

# Compliance Tips for Indicator 13

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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, required states to develop six-year State Performance Plans in December, 2005 around 20 indicators, on which data will be submitted annually (beginning February, 2007) in Annual Performance Reports.

Indicator 13 relates to transition plans for students:

### ***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 that 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 that will 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?***

The examples all come from actual IEPs which were reviewed fall, 2009 and spring, 2010. The field is leading the way in writing transition plans which go beyond compliance.

## QUESTION 1

### **Is there an appropriate measurable postsecondary goal or goals that covers 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 assessments 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.*

### **I-13 Compliance Tips**

Revised May, 2010

## QUESTION 1

**Is there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?**

EXAMPLES
<b>PSG EDUCATION/TRAINING</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</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</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.) through the use of technology.
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.

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## QUESTION 2

### Is (are) the postsecondary goal(s) 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.

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### QUESTION 3

#### **Is there evidence that the measurable postsecondary goal(s) 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 leads to the development of measurable postsecondary goals, courses 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, who administered it, and a summary of the results of the assessment.
- Transition assessment could include aptitude, academic achievement, 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 must 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 parental consent.

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### QUESTION 3

#### **Is there evidence that the measurable postsecondary goal(s) 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 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(s) 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) using a "transition lens." Best practice would also include documenting the date the assessment was administered, who administered 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 goal(s) were based on age-appropriate transition assessment?**

#### EXAMPLES

Independent Living Skills Postsecondary Goal Worksheet and informal interview, 11/02/09, by case manager. Chris identified that he would like to work as a chef. Chris has helped on jobs involving cooking 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 on 11/5/09 indicates that his current reading and writing skills are not high enough for him to be accepted into the culinary arts program at the Aims Community College. Therefore, the case manager will help Chris explore additional paths to pursue his interests.

- Transition Planning Inventory, Case Manager, updated 4/09
- The Life Skills/Career/Transitional Planning Check Sheet, Transition Class Teacher, 1/16/10
- Informal inventory, Joe Smith, 1/10/10
- Review of CSAP assessments, Dan Dunn, 2/1/10

Assessments indicate that Erin has adequate and age appropriate independent living, career awareness, and community skills. Erin is interested in a job where she can work with her hands and work with tools. She indicated that she likes working by herself and building things. Cars are her primary interest. She will attend training at Pikes Peak Community College for Auto Tech or enroll in Job Corps. Her CSAP scores indicate that writing is an area of need, but her other academic skills are at grade level. She identified that she would like to live by herself in an apartment or dormitory. She reports no interpersonal problems on these assessments. She is in the process of getting her driver's license.

9/2009, Brittany began ACE (Alternative Cooperative Education) and OJE (On the Job Education/Experience) classes in fall 2009, where she takes transition assessments regularly. She has completed transition reading and math assessments that assess her skills in the areas of employment and daily living. These assessments indicate that she can prepare her own meals, groom herself, write checks and determine change. She has needs in budgeting, understanding job application forms, and planning for long term activities. A review of her SIB-R assessment indicates that she is below her peers in daily functional skill level. Her OJE tryouts have helped her to discover a passion for animals and possible career as a vet tech; currently, there is a gap between her academic skill level and the vet tech requirements.

Michael completed the TPI 2/9/10 to assess his entry level work skills and behaviors. Michael's Transition Link Services (TLS) Vocational Trainer completed daily evaluations at community worksites and a Comprehensive Work Experience and Study Student Training Evaluation fall semester 09, which assessed his progress within their volunteer program. To assess his community and independent living skills, the TLS Community Trainer completed situational assessments for all community activities. Colorado Springs Independence Center staff completed progress reports at the completion of each class in which Michael was enrolled. The assessment process also included review of records (Vineland Adaptive Behavior Scale-II, WISC-III, and ACT), parent interview, and student interview. The results of all assessments, reports, and interviews were used to determine Michael's transition progress and remaining needs.

#### I-13 Compliance Tips

Revised May, 2010

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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 goal(s)?**

## 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, 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.
- 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, 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 include each area for consideration.**

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**I-13 Compliance Tips**

Revised May, 2010

## QUESTION 4

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

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 56 in arithmetic and above a 61 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, RTD 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 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 goal(s)?**

### 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.

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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 goal(s)?**

## 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 their postsecondary goals (PSG) and that 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 an academic 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
  - Measureable (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

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## 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 a supported living environment</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 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, parental consent is required to invite the DVR counselor or for the SWAP provider to share any information with the DVR counselor.
- Evidence that this area is compliant will be determined by reviewing the student's IEP file for both **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*?**

YES

NO

Is parental consent to invite an agency in the file?

Nothing further required.

Is there dated evidence the agency was invited?

Is parental consent dated prior to the agency invitation?

This IEP will be reviewed as N/A. N/A counts as meeting compliance.

If YES to the questions above, the IEP **meets compliance** requirements in this area.

If NO to any question above, the IEP does not meet compliance requirements.

It will be reviewed as no, **noncompliant**.