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.

- **Tasks:**  
  Record facts to prepare reports that document incidents and activities.

**Evaluation Method:**  □ Monitor and Chart Progress  □ Focused Assessments  □ Portfolio Collection  □ Other:___________________________

[http://online.onetcenter.org/link/summary/33-3051.01](http://online.onetcenter.org/link/summary/33-3051.01)
GUIDED PRACTICE OPTIONAL

1. Read through case study info provided
2. Look through Postsecondary Area of Interest (O*NET information)
3. Examine the skills identified for the career
4. Examine common skills associated with Content Standards/Key Components/Access Skills
5. Write one PSG & one Annual Goal
MODEL

- Student profile:
  - Male
  - Age 18
  - 12th grade
  - SED

- Post-School Education/Training Goal After graduating from high school, Mitch will enlist in the United States Air Force, training to become a Physical Therapist Assistant.

- Career Employment Goal While serving in the United States Air Force, Mitch will participate in training to become a Physical Therapist Assistant.
Impact of Disability

- **Student Input:**
  - Mitch stated the following regarding his disability "it causes me to like focus on what someone else is doing instead of what I should be working on in class. I don't get all of the homework and other information that I need. My behavior may start to escalate if I don't hear what is said. Some students think that I may be odd and not want to be my friend possibly." Mitch stated that his disability might affect his training after school because he might have to be told more than once to do something and that won't work well in the Air Force.

- **IEP Team:**
  - Mitch's disability affects his ability to perform well in groups. He struggles in building and in maintaining relationships. Mitch struggles with staying focused and turning in schoolwork. Mitch's ability to read social cues from peers and adults is impaired; he will engage in immature arguments and often does not take accountability for his behavior. Mitch struggles with reflecting on his behavior and how others, in turn, will feel about him. There is a barrier in asking for help and understanding that others are trying to help him.
Check the industry standards

- ASVAB SCORES & EDUCATION LEVELS
  http://usmilitary.about.com/cs/genjoin/a/asvabminimum.htm
- https://www.airforce.com/mission/vision
- https://www.onetonline.org/link/summary/31-2021.00
Area of School Need

- Social/Emotional Wellness
  - Attention
  - Negative bullying and disrespectful behaviors
  - Personal accountability
  - Focus
  - Task completion
  - Group cooperation
  - Reading social cues
  - Arguing
  - Self determination
Area of industry need related to Self regulation

- ONET Cross over
  - **Active Listening** — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
  - **Monitoring** — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
  - **Time Management** — Managing one's own time and the time of others.
  - **Getting Information** — Observing, receiving, and otherwise obtaining information from all relevant sources.
  - **Attention to Detail** — Job requires being careful about detail and thorough in completing work tasks.
  - **Self Control** — Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.
  - **Initiative** — Job requires a willingness to take on responsibilities and challenges.
IDENTIFY THE COMMON GROUND

- Time management
- Listening
- Monitoring
- Focus
- Attention
- Self control
- initiative
Goal 1 Area of Need: Social\Emotional Wellness

- Unit of Measurement: Percentage of time Mitch stays focused and doesn't bug others during class

- Baseline Data Point: Improving (primarily due to behavior modification point sheet) He will get up and move 50% of the time away from those bugging him.

- Evaluation Method: Monitor and Chart Progress

- Measurable Goal: In order to successfully enlist in the Air Force after graduation from Windsor High School, Mitch will "Not goof off and bug others when they are trying to work". He will do this by recognizing when he is struggling with a concept, asking for help when needed, taking a break (getting a drink of water or talking to case manager/counselor), and remaining quiet until it is an appropriate time to talk 100% of the opportunities by March 2018.

- O*NET work skill: Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.

- Standards:  ■ Grades 09-12  // 3 Emotional and Social Wellness in Health  // 2 Set goals, and monitor progress on attaining goals for future success  // b Define a clear, attainable personal goal
Goal 2 Area of Need: Social\Emotional Wellness

- Unit of Measurement: Percentage of the time Mitch exhibits disrespectful and bullying behaviors

- Baseline Data Point: New goal...Mitch is currently on a point sheet to aide him in regulating bullying and disrespectful behaviors. He is improving, but is still on a point sheet.

- Evaluation Method: Monitor and Chart Progress

- Measurable Goal: In order to enlist in the Air Force, Mitch will self regulate his disrespectful and bullying behaviors towards staff and peers 100% of the time by March 2018.

- Air Force Core Values: An Airman's professional duties take precedence over person desires. Every Airman is expected to have the discipline to follow rules, exhibit self-control and possess respect for the beliefs, authority and worth of others.

- Standards: // Grades 09-12 // 3 Emotional and Social Wellness in Health // 3 Advocate to improve or maintain positive mental and emotional health for self and others // a Demonstrate effective and respectful advocacy strategies in support of the needs and rights of others // Grades 09-12 // 3 Emotional and Social Wellness in Health // 3 Advocate to improve or maintain positive mental and emotional health for self and others // b Demonstrate support and respect for diversity
Goal 3 Area of Need: Social\Emotional Wellness

- Unit of Measurement: Percentage of opportunities Mitch takes accountability for his behavior

- Baseline Data Point: Mitch lies and tries to get out of being redirected by arguing and validating his negative behavior, especially when dealing with peer conflicts and being redirected

- Evaluation Method: Monitor and Chart Progress

- Measurable Goal: In order to successfully work as a physical therapists' assistant in the Air Force, Mitch will take responsibility and accountability for his actions by "Naming It & Claiming It" by looking at the person confronting him, maintaining eye contact through the discussion, stating what his mistake was and taking accountability for his actions 100% of the time by March 2018.

- Air Force Core Values: An Airman is a person of integrity, courage and conviction. They must be willing to control their impulses and exercise courage, honesty and accountability in order to do what is right even when no one is looking.

- Standards: // Grades 09-12 // 3 Emotional and Social Wellness in Health // 1 Analyze the interrelationship of physical, mental, emotional, and social health // a Analyze the characteristics of a mentally and emotionally healthy person // Grades 09-12 // 3 Emotional and Social Wellness in Health // 1 Analyze the interrelationship of physical, mental, emotional, and social health // c Evaluate effective strategies for dealing with stress
**SECTION 9: ANNUAL GOALS AND/OR OBJECTIVES**

For Students who are transition age, indicate what post-school area this will support:  
- Education/Training  
- Employment  
- Independent Living

**Area of Need:**  
Mathematics - Problem Solving

**Measurable Goal:**  
I will improve my problem solving skills to a 9th grade level in Math in order to have the necessary skills to achieve a career with Homeland Security possibly in the area of immigration.

**Related Standard/Expanded Benchmark/Access Skill:**  
Colorado Math Content Standard 1:  
Number Sense, Properties, and Operations

Number sense provides students with a firm foundation in mathematics. Students build a deep understanding of quantity, ways of representing numbers, relationships among numbers, and number systems. Students learn that numbers are governed by properties and understanding these properties leads to fluency with operations.

**Unit of Measurement (Criteria):**  
Performance at grade level problem solving.

**Baseline Data Point:**  
On the Woodcock Johnson testing he ranged from about the 2nd grade to 4th grade level.

**O*NET Work Activities** Making Decisions and Solving Problems — Analyzing information and evaluating results to choose the best solution and solve problems.

**O*NET Knowledge Activities** Mathematics — Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.

**Evaluation Method:** Math Problem Solving Probes in Aims Web, informal assignments, quizzes and tests.
## FROM THE FIELD-EVALUATE???

<table>
<thead>
<tr>
<th>Measurable Goal:</th>
<th>Unit of Measurement (Criteria):</th>
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</thead>
<tbody>
<tr>
<td>Because Sam wants to be successfully employed as a graphic artist, he will demonstrate taking accountability for himself and his actions (taking medication, handing in homework, not being late to school) without making excuses for himself 90% of the time.</td>
<td>Percentage of time Sam accepts responsibility for himself.</td>
</tr>
</tbody>
</table>

**Related Standard/Expanded Benchmark/Access Skill:**

O*Net skill: Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.

**Baseline Data Point:**
SAM is successful with this goal 75% of the time. He continues to improve in this area in this area, still struggling with behavior when he isn't on his medication!

**Evaluation Method:** Teacher, parent, para, self, progress monitoring and report cards.
STRONGER ANNUAL GOAL

- In order to meet project deadlines as a graphic artist, Sam will learn and use a process to break the assignments into steps, complete the steps, and hand in his class assignments on time 95% of the time.

- In order to meet project deadlines as a graphic artist, Sam will develop and use a time-management system to alert him when he needs to complete a task (take medication, complete and turn in assignments, get to school, etc...) 90% of the time.
**SECTION 9: ANNUAL GOALS AND/OR OBJECTIVES**

| For Students who are transition age, indicate what post-school area this will support: |
| Education/Training | Employment | Independent Living |

**Area of Need:**
READING COMPREHENSION

**Measurable Goal:**
In order to be successful in a community college setting and to understand biology and botany textbooks, Sam will demonstrate reading comprehension by independently implementing the following strategies when reading grade level nonfiction text in 9 out of 10 opportunities provided: preview the text, skim for main ideas, predict key questions, highlight main ideas and supporting details, and summarize the text.

**Related Standard/Expanded Benchmark/Access Skill:**
Content Area: Reading, Writing and Communicating  
Grade Level Expectations: Twelfth Grade  
Standard: 2. Reading for All Purposes

By the end of grade 12: read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

By the end of grade 12: read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

Concepts and skills students master: 1. Literary criticism of complex texts requires the use of analysis, interpretive, and evaluative strategies

O*NET:
19-1020.01 - Biologists

O*NET Knowledge Standard: English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.  
O*NET Skill Standard: Reading Comprehension — Understanding written sentences and paragraphs in work related documents.

**Unit of Measurement (Criteria):**
Number of times Sam independently implements the strategies for reading comprehension.

**Baseline Data Point:**
Sam implements all of the reading comprehension strategies in 5 out of 10 opportunities provided only when he is given a verbal prompt from the teacher. He can independently preview the text and skim for main ideas in 8 out of 10 opportunities provided.

**Evaluation Method:**
Fluency checks, AIMSweb Progress Monitoring for Reading Comprehension, in-class reading assignments with teacher data collection.
GUIDED PRACTICE (WE DO)

1. Read through case study info provided for Pedro
2. Look through Postsecondary Area of Interest (O*NET information)
3. Examine the skills identified for the career
4. Examine common skills associated with Content Standards/Key Components/Access Skills
5. Write one PSG & one Annual Goal
PRACTICE SHEET

- PSG:
- AG:
- Unit of measure
- Baseline
- Eval method
- Content standard
- Industry Standard
GUIDED PRACTICE (YOU DO)

1. Read through case study info provided for Bella
2. Look through Postsecondary Area of Interest (O*NET information)
3. Examine the skills identified for the career
4. Examine common skills associated with Content Standards/Key Components/Access Skills
5. Write one PSG & one Annual Goal (2 gets all the glory)
FINAL EVALUATION

- Thinking Backwards—(NOT Backwards Thinking)

Ask yourselves this: “If I read the annual goals in isolation of the PSGs, can I identify what the PSG is...without reading it?”

If Yes, Celebrate...If No, Try Again
NEXT STEPS

- Identify Special Education/Transition Services to be provided to ensure Annual Goals can be met
  - Same Concepts apply “but how do you know”

- Identify adult agency connections that may need to occur—including internships and employers
  - Same concepts apply “don’t assume anything about other agencies...get it from the horses mouth”

- Identify a meaningful and **Accurate** course of study for the goals
  - Same concept applies “but how do you know what courses are necessary for career/job/college readiness”
TRANSITION SERVICES

- Who is responsible?
- Who is doing what?
- How will the student get the skills?
Fourth Step to Alignment

- The Transition Services are:
  - The hands on application of academic learning
  - The opportunity to expand learning to new environments
  - To chance to move beyond the classroom
  - The open door to success beyond the books
What are Transition Services?

- Includes:
  - instruction,
  - related services,
  - community experiences,
  - the development of employment and other post-school adult living objectives and,

- when appropriate,
  - acquisition of daily living skills and
  - functional vocational evaluation
Transition services are NOT...

- One or two time activities
- Things the student, can or will do for himself (filling out applications)
- A referral to an agency (that is case management)
- CYA activities (portfolios)
What are Transition Services

- **Instruction** is one component of a transition program that “the student needs to receive in specific areas to:
  - complete needed courses
  - succeed in the general curriculum
  - and gain needed skills”.

What are Transition Services

- **Related services are:**
  - transportation,
  - developmental, corrective, and other supportive services including:
    - speech-language pathology and audiology services,
    - interpreting services
    - psychological services
    - physical and occupational therapy
    - recreation, including therapeutic recreation
    - social work services
    - school nurse services
    - counseling services including rehabilitation counseling
    - orientation and mobility services
    - and medical services

What are Transition Services

- **Community experiences** is one component of a transition program that are provided outside the school building or in community settings.

- Examples could include:
  - community-based work experiences and/or exploration
  - job site training
  - banking
  - shopping,
  - transportation
  - counseling and recreation activities

What are Transition Services

- Employment and other post-school adult living objectives is one component of a transition program that:
  - “the student needs to achieve desired post-secondary goals. These could be services leading to a job or career or those that support activities done occasionally such as registering to vote, filing taxes, renting a home, accessing medical services, filing for insurance or accessing adult services such as Social Security Income (SSI)”.

What are Transition Services

- **Acquisition of Daily living skills** is one component of a transition program that is included “if appropriate” to supports students’ ability to do those activities that adults do every day e. g.:
  - preparing meals
  - budgeting
  - maintaining a home
  - paying bills
  - caring for clothes
  - grooming
  - etc...

What are Transition Services

- **Functional vocational evaluation** is one component of a transition program that is included “if appropriate”. This is “an assessment process that provides information about:
  - job or career interests,
  - aptitudes and skills.

- **Information may be gathered through:**
  - situational assessment,
  - observations or
  - formal measures and
  - should be practical.

Transition Services

- Do not confuse the Transition Services with the Special Education and Related Services.

- Transition services must be stated as, "The ________ (e.g. special education teacher, case manager, 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....

CDE, 2010
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).

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?

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.

CDE, 2010
#5: Course Of Study

- Courses related to postsecondary goals
- Indicate multi-year high school plan (current status to anticipated exit date)
- Student preferences and interests
- Related to student’s needs
- Is more than just completing graduation requirements
  - Must clearly delineate specific courses required for both:
    - Diploma
    - Post Secondary Goal...sometimes friction exists
Paragraph four-program of study

- Third supporting paragraph
- identify the necessary course work needed to achieve PSG
- Align the supports with the next industry up
- must be able to answer the “but how do you know” question
Postsecondary Goals

Work Force, Higher Education, Military, Independent Living Standards

State or District Graduation Requirement
Annual Goals

Needs

Postsecondary Goals

Work Force, Higher Education, Military, Independent Living Standards

Program of Study

Graduation Requirements

Handout #1
“To be meaningful, a high school diploma should guarantee that students are: 1) prepared to enter credit-bearing courses in postsecondary education institutions; 2) prepared academically to enter military career training; and 3) prepared to be productive entry-level employees in the workforce.”

CDE, 2013
Triangulated Program of Study

Example

Ray will complete the required course work for graduation with a standard diploma. Ray is currently taking 9th English, Earth/Space, World Geography, Everyday Algebra, and Intervention Affective Needs. All of these courses align with the Higher Education Admission Requirements (HEAR) to prepare Ray for college. Throughout the remainder of Ray's high school career, he will continue to meet graduation requirements and will take electives of his choice that will support him in obtaining his post secondary goal of attending Colorado State University in the agricultural program.

http://highered.colorado.gov/academics/admissions/coursecompletion.html
Triangulated Program of Study

Example

Tray will complete the required course work for graduation with a standard diploma. He is currently taking Everyday Algebra, Earth/Space, World Geography, 10th English and Intervention Affective Needs. All of these courses align with the Higher Education Admission Requirements (HEAR) to prepare Tray for the Armed Services Vocational Aptitude Battery (ASVAB), which aligns with his goal of enlisting in the United States military. Throughout the remainder of Tray's high school career, he will continue to meet graduation requirements and will take electives such as Electronics (11th grade), Computer Programming (10th grade), Physical Education (10-12) which will directly relate to his post secondary goal of enlisting in the Marines.

- ASVAB SCORES & EDUCATION LEVELS
  [http://usmilitary.about.com/cs/genjoin/a/asvabminimum.htm](http://usmilitary.about.com/cs/genjoin/a/asvabminimum.htm)
Triangulated Program of Study Example

- **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.

- [http://www.coloradostateplan.com/default_cluster.htm](http://www.coloradostateplan.com/default_cluster.htm) #STEM
Triangulated Program of Study Examples

- In order for Austin to meet district graduation requirements and to best prepare for post secondary education readiness to pursue his goal of becoming a police officer, Austin will engage in the following program of study
- See Handout #2
- [http://www.coloradostateplan.com/default_cluster.htm#STEM](http://www.coloradostateplan.com/default_cluster.htm#STEM)
BUT HOW DO WE KNOW?

- Where are your Program of study citations?
- ONET provides basis for necessary education
- ACTE provides courses of study for many professions [http://www.actstudent.org/college/require.html](http://www.actstudent.org/college/require.html)
- CCCS Courses of Study—Career Clusters [http://www.coloradostateplan.com/default_cluster.html#STEM](http://www.coloradostateplan.com/default_cluster.html#STEM)
- Check your university or community college
  - [http://undergrad.osu.edu/admissions/freshman/](http://undergrad.osu.edu/admissions/freshman/)
Many PSG’s funnel 3 ways

- Community College or University entrance (check your desired IHE) for specific requirements

- Military entrance: ASVAB SCORES & EDUCATION LEVELS
  [http://usmilitary.about.com/cs/genjoin/a/asvabminimum.htm](http://usmilitary.about.com/cs/genjoin/a/asvabminimum.htm)

- Workforce entrance: O*NET
  [http://online.onetcenter.org/](http://online.onetcenter.org/)
Treat them with dignity...be honest

- How would we advise or handle barriers to college or workforce readiness for non disabled youth?

- Do HS counselors tell all other student “sure you can go to the university...just sign up!”....I don’t think so

- Lay out the path early and often, discuss the gaps, align the courses to match the outcome
RESOURCES

- O*NET [http://online.onetcenter.org/](http://online.onetcenter.org/)
- CCCS Courses of Study—Career Clusters [http://www.coloradostateplan.com/default_cluster.html#STEM](http://www.coloradostateplan.com/default_cluster.html#STEM)
IS YOUR IEP COORDINATED?

ACADEMIC ACHIEVEMENT & FUNCTIONAL PERFORMANCE

ANNUAL GOALS

SERVICES, ACCOMMODATIONS & LEAST RESTRICTIVE ENVIRONMENT

COURSE OF STUDY & SUMMARY OF TRANSITION SERVICES

POST SCHOOL OUTCOMES
Your Presenters

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