Guidance Document: Understanding Indicator 13 for Special Education State Performance Plan (SPP)

Updated November 17, 2011

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ATTACMENTS

The purpose of this manual is to provide New Hampshire school district personnel with information about the New Hampshire Department of Education, Bureau of Special Education's process for monitoring compliance with the Special Education State Performance (SPP) Indicator 13 and to offer resources on writing transitions services into an IEP.

The New Hampshire Rules for the Education of Children with Disabilities Ed 1109.01(10) indicates: *A statement of transition services that meets the requirements of 34 CFR 300.43 and 34 CFR 300.320(b), with the exception that a plan for each student with a disability beginning at 14 or younger, if determined appropriate by the IEP team, shall include a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study such as participation in advanced-placement courses or a vocational education.* However, the State Performance Plan Indicator 13 focuses only on students age 16 and above in accordance with IDEA 2004. Therefore, this guidance document is written specifically for Indicator 13 requirements. See Attachment D-1 for the Federal IDEA 2004 references for Indicator 13.

What is Indicator 13?

The new IDEA –Part B Special Education State Performance Plan definition for Indicator 13 is as follows:

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.

Process for Monitoring Indicator 13 (I-13)

The New Hampshire Department of Education (NHDOE) has been instructed by the Office of Special Education to continue NH's State Performance Plan (SPP) for special education through FYY 2012. As of the end of the 2010-2011 school year, all NH school districts have been monitored for Indicator 13, as mandated by OSEP. The NHDOE began a new process for Indicator 13 compliance review monitoring during the 2010-2011 school year. The districts reviewed during that year, were the remaining 22 school districts that had not been monitored via the Focused Monitoring or case study process since the inception of the SPP.

The NHDOE, with input and guidance from DAC and NEERC, will be continuing the same onsite monitoring process for Indicator 13 that was implemented in the 2010-2011 school year. Beginning with the 2011-2012 school year, the NHDOE will randomly select roughly 15 high schools a year to participate in Indicator 13 monitoring (see ATTACMENT E). Monitoring will take place at the high school level, just as is done for Indicator 1 (graduation) and Indicator 2 (dropout), and no longer will be done at the district level.

The New Hampshire Process: The NHDOE will use one method in which to monitor for Indicator 13; the onsite file review process. The file review for monitoring will occur by NHDOE staff, Technical Assistance Consultants (TACs), and/or qualified reviewers trained by the NHDOE.

High Schools that have been randomly selected for monitoring will be notified, in advance, that within the next year the NHDOE will conduct a compliance review related to I-13 and there will be professional development opportunities available for secondary transition, writing measurable post-secondary goals, etc. High Schools are encouraged to take advantage of trainings offered by the NHDOE and/or to have TAC's come to their high schools to provide training to them.

In preparation to meet the requirements for Indicator 13, it is recommended that high school special education staff review the I-13 checklist on the National Secondary Transition Technical Assistance Center (NSTTAC) website, http://www.nsttac.org/indicator13/indicator13_checklist.aspx, as this is the national resource. This is the checklist that the State will use for the compliance reviews to meet the requirements of I-13. High Schools are responsible for ensuring that evidence of compliance with I-13 is in students' IEPs and/or their IEP files. The NSTTAC website also contains an immense amount of resource documents to support compliance and understanding of the components of the Indicator 13 checklist.

The New Hampshire Special Education System (NHSEIS) will be used to generate student level information regarding this Indicator. The data will be used to select student files to be reviewed that will be a representative

sample considering gender, age, ethnicity, and disability. The number of files to be reviewed is based on district enrollment as follows:

District enrollment less than 4,000 – 10 files

District enrollment 4,000 – 11,999 – 15 files

District enrollment 12,000 and greater – 20 files

The NHDOE will generate a list that has twice as many files as will be reviewed, keeping in mind that unexpected changes may occur to a student's status, such as transferring to another school district. For high schools with fewer than 20 students meeting the criteria for Indicator 13, The NH DOE will make the necessary adjustments on the number of files to actually be reviewed.

IMPORTANT: Files selected for review must be for students <u>age 16 and over</u> for the purpose of Indicator 13 reporting.

THE NHDOE will then conduct onsite visits to perform review of student IEP files. The NHDOE reviewers that complete the monitoring shall consist of two team members that have been trained and have an understanding of the I-13 requirements (see I-13 Reviewer's Process). The high school will share the preselected IEP files for the current school year for review. The I-13 checklist will be used. **In order to meet the compliance requirements, all 8 elements of the checklist must have (yes) in order to be in full compliance (See attachment A) or in some cases, (N/A) to be in compliance.** High Schools will be notified, in writing as soon as possible, the findings of noncompliance

The NHDOE will calculate a high schools compliance percentage by dividing the total number of files reviewed by the number that are found in compliance. The NHDOE will calculate the State compliance percentage by dividing the total number of high schools reviewed by the number of high schools that are found to be in 100% compliance.

Once high schools have been notified, in writing of the noncompliance, high schools must correct the child specific noncompliance no later than <u>60</u> days of written finding. The NHDOE will require high schools to submit evidence of correction. The NHDOE will review the evidence and verify the correction of the child specific noncompliance. The NHDOE will also verify that non-compliance with Indicator 13 has been followed up on and has been corrected. Once the NHDOE has confirmed the correction of noncompliance, the NHDOE will send written notification to the high school that areas of noncompliance have been corrected. The NHDOE

will track findings of noncompliance and their verification of correction including the district/high school, student ID, NHDOE representatives that monitored, date of finding, items of noncompliance, date of correction and date of closure letter noting the correction.

Indicator 13 Reviewer's Process

The following steps outline the process NHDOE Indicator 13 Reviewers will follow when monitoring a school district for Indicator 13 compliance:

1. NH DOE will establish NHDOE team(s) of a minimum of 2 reviewers who are trained with an understanding of Indicator 13 to go out to high schools to conduct IEP reviews for compliance with Indicator 13.

2. NHDOE Reviewer's will be given list of double the high school student files to be reviewed. The high school will select from this list the files to actually be reviewed during the onsite visit.

3. The high school will make 2 copies of each selected students IEP to be reviewed by the reviewers as well as have each selected student's IEP file available for review of any additional documentation.

4. The team will review the students IEP file for the identified year to determine compliance for Indicator 13. The student's file should include the students IEP and any other pertinent documentation (i.e., evidence the student has been invited to the IEP meeting). Please be sure any electronic data (i.e., vocational assessments, transition assessments, etc.) are in a hard copy format in the student's IEP file.

5. The team of a minimum of 2 reviewers will work together in reviewing each IEP against the Indicator 13 checklist item(s). In order to meet the compliance requirements the reviewers need to agree that all 8 pieces of the checklist must have (yes) or in some cases (N/A) answers in order to be in compliance. If there is any disagreement between the reviewers on whether an IEP is in compliance with an Indicator 13 checklist item it should be marked as (no).

   a. The reviewers will complete a *NH Indicator 13 compliance checklist form* (Attachment C) for each student file reviewed. The reviewers will review the entire student IEP and file provided during onsite looking for evidence/documentation that the student's IEP addresses the Indicator 13 checklist items. The reviewers will ensure each Indicator 13 compliance checklist form is complete. The reviewers will use the *NSTTAC Indicator 13 checklist A and Instructions* (Attachment A) along with the *NHSEIS IEP Suggested Locations for I-13 Checklist Items* (Attachment B) as guidance in reviewing IEPs for Indicator 13 compliance.

   b. The NHDOE will enter data from completed Indicator 13 compliance checklist forms into the Indicator 13 Compliance database which will collect the following information:

      i. District name

ii.   School Name
iii.   Student ID #
iv.   NH DOE team reviewers names
v.   date of finding(s)
vi.   items of noncompliance
vii.   date of written notification to district of noncompliance
viii.   date of correction
ix.   date of closure letter noting the correction.

6. High Schools will have a staff member(s) familiar with the student IEPs available during the onsite visit in case rthe reviewers have questions or need clarification about an IEP.

7. The reviewers will share the onsite review results with high school staff at the end of the onsite.

Resources/Information for Writing Transition Services in IEP

National Secondary Transition Technical Assistance Center (NSTTAC) Resources

Indicator 13 Checklist A and Instructions -
http://www.nsttac.org/indicator13/ChecklistFormA.pdf

NSTTAC Indicator 13 Checklist Frequently asked Q&A - http://www.nsttac.org/pdf/i13checklistqa.pdf

NSTTAC Web-based examples and non-examples for SPP/APR Indicator 13 – click on *Document* to go to Training materials site. This document contains examples and non-examples that can be used to train personnel to: (a) develop IEPs that meet Indicator 13, and, (b) collect data using the NSTTAC I-13 Checklists.
http://www.nsttac.org/indicator13/examples_i13_checklist.aspx

NSTTAC Age Appropriate Transition Assessment Toolkit
http://www.nsttac.org/products_and_resources/tag.aspx

Ed O'Leary, National Secondary Transition Consultant, August 2009 NH Presentation Resources

Age Appropriate Transition Guide (NSTTAC) -
http://www.education.nh.gov/instruction/special_ed/documents/age_app_trans_assess.pdf

Directions for Reviewing IEPs…and Completing the Indicator 13 Checklist
http://www.education.nh.gov/instruction/special_ed/documents/review_ieps.pdf

Revised Transition Services - Helping Educators, Parents and other Stakeholders Understand: Post school outcomes, Course of Study, and Coordinated Set of Activities
http://www.education.nh.gov/instruction/special_ed/documents/rev_trans_svc.pdf

New Hampshire Secondary Transition Resources

The Bureau of Special Education provides Special Education Technical Assistance to the field through our Technical Assistance Consultants. Transition planning, writing measurable post secondary goals, etc are some of the areas you can request assistance in.   For more information about how to request this technical assistance:
http://www.education.nh.gov/instruction/special_ed/tech_assist_consul.htm

Life After High School Toolkit - resources to meaningfully involve families in the secondary transition process. Developed by Parent Information Center in collaboration with the NH Department of Education under SIG II – (H323A0400018) http://www.nhspecialed.org/documents/Transition_Tool_Kit_w_IEP.pdf

Other NH DOE Transition Planning materials can be found on the Bureau of Special Education website under Secondary Transition. For example, *Key Concepts Involved in Developing Measurable Postsecondary Goals.*
http://www.education.nh.gov/instruction/special_ed/sec_trans.htm

NH Transition COP Professional Development 2 Part Transition Webinar power point presentations and handouts

Part I: Developing Measurable Postsecondary Goals and Age Appropriate Transition   Assessments

Part II: Developing Courses of Study and Transition Services

http://www.iod.unh.edu/Projects/apex/webinars.aspx - scroll down to Transition Webinar series. Click on power point presentations and handouts under each session.

ATTACHMENT A

NSTTAC Indicator 13 Checklist Form A (Meets Minimum SPP/APR Requirements)

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))

1. Is there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?	Y N
Can the goal(s) be counted? Will the goal(s) occur *after* the student graduates from school? Based on the information available about this student, does (do) the postsecondary goal(s) seem appropriate for this student? •If *yes* to all three, then circle Y OR if a postsecondary goal(s) is (are) *not* stated, circle N	
2. Is (are) the postsecondary goal(s) updated annually?	Y N
Was (were) the postsecondary goal(s) addressed/ updated in conjunction with the development of the current IEP? •If *yes*, then circle Y OR If the postsecondary goal(s) was (were) *not* updated with the current IEP, circle N	
3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?	Y N
Is the use of transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file? •If *yes,* then circle Y OR if *no*, then circle N	
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?	Y N
Is a type of *instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation* listed in association with meeting the post-secondary goal(s)? •If *yes,* then circle Y OR if *no*, then circle N	
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?	Y N
Do the transition services include courses of study that align with the student's postsecondary goal(s)? •If *yes*, then circle Y OR if *no*, then circle N	
6. Is (are) there annual IEP goal(s) related to the student's transition services needs?	Y N
Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs? •If *yes*, then circle Y OR if *no*, then circle N	
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	Y N
For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting? •If *yes*, then circle Y OR if *no*, then circle N	
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?	Y N NA
For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including but not limited to: *postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation* for this post-secondary goal? Was consent obtained from the parent (or student, for a student the age of majority)? •If *yes* to both, then circle Y •If *no* invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then circle N •If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, circle NA •If parent or individual student consent (when appropriate) was *not* provided, circle NA	
Does the IEP meet the requirements of Indicator 13? (Circle one) **Yes** (all Ys or NAs for each item (1 − 8) on the Checklist or **No** (one or more Ns circled)	

Instructions for Completing NSTTAC Indicator 13 Checklist

1. **Is there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?**
   - Find the postsecondary goal(s) for this student
   - If there are appropriate measurable postsecondary goals that address *Education* or *Training* after high school, *Employment* after high school, and (if applicable) *Independent Living* after high school **and** if the identified postsecondary goal(s) in *Education* or *Training, Employment*, and (if applicable) *Independent Living* appear to be appropriate for the student, based on the other information regarding Present Level of Academic and Functional Performance and / or the student's strengths, preferences, and interests, circle Y
   - If there are postsecondary goals that address *Education* or *Training* after high school, *Employment* after high school, and (if applicable) *Independent Living* after high school, but are not measurable, circle N
   - If there is misalignment between the student's postsecondary goal(s), based on the information available (e.g., present level of performance, student interests, student preferences), circle N
   - If there is not a postsecondary goal that addresses *Education* or *Training* after high school, circle N
   - If there is not a postsecondary goal that addresses *Employment* after high school, circle N
   - If there is one postsecondary goal that addresses *Education* or *Training*, *Employment*, and (if applicable) *Independent Living* after high school, but it is not measurable, circle N

2. **Is the postsecondary goal(s) updated annually?**
   - If the postsecondary goal(s) for *Education* or *Training*, *Employment*, and as needed *Independent Living*, is (are) documented in the student's current IEP, circle Y
   - If the postsecondary goal(s) for *Education* or *Training*, *Employment*, and as needed *Independent Living*, is (are) not documented in the student's current IEP, circle N
   - If this is the student's first IEP that addresses secondary transition services because they just turned 16, this is considered an update, so circle Y

3. **Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment?**
   - Find where information relates to assessment and the transition component on the IEP (either in the IEP or the student's file)
   - For each postsecondary goal, if there is evidence that at least one age appropriate transition assessment was used to provide information on the student's needs, strengths, preferences, and interests regarding the postsecondary goal(s), circle Y
   - For each postsecondary goal, if there is **no** evidence that age appropriate transition assessment provided information on the student's needs, taking into account strengths, preferences, and interests regarding the postsecondary goal(s), circle N
   - If a postsecondary goal area was addressed in item #1, but was not measurable and if there is age appropriate transition assessment information, from one or more sources, provided regarding the student's needs, taking into account strengths, preferences, and interests regarding this postsecondary goal, circle Y
   - If a postsecondary goal area was addressed in item #1, but was not measurable and if there is **not** age appropriate transition assessment information provided on the student's needs, taking into account strengths, preferences, and interests regarding this postsecondary goal, circle N

4. **Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?**
   Prepared by the National Secondary Transition Technical Assistance Center (NSTTAC) September, 2006; updated July, 2009
   - Find where transition services/activities are listed on the IEP
   - For each postsecondary goal, if there is a type of instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skill(s), and provision of a functional vocational evaluation listed in association with meeting the postsecondary goal, circle Y
   - For each postsecondary goal, if there is **no** (a) type of instruction, (b) related service, (c) community experience, (d) development of employment and other post-school adult living objective, (e) if appropriate, acquisition of a daily living skill, or (f) if appropriate, provision of a functional vocational evaluation listed in association with meeting the postsecondary goal, circle N
   - If a postsecondary goal area was addressed in item #1, but was not measurable and there is a type of transition services listed in association with meeting that postsecondary goal, circle Y
   - If a postsecondary goal area was addressed in item #1, but was not measurable and there is **no** type of transition service listed in association with meeting that postsecondary goal, circle N

5. **Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?**

Locate the course of study (instructional program of study) or list of courses of study in the student's IEP
- Are the courses of study a multi-year description of coursework from the student's current to anticipated exit year that is designed to help achieve the student's desired post-school goal(s)? If yes, go to next instruction bullet. If no, circle N
- Do the courses of study align with the student's identified postsecondary goal(s)? If yes, circle Y. If no, circle N

6. **Is (are) there annual IEP goal(s) that are related to the student's transition services needs?**
- Find the annual goals, or, for students working toward alternative achievement standards, or States in which short-term objectives are included in the IEP, short-term objectives on the IEP
- For each of the postsecondary goal areas circled Y in question #1, if there is an annual goal or short-term objective included in the IEP related to the student's transition services needs, circle Y
- For each of the postsecondary goal areas circled Y in question #1, if there is **no** annual goal or short-term objective included in the IEP related to the student's transition services needs, circle N
- If a postsecondary goal area was addressed in #1, but was not measurable, and an annual goal is included in the IEP related to the student's transition services needs, circle Y
- If a postsecondary goal area was addressed in #1, but was not measurable, and there is **no** annual goal included the IEP related to the student's transition services needs, circle N

7. **Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?**
    Locate the documentation of the invitation to the IEP conference for the student.
- Was the student invitation signed (by the LEA) and dated prior to the date of the IEP conference. If yes, circle Y. If no, circle N

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?**
- Find where persons responsible and/or agencies are listed on the IEP
- Are there transition services listed on the IEP that are likely to be provided or paid for by an outside agency? If yes, continue with next instruction bullet. If no, circle NA.
- Prepared by the National Secondary Transition Technical Assistance Center (NSTTAC) September, 2006; updated July, 2009
- Was parent consent or student consent (once student has reached the age of majority) to invite an outside agency(ies) obtained? If yes, continue with next instruction bullet. If no, circle NA
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is evidence that agency(ies) for which parent/student had given their consent to invite, were invited to the IEP meeting to discuss transition, circle Y
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is **no** evidence that agency(ies) for which parent/student had given their consent to invite, were invited to the IEP meeting to discuss transition, circle N
- If it is too early to determine if this student will need outside agency involvement, circle NA

Does the IEP meet the requirements of Indicator 13?
- If all Ys or NAs for each item (1 – 8) on the Checklist, then circle **Yes**
- If one or more Ns are circled, then circle **No**

Prepared by the National Secondary Transition Technical Assistance Center (NSTTAC) September, 2006; updated July, 2009

ATTACHMENT B

NHSEIS IEP Suggested Location for Indicator 13 Checklist Items

Use NSTTAC Indicator 13 Checklist A and its instructions to review each Student's IEP file

Indicator 13 Checklist (A) Question	Suggested location on NHSEIS IEP
1. Is there an appropriate measurable postsecondary goal (MPSG) or goals that covers education or training, employment and, as needed, independent living?	**Education and Training MPSG Goal:** In IEP look Under "Transition Student Interests: Post Secondary Training & Learning Opportunities" **Employment MPSG Goal:** Under "Transition Student Interests: Future Employment " **Independent Living MPSG Goal (only if needed):** Under "Transition Student Interests: Future Home Independent Living "
2. Is (are) the postsecondary goals(s) updated annually?	**See Question #1 suggested location areas:** Is there an Education and Training MPSG Goal and an Employment MPSG Goal and if needed an Independent Living MPSG Goal?
3. Is there evidence that the measurable post secondary goals were based on age appropriate transition assessment?	**List or described transition assessment:** Look in IEP Under "Transition Present Levels of Performance" or in student's IEP file such as most recent evaluations or assessments.
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?	**Transition Services for each PMSG:** Look in IEP under "Transition Plan – Transition Goals and Services"
5. Do transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?	**Course of Study:** Look in IEP under "Transition – Academic Transition Plan (A.K.A.- Course of study)
6. Is (are) there annual IEP goals related to the student's transition services needs?	**Annual Goals related to transition services:** Look in IEP under "Measurable Annual Goals and Benchmarks/Short Term Objectives"
7. Is there evidence that the student was invited to the IEP Team mtg?	**Evidence of Student Invitation:** Review student for invitation or documentation that the student was invited to the IEP team mtg.
8. If appropriate, is their evidence that a representative of any participating agency was invited to the IEP Team mtg with the prior consent of the parent or student who has reached the age of majority?	**Evidence of Participating Agency Invitation (if appropriate):** Look in IEP under "Transition Plan – Transition Services" to see if Outside agency or individual providing services is listed and if so, review student file for invitation/meeting notice being sent to participating agency(s) and written approval from the parent or student who has reached the age of majority , for the agency(s) representative to attend.

New Hampshire Indicator 13 Compliance Checklist Form

District Name: _____ School Name: _____ SASID #_____

Indicator 13 Checklist (A) Question	YES	NO	NA	If No or NA Explain why(noncompliance)?
1. Is there an appropriate measurable postsecondary goal (MPSG) or goals that covers education or training, employment and, as needed, independent living?	Y	N	NA	
2. Is (are) the postsecondary goals(s) updated annually?	Y	N	NA	
3. Is there evidence that the measurable post secondary goals were based on age appropriate transition assessment?	Y	N	NA	
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?	Y	N	NA	
5. Do transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?	Y	N	NA	
6. Is (are) there annual IEP goals related to the student's transition services needs?	Y	N	NA	
7. Is there evidence that the student was invited to the IEP Team mtg?	Y	N	NA	
8. If appropriate, is their evidence that a representative of any participating agency was invited to the IEP Team mtg with the prior consent of the parent or student who has reached the age of majority?	Y	N	NA	
Does the IEP meet the requirements of Indicator 13? (circle one)			**YES** **NO**	(All Ys or NAs for each of the items (1-8) above or (one or more N's circled)

Reviewer's Signatures: _____ _____ Date:_____

IDEA Basis for Indicator 13

§300.43 *Transition Services.*

(a) Transition Services means a coordinated set of activities for a child with a disability that—

(1) is designed to be within 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 postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

(2) is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes—
   (i)   instruction;
   (ii)   Related services;
   (iii)   Community experiences;
   (iv)   The development of employment and other post-school adult living objectives;
   (v)   If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

(b) Transition services for children with disabilities may be special education, if provided as specifically designed instruction, or a related service, if required to assist a child with a disability to benefit from special education.

§300.320(b) *Transition Services***.** Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include -

(1) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills; and

(2) The transition services (including courses of study) needed to assist the child in reaching those goals.

§300.321 (b) *Transition Service Participants***.**

(1) In Accordance with paragraph (a)(7) of this section, the public agency must invite the child with a disability to attend the child's IEP Team 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 under §300.320(b).

(2) If the child does not attend the IEP Team meeting, the agency must take steps to ensure that the child's preference and interests are considered.

(3) T o the extent appropriate, with the consent of the parents or a child who has reached the age of majority, in implementing the requirements of paragraph (b)(1) of this section, the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

§300.322 *Parent participation*

(b) *Information provided to parents.*

(2) For a child with a disability beginning no later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, the notice also must -

(i) Indicate -

(A) That the purpose of the meeting will be the consideration of the postsecondary goals and transition services for the child, in accordance with §300.320(b); and

(B) That the agency will invite the student; and

(ii) Identify any other agency that will be invited to send a representative

ATTACHMENT D-2

Post-Secondary Goal Definitions

REQUIRED:

Definition of Education/Training:

Education/Training is <u>defined</u> as enrollment in (a) community or technical college (2-year program), (b) college/university (4-year program), (c) compensatory education program, (d) a high school completion document or certificate class (e.g., Adult Basic Education, General Education Development [GED]), (e) short-term education or employment training program (e.g., Workforce Investment Act [WIA], Job Corps), or (f) vocational technical school, which is less than a two year program.

Definition of Employment:

Employment is defined as (a) competitive, (b) supported, or (c) sheltered.

"**Competitive employment** means work- (i) In the competitive labor market that is performed on a full-time or part-time basis in an integrated setting; and (ii) For which an individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled."

"**Supported employment** is competitive work in integrated work settings, or employment in integrated work settings in which individuals are working toward competitive work, consistent with the strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice of the individuals, for individuals with the most significant disabilities for whom competitive employment has not traditionally occurred; or for whom competitive employment has been interrupted or intermittent as a result of a significant disability; and who, because of the nature and severity of their disability, need intensive supported employment services".

 Sheltered employment refers to "an accredited occupationally-oriented facility, including a work activities center, operated by a private nonprofit agency, which, except for its administrative and support staff, employs disabled persons certified under special provisions of federal minimum wage laws by the Wage and Hour Division, U.S. Department of Labor"

AS NEEDED:

Definition of Independent Living:

Independent Living or life skills are defined as "those skills or tasks that contribute to the successful independent functioning of an individual in adulthood" (Cronin, 1996) in the following domains: leisure / recreation, home maintenance and personal care, and community participation.
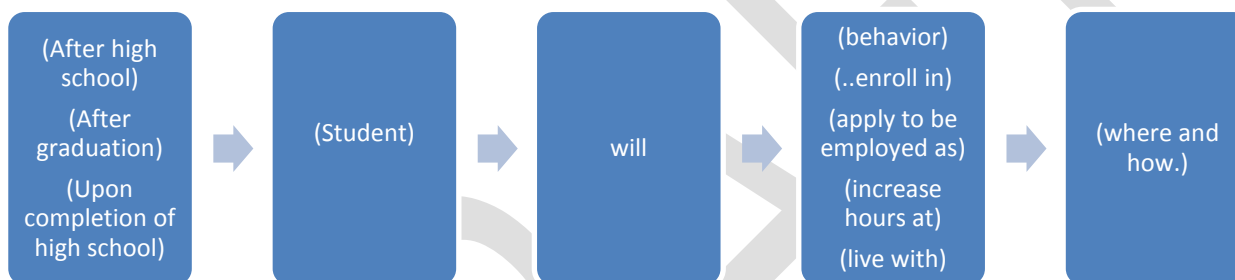
Appropriately Written Measurable Postsecondary Goals

An appropriately written measurable postsecondary goal[1] must indicate each of the following elements:

    a)   Participation in one of the following three <u>domains</u>: 1) **education/training**[2], 2) **employment**, and, if deemed necessary by the IEP team 3) **independent living**. Participation must occur is a specific place or program.

    b)   The participation or action is **observable**.

    c)   The expectation, or action, is **explicit**. (detailed, clear, unambiguous)

    d)   The goal occurs (is reached) <u>after</u> graduation or reaching the age of 21, and it is stated as such.

Formula for Measurable Post-Secondary Goal:

(After high school) (After graduation) (Upon completion of high school)	→	(Student)	→	will	→	(behavior) (..enroll in) (apply to be employed as) (increase hours at) (live with)	→	(where and how.)

Examples of Measurable Post-Secondary Goals are:

After high school, Lissette will work on-campus part-time in the food court at the college with supports from Vocational Rehabilitation and the staff at the college.

After high school, Lissette will participate in weekly instruction on independent living skills at the (area agency) in her community.

After high school, Lissette will live semi-independently with a roommate in an assisted living apartment with supports provided through (area agency).

An insufficient measurable postsecondary goal can be caused by any of the following factors:
    a)   Participation in a specific domain is the focus of the goal, but no specific place or program is specified.
    b)   The goal is not measurable (cannot be observed)
    c)   The expectation for learning, or behavior, is not explicitly stated.
    d)   The goal is not stated to occur after graduation or reaching age 21.

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[1]   Note that there would likely be <u>less specificity</u> in the postsecondary goals articulated by younger students, than those in their last years of high school.

[2]   It is not necessary to specify the student's major for the goal to be measurable, however, increased specificity in postsecondary goal statements (when the student articulates this information) can increase the <u>relevance</u> of transition services provided during high school.

Age Appropriate Transition Assessment

What is transition assessment?

IDEA 2004 states that *"Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include—*
(1) Appropriate measurable postsecondary goals based upon *age appropriate transition assessments* related to training, education, employment, and, where appropriate, independent living skills" [§300.320 (b) (1)].

While age-appropriate transition assessment is not defined in the law, there are some clues as to the intent within the NSTTAC Indicator 13 FAQ (www.nsttac.org) that was approved by Office of Special Education Programs, US Department of Education..

- *Transition assessment was defined* using the Division on Career Development and Transition (DCDT) of the Council for Exceptional Children definition of transition assessment which is "…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. 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 (IEP)" (Sitlington, Neubert, & Leconte, 1997, p. 70-71).
- *"Age appropriate"* means a student's chronological, rather than developmental age (Wehmeyer, 2002).

What are the types of Transition Assessment?

Transition assessments can be *formal or informal*. Formal assessment typically involves using a standardized procedure for administering, scoring, and interpreting an assessment. By clearly defining how an assessment is administered, scored, and interpreted, this allows a student's score to be interpreted relative to other students (e.g., norms), although not all standardized assessments are norm-referenced. Informal assessment procedures are less structured and do not allow comparison with other students. However, because informal procedures allow assessment of student performance over time, they are useful in designing and evaluating the effects of instructional interventions. In addition, informal assessment includes data to be collected from a variety of individuals (e.g., parents, teachers, employers) using a variety of non-standardized methods.

Formal Transition Assessment Methods

- *Adaptive Behavior/Daily Living Skills Assessments* can help determine the type and amount of assistance that people with disabilities may need. This assistance might be in the form of home-based support services for infants and children and their families, special education and vocational training for young people, and supported work or special living arrangements such as personal care attendants. Each assessment relies on a respondent such as a parent, teacher, or care-provider to provide information about an individual being assessed.

- *General and Specific Aptitude Tests* measure a specific skill or ability. There are two types of aptitude tests: multi-aptitude test batteries and single tests measuring specific aptitudes. Multi-aptitude test batteries measure a wide range of aptitudes and combinations of aptitudes (e.g., general knowledge, spatial relations, form perception, color discrimination) and provide information that can be used in career decision making. Single aptitude tests measure specific aptitudes such as manual dexterity, clerical ability, artistic ability, or musical ability.

- *Interest Inventories* provide information about an individual's preferences for certain careers, occupational activities, or types of work.

- *Intelligence Tests* involve a single test or test battery to assess a person's cognitive performance.

- *Achievement Tests* measure learning of general or specific academic skills. Results can be linked to occupational requirements while helping to identify potential areas needing remediation.

- *Temperament Inventories/Instruments* identify students' dispositions towards various types of careers and work (e.g., careers that emphasize data, people, or things). The reports alone should not be viewed as a predictor of success or failure but rather should be compared with other data, including abilities and interests.

- *Career Maturity or Employability Tests* are designed to assess developmental stages or tasks on a continuum.

- *Self-Determination Assessments* provide information as to one's readiness to make decisions related to their postsecondary ambitions. Such assessments provide data to help a student identify his or her relative strengths and needs related to self-determination and factors that may be promoting or inhibiting this outcome.

- *Transition Planning Inventories* can help identify transition strengths and needs in various aspects of adult living, including employment, postsecondary schooling and training, independent living, interpersonal relationships, and community living. They also question and identify students' goals and awareness of what is needed or required to achieve those goals. Results of questioning parents or guardians (and possibly siblings), and educators can be correlated to create and accurate account of transition goals and steps necessary to attain a satisfying quality of life.

Informal Transition Assessment Methods

- *Interviews and questionnaires* can be conducted with a variety of individuals for the purpose of gathering information to be used to determine a student's strengths, needs, preferences, and interests relative to anticipated post-school outcomes. In other words, what is currently known about a student, and her or his family, that can be used to help develop postsecondary outcomes and to plan a course-of-study that will help the student reach his or her goals? An important part of this data collection process involves gathering information about a student and his or her family's current and future resources. For example, if a student's future education choice is to enroll in postsecondary education, it is helpful to know as soon as possible the financial resources a family might have or need. Another example might involve current and future transportation needs to get to work or to various activities/places in the community. Finally, families can often provide current and future resources in terms of employment options for their daughter or son or for other students in a high school program.

- *Direct observation* of student performance should be conducted within the natural environment, or school, employment, postsecondary, or community setting (Sitlington, Neubert, & Leconte, 1997). Sometimes called "community-based or situational assessment" (Sitlington, Neubert, Begun, Lombard, & Leconte, 2007), direct observations can be often done by a job coach, co-worker, recreation specialist, general/vocational educator, and/or student. Direct observation data typically includes task analytic data of steps in completing a task, work behaviors (e.g., on-task, following directions, getting along with co-workers), and affective information (e.g., is student happy, excited, frustrated, or bored?). For example, if you are observing at a worksite, and a student quickly and accurately completes his or her tasks, interacts well with co-workers, and appears happy, this could provide evidence that this type of job is one that the student likes. However, after visiting a community residential setting where a student appears withdrawn, this may be an indication that the particular situation may not be suitable or satisfying for him or her.

- *Curriculum-based assessments (CBA)* are typically designed by educators to gather information about a student's performance in a specific curriculum and to develop instructional plans for a specific student. To gather these data, an educator might use task analyses, work sample analyses, portfolio assessments, and/or criterion-referenced tests.
- *Environmental analysis*, sometimes referred to as ecological assessment and/or job analysis, involves carefully examining environments where activities normally occur. For example, a student may express an interest in attending

karate classes at the local YMCA. In this case an environmental analysis might be conducted to investigate transportation needs and the expectations at the YMCA for attending (e.g., being a member, using the locker room, taking a shower). In a second example, if a student expressed interest in a specific type of job, a job analysis could be conducted comparing requirements of the job to the student's skills (Griffin & Sherron, 1996). A critical part of the analysis should be to identify types of accommodations that could be provided to help a student perform the necessary functions of a particular job (e.g., job restructuring, modifying equipment, acquiring an adaptive device, re-organizing the work space, hiring a personal assistant; Griffin & Sherron, 1996).

Whatever type of transition assessments you use, remember that the results need to help:

- develop realistic and meaningful IEP goals and objectives,xmake instructional programming decisions,xprovide information for the present level of performance related to a student's strengths, interests, preferences, and needs,
- learn about individual students, especially their strengths outside of academics and their career ambitions (Kortering, Sitlington, & Braziel, 2004),
- help students make a connection between their individual academic program and their post-school ambitions, and
- inform the Summary of Performance.

How do I conduct an age appropriate transition assessment?

The transition assessment process will vary depending on the actual instrument(s) and procedures being used and various student characteristics. Although formal instruments may be easier and quicker to administer, they should be used primarily to verify observations of student behaviors and performances. Students should always be asked to verify results of both formal and informal assessments to determine if their opinions, evaluations, and feelings confirm the results. Following are two examples of different approaches to transition assessment.

- One approach uses three levels of transition assessment (Rojewski, 2002). Level one is for most students and might include a review of existing information (e.g., intelligence and achievement data from the student's most current psychological report), student interview, interest assessment, temperament assessment, and, if indicated (e.g., a student shows promise in a given aptitude), aptitude testing. Level two assessment targets students who are having difficulty making a career choice or clarifying their interests, preparing for adult living, or contemplating leaving school as a dropout. Level two could expand to include assessments targeting information as to one's work-related behaviors, general career maturity, and daily or independent living skills. Level three assessment is for students needing additional assistance with identifying long term employment, education, and/or independent living goals, when earlier transition assessments were inconclusive, or for those with more significant disabilities. This level generally takes several days and is conducted by a vocational assessment specialist (Sarkees-Wircenski & Scott, 1995).

- A second process is called the Assess, Plan, Instruct, and Evaluate (APIE) model for transition assessment (Test, Aspel, & Everson, 2006). In the first step (assess), educators assess the student's interests, preferences, and needs related to his/her postschool outcomes using both formal and/or informal assessments. The second step (plan) involves interpreting the results from these assessments and incorporating them into the student's transition plan. In the third step (instruct), students learn the skills they will need to reach their postschool goals. In the last step (evaluate), students and educators evaluate whether progress has been made toward achieving the transition activities and IEP goals and objectives. It is important for assessment information to be collected continuously with periodic checkpoints, because students may change their minds (e.g., interests, preferences) and attributes (e.g., skills, knowledge, strengths).

Whatever the process followed, Sitlington, Neubert, and Leconte (1997) suggest the following when conducting a transition assessment:

1. Methods must incorporate assistive technology or accommodations that allow an individual to demonstrate his or her abilities and potential.

2. Methods must occur in environments that resemble actual education/ training, employment, independent living, or community environments.
3. Methods must produce outcomes that contribute to ongoing development, planning, and implementation of "next steps" in an individual's transition process.
4. Methods must be varied and include a sequence of activities that sample an individual's behavior and skills over time.
5. Data must be verified by more than one method and by more than one person.
6. Data must be synthesized and interpreted to students with disabilities, their families, and transition team members.
7. Data and results must be documented in a format that can be used to facilitate transition planning.
8. Methods should be appropriate for learning characteristics of the individual, including cultural and linguistic differences.
9. Information should be current, valid or verified, and relevant to transition in order to better inform the Summary of Performance.

How do I select assessment instruments?

- Become familiar with the different types of transition assessments and their characteristics. It is recommended that you use multiple assessments on an on-going basis.

- Select methods that assist students by helping them answer the following questions:
  1. Who am I?
  2. What do I want in life, now and in the future?
  3. What are some of life's demands that I can meet now?
  4. What are the main barriers to getting what I want from school and my community?
  5. What are my options in the school and community for preparing me for what I want, now and in the future?

- Select approaches that are appropriate for your students in terms of cognitive, cultural sensitivity, and language comfort.

- Always interpret and explain assessment results in formats that students and families can understand easily.

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2010-2011		2011-2012		2012-2013		2013-2014	
SAU	District/High School	SAU	High School	SAU	High School	SAU	High School
1	Contoocook Valley	3	Berlin Senior High School				
60	Fall Mountain	7	Colebrook Academy				
61	Farmington	73	Gilford High School				
18	Franklin	19	Goffstown High School				
20	Gorham/Randolph/Shelburne	58	Groveton High School				
49	Governor Wentworth	92	Hinsdale High School				
2	Inter-Lakes Cooperative	66	Hopkinton High School				
47	Jaffrey Rindge Cooperative	24	John Stark Regional High				
65	Kearsarge Regional	84	Littleton High School				
88	Lebanon	87	Mascenic Regional High				
27	Litchfield	35	Profile Senior High School				
12	Londonderry	33	Raymond High School				
62	Mascoma Valley Regional	54	Spaulding High School				
26	Merrimack	54	Bud Carlson Academy				
46	Merrimack Valley	56	Somersworth High School				
38	Monadnock Regional	36	White Mountains Regional				
4	Newfound Area	\multicolumn 2nd Onsite Monitoring Review					
5	Oyster River Cooperative	1	Contoocook Valley				
51	Pittsfield	61	Farmington				
80	Shaker Regional Cooperative	18	Franklin				
39	Souhegan Cooperative	20	Gorham/Randolph/Shelburne				
21	Winnacunnet Cooperative	2	Inter-Lakes Cooperative				
		47	Jaffrey-Rindge Cooperative				
		27	Litchfield				
		12	Londonderry				
		46	Merrimack Valley				
		4	Newfound Area				
		5	Oyster River Cooperative				
		51	Pittsfield				
		80	Shaker Regional				
		39	Souhegan Cooperative				