

Meeting Indicator #13 through Effective Transition Planning

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Jenny's Story

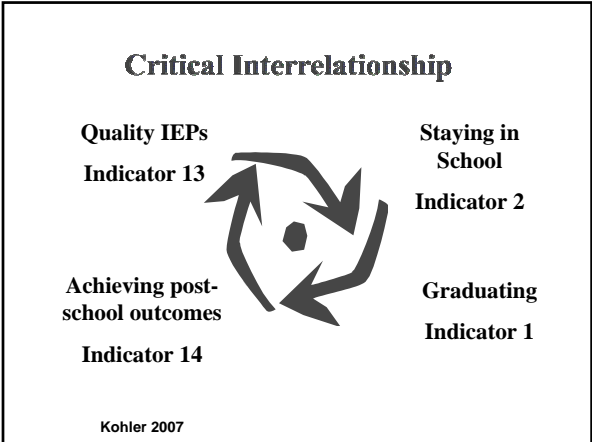


My wish is for the Youth Leadership Council to create change in our schools, so all students feel valued and have a positive, meaningful learning experience.

What is Indicator #13?

Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the child to meet the postsecondary goals.

[20 U.S.C. 1416 (a)(3)(B)]



Background and Challenge

Why do we have to do indicator 13?

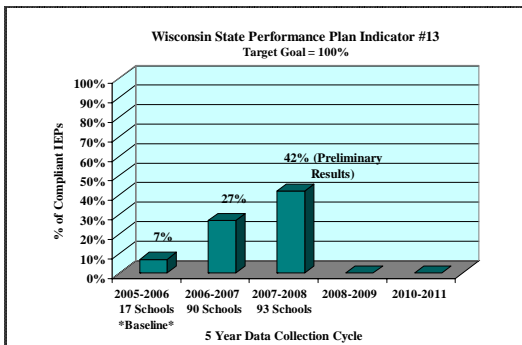
Performance Indicator 13,
“Goal to meet 100% compliance statewide”

- Six Elements of Indicator #13**
1. Age-Appropriate Transition Assessment (T3e)
 2. Measurable Postsecondary Goals (T3a)
 3. Linked Annual Goals (T3b)
 4. Courses of Study (T3f)
 5. Transition Services (T3c)
 6. Evidence of Coordination (T3d)

Meeting Compliance

- Each one of the six elements T3a-e must be marked **YES or N/A** for the IEP to meet Indicator #13 compliance.
- If any one of the six elements T3a-e is marked **NO** then the IEP **does not** meet Indicator #13 compliance.

Indicator # 13 Goal = 100% Compliance



Highest Ranked Errors

1. No measurable postsecondary goals (T3a)
2. No age appropriate transition assessment (T3e)
3. No courses of study listed (T3f)
4. Linked annual goals (T3b) and transition services (T3c)
5. Evidence of coordination (T3d)

**The Six
Elements
of
Indicator #13**

**#1
Age-appropriate
Transition
Assessment
(T3e)**

**1. Age-Appropriate Transition
Assessment (T3e)**

Transition assessment is the ongoing process of collecting data on the individual's needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments.

Sitlington, Neubert, & Leconte, *Career Development for Exceptional Individuals*, 1997, p. 70-71.

See NSTTAC Guide to Age-Appropriate Assessment by Larry Korterling http://www.nsttac.org/pdf/transition_guide/nsttac_tag.pdf

What info should we get from transition assessment?

- Student's preferences and interests
- Family preferences for the student
- Self-determination knowledge and skills
- Cognitive Strengths

What info should we get from transition assessment?

- Community participation
- Independent living skills
- Vocational skills
- Physical and mental health status

What info should we get from transition assessment?

- Academic Interests
- Learning styles
- Student and family support needs

Where do we get this info?

Existing information

Review of student records

Standardized assessment

Academic assessment, transition assessment

Non-standardized assessment

Curriculum based assessment, observation, student/parent interview, employer report

**Standardized and
Non-Standardized Assessments**

- Enderle-Severson Transition Rating Scale (ESTR)
- LCCE Knowledge Battery
- Life Skills Inventory
- Career Clusters
- Transition Behavior Scale (2/e) (TBS)
- Transition Skills Inventory (TSI)
- Transition Planning Inventory (TPI)
- Employment Skills Inventory (ESI)
- Others?

T3e Compliance Determination

The use of age-appropriate transition assessment must be documented in the IEP.

T3e can be marked **YES** if:

- Age appropriate transition box is checked

OR

- Documentation of age appropriate transition assessments exists within the IEP

Transition Assessment Resources

- See WSTI www.wsti.org
 - Professional Development Module
 - Effective Transition Planning, pages 19-25
- See www.SharedWork.org
 - National Community of Practice on Transition
 - Pennsylvania state page
 - Career and Transition Assessment

#2 Measurable Postsecondary Goals (T3a)

2. Measurable Postsecondary Goals (T3a)



A statement based on **age appropriate transition assessment** that articulates what the student would like to achieve after high school taking into account the student's strengths, preferences and interests.

Measurable Postsecondary Goal Areas

- *1. Training/Education
- *2. Employment
- 3. Independent Living
(where appropriate)

*Required

Training or Education

Training

A program leading to a high school completion document or certificate (e.g., Adult Basic Education, General Education Development [GED]); Short term employment training (e.g., Workforce Investment Act, Job Corps); Vocational Technical School (less than a two year program)

Education

Community or Technical Colleges (two year programs); College/University (four year programs); Compensatory Education, Continuing Education

Employment

Paid (competitive, supported, sheltered); unpaid employment (volunteer, in a training capacity); military; etc.

Independent Living Skills

Adult living, daily living, independent living, financial, transportation, etc.

How do I write measurable postsecondary goals?

- May begin with “**after high school**” (or similar)...
- May use descriptors such as “**full or part time**”
- Education/Training goal may include words “**will be enrolled in or enroll in**”, “**will participate in**”
- Employment goals may include the words “**will work**”
- Independent living goal (where appropriate) may include the words “**will participate**” or “**will live**”

T3a Compliance Determination

T3a can be marked **YES** if the postsecondary goal:

- Includes education/training **after high school**
and
- Includes employment **after high school**
and
- If applicable, includes independent living **after high school**
and
- Is measurable (countable)
and
- Is an outcome, not a process

Resources for Writing Measurable Postsecondary Goals

- WSTI www.wsti.org
 - Professional development module
 - Effective Transition, pages 30-45
 - http://www.wsti.org/documents/req_modules/etp/Effective%20Transition%20Planning%2052107.ppt
- NSTTAC www.nsttac.org
 - Indicator 13 (examples non-examples)
 - Web-based Training Materials, pages 3-16
<http://www.nsttac.org/content/Indicator13.zip>

#3 Linked Annual Goals (T3b)

3. Linked Annual Goal(s) (T3b)

For each measurable postsecondary goal there must be:

at least one annual goal included in the IEP that will help the student make progress towards the stated postsecondary goal(s).

T3b Compliance Determination

T3b can be marked **YES** if:

- There is a clear link between the skills listed in the annual goal(s) and the student's measurable postsecondary goal(s).

**#4
Courses
of
Study
(T3f)**

**4. Courses of Study
(T3f)**

A multi-year description of coursework to achieve the student's desired post-school goals from the student's current to anticipated exit year

(From: Storms, O'Leary, & Williams[2000] *Transition requirements: A guide for states, districts, schools, universities, and families.* Minneapolis, MN: Western Regional Resource Center)

**Courses of Study
(T3f)**

- Facilitate movement from school to post-school.
- Courses of study exist that will lead to measurable postsecondary goals and is included in the IEP.

T3f Compliance Determination

T3f can be marked **YES** if:

- Does the course of study listed align with the students identified postsecondary goals?
- Courses of study **MAY** be a multi-year description of coursework from the student's current to anticipated exit year.

T3f Compliance Determination

T3f will be marked **NO** if:

- Course of study not listed in the IEP
- The course of study listed does not align with the students identified postsecondary goals
- If the course of study only includes: "students will pass courses to graduate"
 - not aligned to postsecondary goal

4. Courses of Study Resources
(T3f)

NSTTAC

– Indicator 13

- Web-based training materials examples
<http://www.nsttac.org/content/Indicator13.zip>

WSTI

– professional development module

- course of study www.wsti.org

#5
Transition
Services
(T3c)

5. Transition Services
(T3c)

For each postsecondary goal, is there at **least one** of the following transition services listed that facilitate movement from school to post school:

- Instruction
- Related Service(s)
- Community Experience(s)
- Development of Employment and Post-School Objectives
- Acquisition of Daily Living Skills (if appropriate)
- Functional Vocational Evaluation (if appropriate)

T3c Compliance Determination

T3c can be marked **YES** if:

- At least **ONE** of the seven transition service areas is addressed and will help the student make progress toward postsecondary goals.

Transition Services and Coordinated Set of Activities Resources

- WSTI professional development module on coordinated set of activities
 - http://www.wsti.org/documents/req_modules/csa/CSA%20PPT-6-7-07.ppt
- Handout examples of activities related to transition services and the coordinated set of activities
 - http://www.wsti.org/documents/req_modules/csa/Coordinated%20Activities%20Complete1%20hndt2.doc
- NSTTAC
 - Indicator 13
 - Web-based Training Materials, pages 33-40
<http://www.nsttac.org/content/Indicator13.zip>

#6 Evidence Of Coordination (T3d)

6. Evidence of Coordination
(T3d)

Are there transition services listed on the IEP that are likely to be provided or paid for by an outside agency? If so, look for:

- Agency(ies) identified that would provide or pay for postsecondary services
- Evidence of parent consent (student when age of majority) to invite agency(ies)
- Evidence that agency(ies) were invited to the IEP meeting

T3d Compliance Determination

T3d can be marked **YES** if:

- If there are transition services listed in the IEP that are likely to be provided and paid for by an outside agency **AND**
- There is evidence of parent/adult student consent to invite and an invitation to agency representative(s).

T3d Compliance Determination

T3d can be marked **N/A** if:

- It is too early to determine if the student will need outside services.
- Parent or student did not provide consent after school requested.

T3d Compliance Determination

T3d can be marked **NO** if:

- If there are transition services listed in the IEP that are likely to be provided and paid for by an outside agency
AND
- There is no evidence of public agency attempt to obtain parent/adult student consent to invite
OR
- **the agency got consent and failed to** invite an agency representative(s).

Does the IEP Meet the Requirements of Indicator 13?

- Beginning not later than age 16, the IEP includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
(Complete a-f below; answer "YES" to T-3 only if all answers in a-f are either "YES" or "NA")

- T3 (check one) YES NO

From DPI form PI-SA-RRC-TRN-001 (New 10-06)

Indicator 13 Additional Assistance

- Direct questions regarding Indicator 13 to Steve Gilles at steve.gilles@dpi.state.wi.us or 608-266-1146.
- For questions and technical assistance regarding WSTI and website www.wsti.org contact WSTI project director Linda Maitrejean at lindam@cesa11.k12.wi.us or 715-986-2020.
- Questions about the self-assessment process not answered in this section or on the Self-Assessment Questions and Answers page as well as direct questions about this information can be submitted by email to Elliot Weiman at elliott.weiman@dpi.state.wi.us or 608-266-3648 or Patricia Williams at patricia.williams@dpi.state.wi.us or 608-267-3720.
