Transition and Indicator 13
Writing Individualized Education Programs (IEPs)
That Meet the Legal Mandate
Welcome

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True or False?

Students are required to be present at the IEP meeting.

Schools must require agencies to attend the IEP meeting.

Indicator 13 indicates the student’s plans.
Today’s Goals

Define the mandates for secondary transition.

Align mandates with research-based best practices.

Map the IEP.
Individuals with Disabilities Education Act (IDEA)  
Secondary Transition

**Focus:**

Improve academic and functional achievement to **facilitate movement from school to post-school activities**

Based on youth’s strengths and interests

Includes instruction, related services, **community experience, development of employment**, and other post-school living objectives

Mandates **the development of a plan that summarizes skills, strengths, transition readiness, needs**
References

National Collaborative on Workforce and Disability–Youth
www.ncwd-youth.info

National Secondary Transition Technical Assistance Center
www.nsttac.org

Transition Coalition
www.transitioncoalition.org

National Office of Special Education programs
www.osep.gov

California Department of Education
www.cde.ca.gov/specialeducation
National Statistics Tell Us Effective Transition Planning is Critical for Youth with Disabilities

29 percent of working age adults with disabilities reported employment vs. 70 percent of people without disabilities.

25 percent of people with disabilities live in poverty with average annual incomes at less than $15,000.

26 percent of workers with Intellectual Disabilities/Developmental Disabilities (ID/DD) are working in community employment, with the majority still in sheltered and non-work settings.

26 percent of high schools offer work-based experiences vs. 74 percent classroom based learning.
The Good News

People who are competitively employed are contributing to the economy.

Employment training and vocational experiences lead to better post-school outcomes.

Improvements occur in academic performance, school attendance, social development and increased problem-solving ability, enhanced “soft skills,” job readiness, and knowledge of entrepreneurial skills.
Transition Services as Defined in IDEA

Focus:

Improve academic and functional achievement to facilitate movement from school to post-school activities (postsecondary education, vocational education, integrated employment, continuing and adult education, adult services, independent living or community participation.)

Based on youth’s strengths, preferences, and interests.

Includes instruction, related services, community experience, development of employment, and other post-school living objectives.

Mandates the development of a plan that summarizes skills, strengths, transition readiness, needs.
California State Performance Plan

Indicators related to transition:

1. Increase graduation rate
2. Decrease drop-out rate
13. Achieve compliance with federal guidelines on IEP
14. Improve outcomes:
   Employment
   Postsecondary education / training
   Independent living
<table>
<thead>
<tr>
<th>Predictors/Outcomes</th>
<th>Education</th>
<th>Employment</th>
<th>Independent Living</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Career Awareness</em></td>
<td>P</td>
<td>P</td>
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<tr>
<td><em>Community Experiences</em></td>
<td>P</td>
<td>P</td>
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<tr>
<td><em>Exit Exam Requirements/High School Diploma Status</em></td>
<td>P</td>
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<td><em>Inclusion in General Education</em></td>
<td>M</td>
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<td><em>Interagency Collaboration</em></td>
<td>P</td>
<td>P</td>
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<td><em>Occupational Courses</em></td>
<td>P</td>
<td>P</td>
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<tr>
<td><em>Paid Employment/Work Experience</em></td>
<td>M</td>
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<td>P</td>
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<td><em>Parental Involvement</em></td>
<td>P</td>
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<td><em>Program of Study</em></td>
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<td><em>Self-Advocacy/Self-Determination</em></td>
<td>P</td>
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<td><em>Self-Care/Independent Living</em></td>
<td>P</td>
<td>P</td>
<td>M</td>
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<tr>
<td><em>Social Skills</em></td>
<td>P</td>
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<td><em>Student Support</em></td>
<td>P</td>
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<td><em>Transition Program</em></td>
<td>M</td>
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<tr>
<td><em>Vocational Education</em></td>
<td>M</td>
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<td>M</td>
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<tr>
<td><em>Work Study</em></td>
<td>M</td>
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</table>

M = Moderate; P = Potential
Indicator 13: Measurable Postsecondary Goals

1. Are there appropriate measurable postsecondary goals in the area of education and training, employment and, as needed, independent living?

   Statements of what the student will achieve after leaving high school.

   Must be stated in measurable terms.
Indicator 13: Measurable Postsecondary Goals

The IEP is based on the student’s goals.
2. Are the postsecondary goals updated annually?

Student goals change as they gain experience, research their options and participate in work-based learning or career technical education.
Indicator 13: Age Appropriate Assessment

3. Is there evidence that the measurable goal(s) were based on age-appropriate transition assessment?

Transition assessments include career/vocational assessments and an evaluation of other transition issues (readiness for transition, life skills, resources and eligibility for support services).
Indicator 13: Age Appropriate Assessment

Secondary Transition in a Standards Aligned System: Roadmap

- Assessment: Interests/Prefereces
- Post-Secondary Goals
- Assessment: Aptitudes/Abilities/Skills
- Progress Monitoring
- Present Levels of Academic Achievement and Functional Performance
- Measurable Annual Goals and Short Term Objectives
- Courses of Study and Transition Activities/Services/Agency Linkages

Successful Post-Secondary Goals & Adult Life

Summary of Academic Achievement & Functional Performance
Indicator 13: Age Appropriate Assessment

**Self-Assessment**
- Identify your interests, skills, values, and personality style

**Strategic Job Search**
- Develop your job searching skills and pursue action through a strategic job search

**Career Exploration**
- Learn about different career and education options

**Career Decision**
- Narrow and focus in on your career options by connecting knowledge about yourself to the world of work to formulate your career goals
4. Are there transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)?

**Transition Services listed in IDEA Regulations, and California Education Code with California Special Education Management Information System (CASEMIS) Codes:**

- 820 – College Awareness
- 830 – Vocational Assessment, Guidance, Career Assessment
- 840 – Career Awareness, Self Advocacy, Career Planning
- 850 – Job Coaching
- 860 – Mentoring, sustained coaching
- 865 – Agency Linkages
- 870 – Travel/Mobility
- 890—Other coordination, Linkage
- 900- Other special education, Related Services
5. Do transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?

The course of study defines the multi-year set of classes in the pathway to secondary goals (graduation, diploma, certificate). The course of study should also address career goals.

The school transcript suffices for meeting this expectation only if it includes the multi-year course of study. If it only lists current and past courses, grades and credits, it is insufficient for meeting this requirement.
6. Is (are) there annual IEP goals related to the student’s transition service needs?

The IEP has two types of goal statements:

<table>
<thead>
<tr>
<th>Postsecondary Goals</th>
<th>Measurable Annual goals</th>
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</thead>
<tbody>
<tr>
<td>Measurable goals of what the student will achieve after leaving high school</td>
<td>What the student will work on this year to help build the student’s skills in achieving the postsecondary outcomes</td>
</tr>
<tr>
<td>Post = After Secondary = High school</td>
<td>Annual = Each year May be a statement in the transition plan of the IEP or in the academic goals section.</td>
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</tbody>
</table>
7. Is there evidence that the student was invited to the IEP team meeting where transition services were discussed?

The public agency shall invite the child with a disability to attend his or her IEP meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals. 34 Code of Federal Regulations (CFR) §300.37(b)(1)

If the child does not attend the IEP Team meeting the public agency must take other steps to ensure that the child’s preferences and interests are considered. 34 CFR §300.321(b)(2)
Indicator 13: Student Participation in the IEP

There are five levels of participation in the IEP (Source: Transition Coalition):

Student input provided indirectly based on a questionnaire or survey.

Passive observer (in the room, avoids the conversation).

Reluctant participant (responds to direct questions).

Self-advocate (practices self-advocacy skills).

Leader (demonstrates leadership skills in the IEP).
8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP with prior consent of the parent or student who has achieved the age of majority?

List N/A if the agency did not participate because of the student’s age or grade.
While in high school ➔ After high school

Eligible student entitled to services until graduating or leaving high school

Student with disabilities

Student must apply and be found eligible for services from individual programs as an adult

Services supporting students with disabilities in transition

- Academics
- Assistive technology
- Employment assistance
- Financial assistance
- Independent living skills
- Housing assistance
- Job training
- Transportation

Vocational rehabilitation and education services

Education

Medicaid home and community-based services

HHS

Employment and training services from WIA programs

Labor

Supplemental security income and disability insurance

SSA

Source: GAO analysis of agency documentation, including postings and publications.