# **Welcome to today's webinar:**

Please have the following hard copies for the presentation:

- Power Point
- Indicator 13 Checklist
- Considerations Guide
- Student IEP
- Types of Assessment Activity Sheet

# Successful Practices in Secondary Transition for Continuous Improvement Towards Competitive Integrated Employment

## Administrators Training

## September 22, 2017

Pennsylvania Training and Technical Assistance Network

# PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

# PDE's Commitment to Least Restrictive Environment (LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

# Objectives

- ✓ Administrators will be able to describe the components of an effective, high-quality secondary transition program
  - ✓ Tiered Model
  - ✓ Individualized Process
  - ✓ Partnerships
  - ✓ Youth Participation
  - ✓ Program Structures and Characteristics
- ✓ Administrators will be able to utilize the Ind. 13 - IEP Checklist as a tool to assist their teachers in creating quality, data-driven IEPs

# Agenda

- Introduction
  - Leadership vs. Compliance
  - Where we have been and where are we going with Indicator 13
- Effective Components of Secondary Transition
- Ind. 13 IEP Checklist
  - Student Invite and IEP Team
  - Age Appropriate Assessments
  - Post-Secondary Goals and Courses of Study
  - Transition Grid
  - Measurable Annual Goals
- Upcoming Expectations for 2017-2018
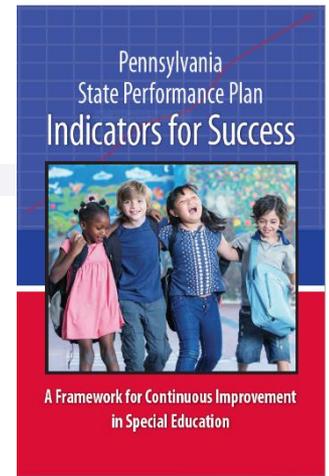
# Considerations Guide Sheet

## Considerations Guide

### Section A

| | |
|---|---|
| What system is in place to ensure that students 14 years and older are being invited to the IEP meeting using the most current invitation (effective July 1, 2015)? Who is monitoring the accuracy of the invitations? | |
| If the team determines that an agency is not necessary to participate in the IEP, but it is not documented in the IEP – how might you address this during the meeting? | |

### Section B

| | |
|---|---|
| Of the four types of academic assessment is there any type that is strong and used on a consistent basis and an area that is weaker and is not being used? | |
| Is ALL assessment data interpreted and utilized in the IEP? | |
| Is there a planful grade level assessment progression utilized in your district at this time? | |

### Section C

| | |
|---|---|
| How do you help facilitate discussion to address goals that are unrealistic at the IEP meeting? | |

### Section D

| | |
|---|---|
| What activities are already occurring in the general education setting (academic classes, guidance) that would be appropriate to list in an IEP transition grid for a student with a disability? | |

### Section E

| | |
|---|---|
| After reviewing the goals of your IEP, were there any one of the four criteria that were consistently missing? | |

# Compliance vs. Leadership
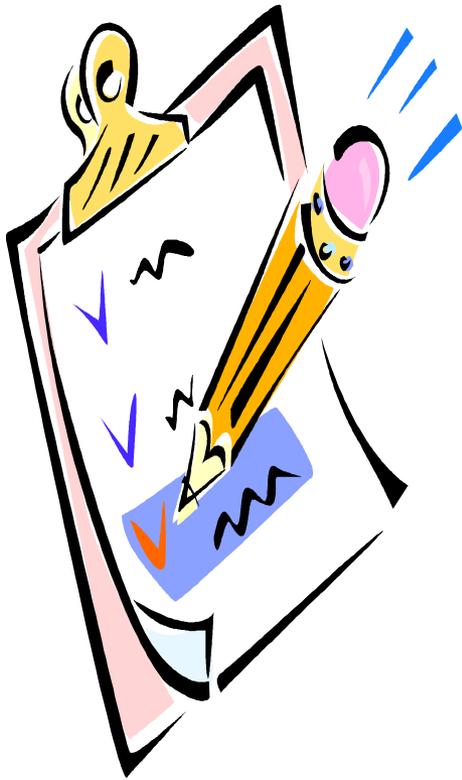
# State Performance Indicators

1. Graduation
2. Drop-out rate
3. Academic Achievement
4. Suspensions and Expulsions
5. Educational Environments
8. Parent Engagement

9. Disproportionate Race/Ethnic groups (in spec. education)
10. Disproportionate Race/Ethnic groups (by disability)
11. Timely Evaluations
13. Secondary Transition
14. Post – School Outcomes
17. SSIP (State Systemic Improvement Plan)

Pennsylvania
State Performance Plan
Indicators for Success

A Framework for Continuous Improvement in Special Education

**Every student by name regardless of background, condition or circumstance…**
Proficient in core subjects
Graduates from high school, ready for post-secondary education <u>and</u> career
Achieves high outcomes
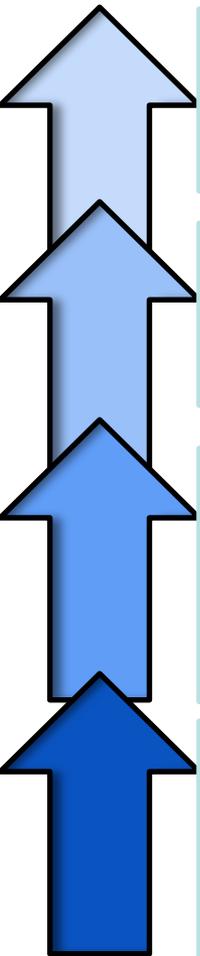
- **Indicator 14:**
- Students achieving their post-secondary goals

- **Indicators 1 and 2:**
- Students actively engaged, staying in school and graduating

- **Indicator 13**
- High quality IEPs designed to help students achieve their post-secondary goals

- **The foundation:**
- High quality, rigorous, standards-aligned secondary school programs for all students

# State Performance Plan:  Indicator 13

Percent of students, age 16 *(14 in PA)* and above, with IEPs that meet transition requirements:

- ❖ coordinated, measurable, annual IEP goals, and

- ❖ transition services that will lead to post-secondary goals.

**Target:
100% compliance!**

**Quality of Our IEPs
~Indicator 13~
(100%)**

- **2009-10 = 76.10%**
- **2010-11 = 81.40%**
- **2011-12 = 86.60%**
- **2012-13 = 83.20%**
- **2013-14 = 78.16%**
- **2014-15 = 81.19%**
- **2015-16 = 83.07%**

# Secondary Transition Training and Technical Assistance Pyramid

**Quality Indicators of Effective Post Secondary Transition Programs**

**Indicator 13 Enhanced: Post Secondary Transition Considerations for Administrators**

**Indicator 13 Compliance**

**Transition Legislation**

**Indicator 14—PaPOS Cohorts**

**Engagement in the National Secondary Transition Community of Practice Competitive Employment Grants**

**Experience the Employment Connection Regional Sessions**

**Local Interagency Agreement Pilot**

**Local Transition Coordinating Councils**

**Basic information regarding agency partners (Agency Overview Documents)**

**PA COP Secondary Transition Conference**

**National Community of Practice Webinars**

**Employment First Webinar Series**

Goal - Competitive Integrated Employment

# 2017-18 – Secondary Transition Training Plan

- Targeted LEAs for 2017-18 Cyclical Monitoring

- **Targeted LEAs for SPSTCI – (limited number statewide based upon BSE referral)**

- Volunteer LEAs – Building Administrator Capacity for Supporting Transition Age Youth

# SPSTCI FLOW CHART 2017-2018

Overview Webinar

Transition Program Survey/Interview

Compliance Module Series with Pre and Post Tests

IEP Pre-Review for isuses with Indicator 13 requirements

## If YES

## If NO

Develop and Implement Targeted Indicator 13 Training Plan

Administer Self-Assessment (Agency & Youth Partnerships/Engagement)

Customized Training Plan devleoped with LEA in collaboration with IU and/or PaTTAN Staff

Training and Technical Assistance Based on 1-2 areas of Need

Post IEP Review

Post IEP Review

Follow up IEP review for generalization

# Indicator 13: Compliance Module Series

The purpose of the *Indicator 13: Compliance Module Series*
is to enhance practices for writing compliant, transition-based IEPs and
to broaden the foundation for effective practices related to Indicator 13
of the State Performance Plan

Located on www.pattan.net under the Secondary Transition Initiative Tab


http://www.pattan.net/category/Educational%20Initiatives/Secondary%2
0Transition/page/Indicator_13_Compliance_Module_Series.html

# CMCI File Review Questions

246 – Agency Invitation/Participation (Module 1)

247 – Student Invitation to IEP (Module 1)

289 – Age Appropriate Assessment (Module 2)

290 – Post-Secondary Goals for: (Module 3)

     Education/Training

     Employment

     Independent Living

291 – Post-Secondary Goals are updated annually (Module 4)

292 – Transition "Grid" Completed Correctly (Module 5)

292a – Courses of Study Completed Correctly (Module 5)

292b – Activities are listed in the "Grid" in all 3 Areas (Module 5)

292c – Measureable Annual Goals Linked/Listed in "Grid" (Module 6)

# Format for Each Module

**Pre-Test**
- This should be taken before starting the module
- PPID Number is needed for each participant
- URL link and QR code provided (either can be used)

**Compliance (content via slides)**
- CMCI File Review Question(s) Overview
- Compliance information regarding the question(s)
  – what you need to know and do to ensure compliance
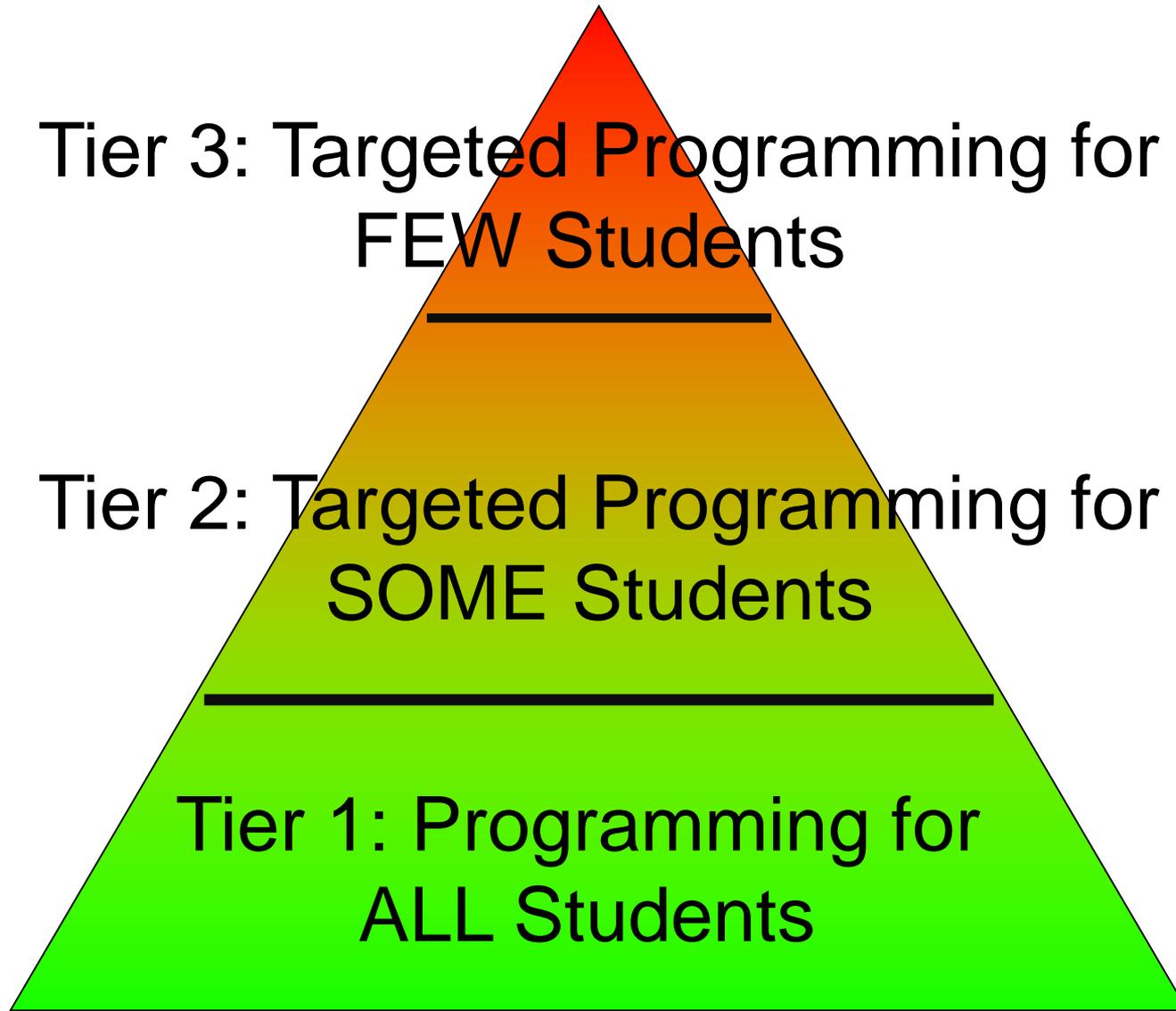
**Beyond Compliance (content via video)**
- Discussion regarding taking the file review questions a little beyond compliance
  – what you can do (best/effective practices)

**Post-Test**
- This should be taken after module has been viewed
- PPID Number is needed for each participant
- URL link and QR code provided (either can be used)

What constitutes an effective secondary transition program?

Tier 3: Targeted Programming for
FEW Students

Tier 2: Targeted Programming for
SOME Students

Tier 1: Programming for
ALL Students

# Transition within a Tiered Model - College & Career Readiness for ALL Students
## In Collaboration with PA Secondary RtII Framework

### Tier 3: Intensified Programming for a Few Students

- Intensive, individualized supports for academic, social & interpersonal, self-determination skills.
- Intensified assessment & planning (e.g., RENEW, Person-Centered Planning)
- Individualized interventions for dropout prevention
- Intensified programming for secondary transition
- Intensified partnerships including parent, interagency and community

### Tier 2: Targeted Programming for Some Students

- Additional assessment and progress monitoring across domains to meet individual need
- Supplemental supports for academic, social /interpersonal,, self-determination skills.
- Targeted guidance for dropout prevention: Check & Connect, mentoring, SAP
- Supplemental assessment & planning for post-secondary outcomes (including transition planning for IEP students); work-based assessment and learning
- Additional assessment across domains as needed to meet individual need
- Targeted supervision and follow-up with community learning opportunities
- Additional outreach to ensure family engagement

### Tier I Programming for ALL Students

- Rigor, relevance, engaging instruction with literacy strategies across curriculum
- Clear behavioral expectations taught and reinforced
- Strong guidance program for all students
- Dropout prevention, e.g., 9th grade academies, Early Warning Systems
- Screening and ongoing assessment across domains
- Data-driven decision-making at individual and school levels
- Early and ongoing assessment for developing career and graduation plans
- Curricular connections to career and educational goals; infusion of CEW standards
- Connection with employers and post-secondary education, e.g., job shadowing, volunteering,
- Families informed & engaged

# Tier I Programming for ALL Students

- Rigor, relevance, engaging instruction with literacy strategies taught across the curriculum
- Clear behavioral expectations taught and reinforced
- Strong guidance program for all students
- Dropout prevention, e.g.,  9th grade academies, Early Warning Systems
- Screening and ongoing assessment across domains
- Data-driven decision-making at individual and school levels
- Early  and ongoing assessment for developing career and graduation plans
- Curricular connections to career and educational goals & emphasizing choice; infusion of CEW standards across curriculum
- Connections with community employers and post-secondary education, e.g., job shadowing, volunteering, work-based learning
- Families informed & engaged
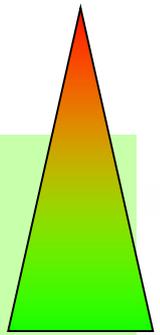
# Tier 2: Targeted Programming for Some Students

- Additional assessment and progress monitoring across domains as needed to meet individual need (e.g., diagnostics for academic skills, FBA)

- Explicit, supplemental smaller group instruction and supports for academic, social and interpersonal, transition, self-determination skills.

- Targeted guidance intervention

- Targeted dropout prevention: Check & Connect, mentoring, possible Student Assistance Program

- Supplemental assessment & planning for post-secondary outcomes and career (including transition planning for students with disabilities); work-based assessment and learning

- Targeted supervision and follow-up with community learning opportunities

- Additional outreach to ensure family engagement

# Tier 3: Intensified Programming for a Few Students

- Intensive, explicit, individualized or small group instruction and supports for academic, social and interpersonal, self-determination skills.

- Intensified assessment & planning (e.g., RENEW, Person-Centered Planning)

- Individualized interventions for dropout prevention

- Intensified instructional programming for secondary transition, with emphasis on self-determination, social, independent living, recreation & leisure skills

- Intensified partnerships including parent, interagency and community

Adapted from the work of Morningstar (2011) and National Secondary Transition Technical Assistance Center (2011)

# Elements of Effective Transition Programs
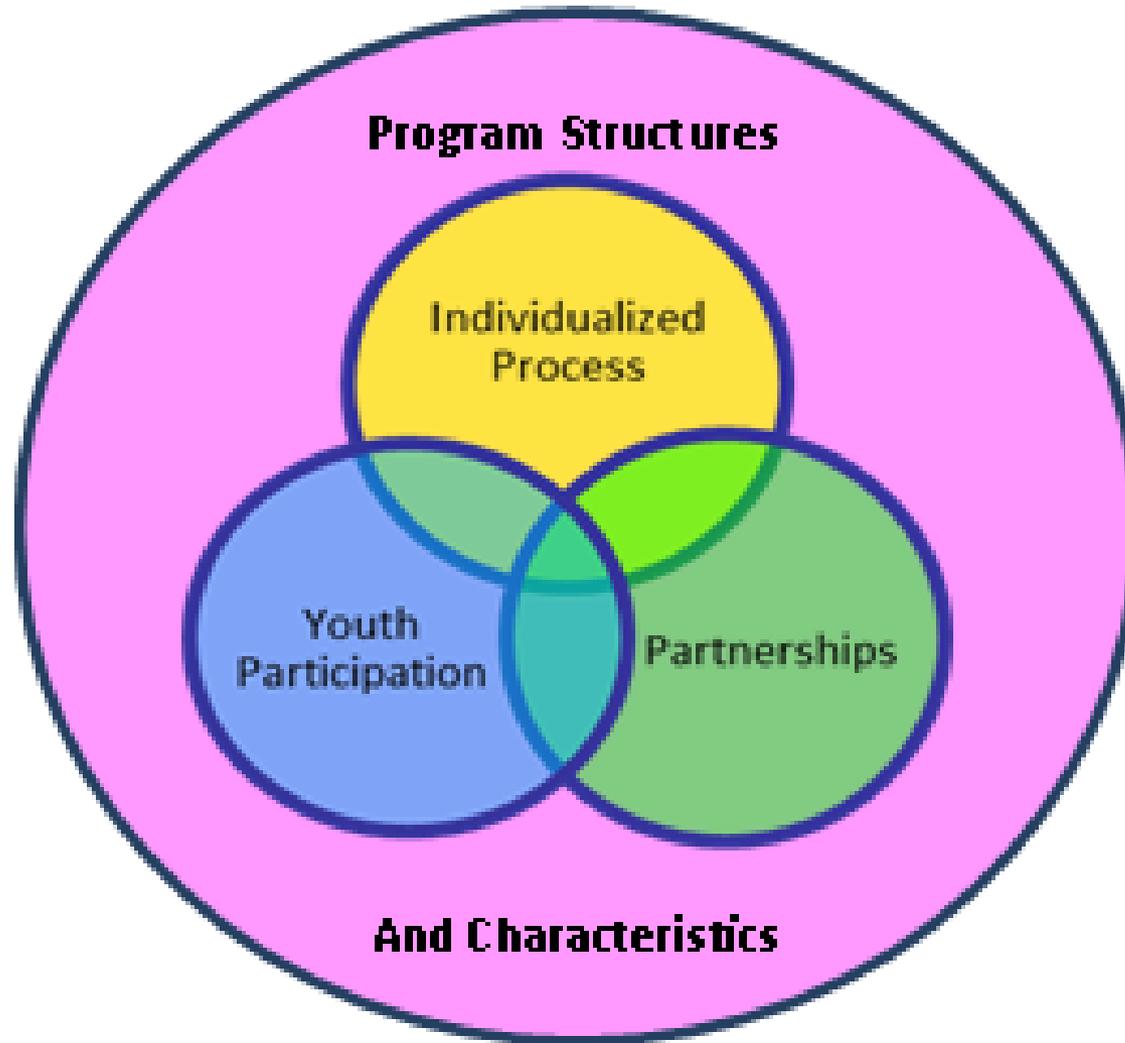
**What are the Compliance Monitoring for Continuous Improvement (CMCI) File Review Questions Related to Secondary Transition**

# Compliance Related to Transition

- Cyclical Monitoring File Review
  - At least 10 files selected
    - Includes IEP, ER, RRs, Invitations, etc.
    - 3 must be ages 16-21
    - 1 student must be 14-15
    - 1 student in an APS
  - 340 questions (related to all compliance areas of special education)
- File Review directly related to transition (added in 2015)
  - 10 additional files (students age 14+)
  - 10 questions related to transition

# File Review Questions

246 – Agency Invitation/Participation

247 – Student Invitation to IEP

289 – Age Appropriate Assessment

290 – Post-Secondary Goals for:

      Education/Training

      Employment

      Independent Living

291 – Post-Secondary Goals are updated annually

292 – Transition "Grid" Completed Correctly

292a – Courses of Study Completed Correctly

292b – Activities are listed in the "Grid" in all 3 Areas

292c – Measureable Annual Goals Linked/Listed in "Grid"

# The Ind. 13 Checklist

- Alignment
- 7 Items
- Need to have all YES's to be in compliance
  - There should be no maybes – either yes or no
- N/A's do not count against the district
- Goal: To have more in depth knowledge on how to assist teachers in creating quality, data-driven IEPs

# Alignment: Present Ed Levels to Goals

**PLAAFP**
- Present Levels of Academic Achievement and Functional Performance : Baseline information that gives a starting point.

**Needs**
- Needs: Areas of need that must be addressed in the IEP

**Grid**
- Grid: Services or Activities listed in the Transition Grid that will help the student to achieve his/her post-secondary goals

**MAGs**
- Measurable Annual Goals: Specific areas of skill deficits that will be targeted for instruction and monitoring

**Progress Monitoring**
- Progress Monitoring: How, and how often, we will monitor the skill to ensure that student is on track to achieve the goal.

# Chloe: Alignment within the IEP: Math Example

**PLAAFP**
- Now scoring Basic on 4Sight Math. Errors in Algebraic equations. Currently scores 13 correct on Algebra Foundations probes.

**NEED**
- Improve skills with algebraic concepts including solving equations and inequalities.

**GRID**
- *Improve skills in solving algebraic equations and inequalities.

**Measurable Annual Goal**
- Given a biweekly Algebra Foundations curriculum-based assessment, Chloe will solve equations and inequalities, increasing her score from 13 to 22 correct answers per 5 min time period, for three out of five consecutive probes.

**Progress Monitoring**
- LS Teacher and Chloe will chart number of correct answers on each Algebra assessment.

# Student Invite and IEP Team

# Student Invitation

**File Review Question #247**

Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)

# Invitation to the IEP Meeting (for student)

The invitation must reflect that both the parent(s) and student are invited (for students of transition age)

Ensure that the correct boxes on the IEP Invitation Letter are checked for students eligible for transition planning

This information would be contained in the student file

# Invitation to IEP Meeting (revised 6/30/15)

Removed the requirement to use two separate invitations to participate in the Individualized Education Program Team for transition planning/services

# Sample Invitation

INVITATION TO PARTICIPATE IN THE IEP TEAM MEETING OR OTHER MEETING
Child's Name:

## INVITATION TO PARTICIPATE IN THE INDIVIDUALIZED EDUCATION
## PROGRAM (IEP) TEAM MEETING OR OTHER MEETING                    School Age

Child's Name:
Date Sent (mm/dd/yy):
Name and Address of Parent/Guardian/Surrogate:

_____
_____
_____
_____

> For LEA Use Only:
> Date of Receipt of Parental
> Response to Invitation

Dear _____ :

We would like to invite you to an IEP team meeting to talk about special education program and services for your child.

The purpose of this meeting is to: *(check all that apply)*

☐ Develop an *IEP*, if your child is eligible, or continues to be eligible, for special education and related services.

☐ Discuss possible changes in your child's current *IEP* and revise it as needed.

☐ **Transition Planning.** If your child will be at least 14 years old during the duration of this *IEP*, the IEP team will develop postsecondary goals based on transition assessments and transition services to promote movement from school to post school activities. Your child is invited by the school to attend this meeting and is included in the list of invited IEP team members listed below.

☐ **Transition Services.** If necessary, and with your consent, staff from other public agencies that may be providing or paying for transition services will be invited to IEP team meeting. We are inviting representative(s) from the agency or agencies as listed:
_____

☐ **Other** _____

### IEP Team Meeting – Invited IEP Team Members

As the parent, you are a member of your child's IEP team and we, the Local Education Agency (LEA) want you to attend the IEP team meeting. Listed below are the other team members, including your child, if 14 years or older, that we are inviting. In addition, you may bring other people to the IEP team meeting who have knowledge or expertise regarding your child. If you have any questions or comments about this, please contact the LEA as soon as possible.

| Role | Name | Role | Name |
|------|------|------|------|
| LEA Representative | | Community Agency Rep. *** | |
| Special Ed. Teacher | | Career/Tech Ed. Rep. *** | |
| Regular Ed. Teacher | | Other | |
| Child * | | | |
| Teacher of the Gifted ** | | | |

* As required by federal and state regulations, the LEA invites your son/daughter to attend the IEP meeting when transition services and postsecondary goals will be considered. Transition services and postsecondary goals may be considered at any age, but must be included in the first *IEP* to be in effect when your child reaches age 14.

*Page 1 of 2*                                                                 *May 2015 Revisions*

| 1. Is there evidence that the student was invited to the IEP meeting? | | | | | |
|---|---|---|---|---|---|
| 20 U.S.C. 1416(a)(3)(B) - PA Compliance File Review Question # 247 | | | | | |
| **Locate the IEP invitation letter.** | Yes | No | | | |
| Is there evidence the student was invited to attend the IEP meeting? | ☐ | ☐ | | | |
| **Summary rating: If the answer to the question above is Yes, check Yes. Otherwise, check No.** | | | | Yes | No |
| | | | | ☐ | ☐ |
| Comments: | | | | | |

# IEP Team Participants for Transition Planning

## Required Members

- **Parents/guardians**
- **General education teacher**
- **Special education teacher**
- **Local Education Agency representative (LEA)**
- **Student (Indicator 13 requirement to invite!)**
- **Career-technical education representative**

  **(an invitation is necessary if student is currently enrolled or is being considered for the CTC)**

  **§ 339.21.(5)**

## Other Members

- **Community/agency representatives**
- SD transition coordinator
- Psychologist
- Guidance counselor
- Instructional support staff
- Job coach (if considered)
- Employer representative
- Relatives/friends/advocate

# Agency Invite and IEP Team

# Agency Invitation/Participation

# File Review Question # 246

Transition planning and services – if appropriate, evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student

# Invitation to the IEP Meeting (for agency)

Invitation must include agencies when it is appropriate for them to be invited

If an agency is likely to provide or pay for services

With parent permission

40

# When to Invite Agency to IEP Meeting

**Invite agency:**

- If likely to provide or pay for transition services
- Only with parent permission

**Agency involvement is based on *individual* needs**

- Younger students' involvement with outside agencies might be limited
- Agency involvement may vary by region.

**Document agency involvement in present levels section of the IEP under secondary transition.**

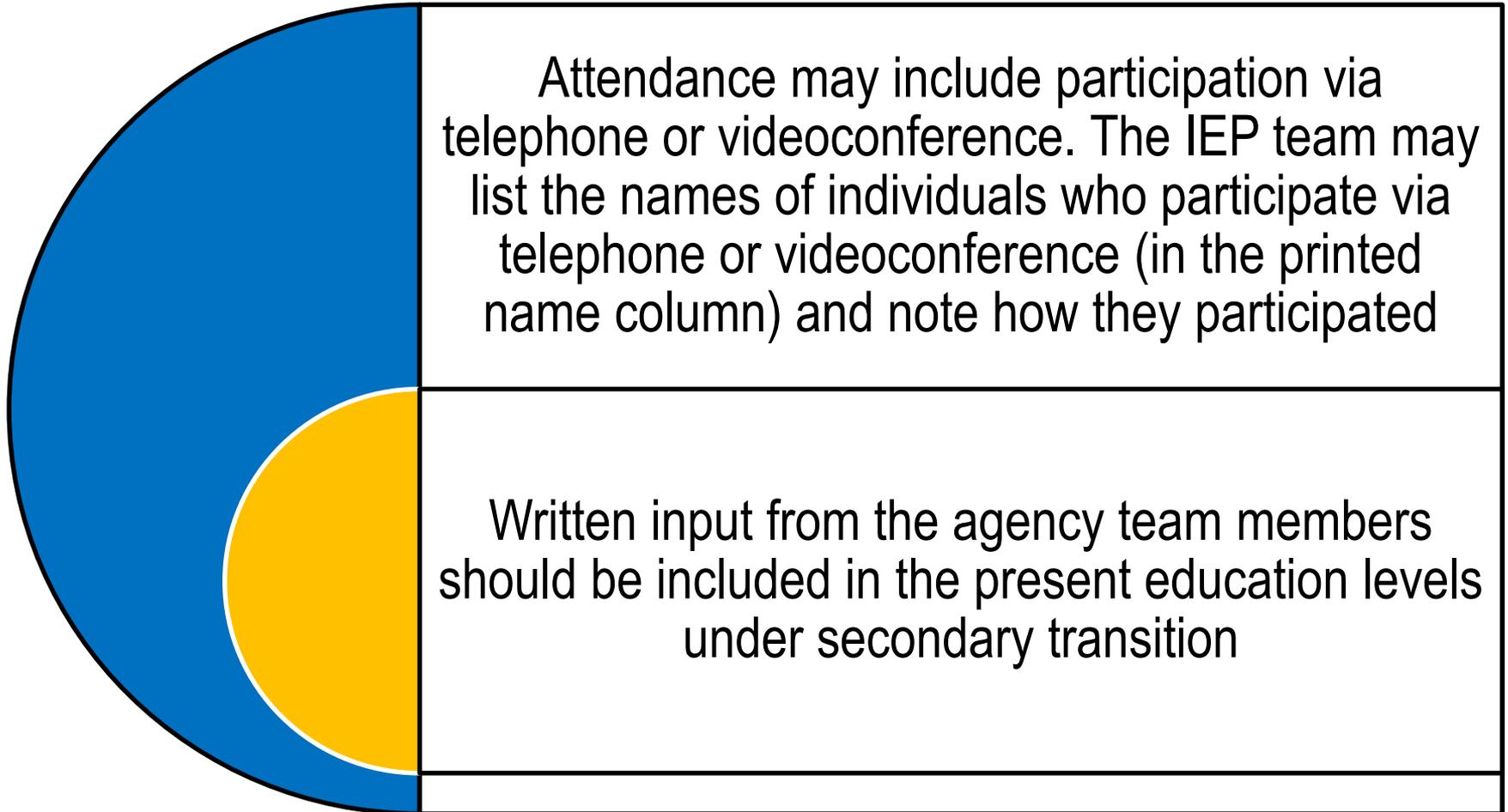**Putting "Agency Involvement" as a separate bullet in this section is helpful**

# Sample IEP Statements

**Representatives from agencies were invited with parent permission; OR**

**Parent refused to consent to inviting outside agency personnel; OR**

**Although the agency did not participate in the IEP meeting, parents and students were provided with information about upcoming agency involvement**

42

# Documentation on IEP Team Participation by an Agency Representative

Attendance may include participation via telephone or videoconference. The IEP team may list the names of individuals who participate via telephone or videoconference (in the printed name column) and note how they participated

Written input from the agency team members should be included in the present education levels under secondary transition

# Examples of Agencies

- Office of Vocational Rehabilitation
- County Mental Health
- County Office of Developmental Programs /Intellectual Disabilities
- Department of Human Services
  - Bureau of Autism Services
- Blindness and Visual Services
- Children and Youth Services
- Juvenile Justice System
- Social Security Administration
- The ARC
- Centers for Independent Living
- Disability Specific Agencies

# PA's Secondary Transition Website



www.secondarytransition.org

# Planning for the Future Checklist

Use this checklist as a discussion guide in preparing for life after high school. Bring it to your meetings with your school and/or agency supporters to talk about your progress and how best to plan for your future. The checklist is meant to be individualized and not all of the items listed may pertain to you.

**Name:** _____  **Date:** _____

**Every Year**
1. Meet with your agency and school supporters.
2. Take time to talk about information learned from any assessments about your abilities and interests.
3. Ask about accommodations and technology you can use to meet your school, work, and other life goals.
4. Use your individualized education program (IEP) to create the right goals to help you get ready for life after high school (transition).
5. Build on what you started the year before.

## 14-15 Year Olds

**Education/Training After High School**

- ☐ Talk with your school and/or agency supporters about your interests and what you want to study after high school.
- ☐ Study websites to learn about training, technical school, college programs and classes where you can explore an interest or hobby. Visit at least one of these educational programs.
- ☐ Meet with your school's transition coordinator to make sure you are taking the right classes for your goals.
- ☐ Understand your disability. Ask for your own accommodations and/or assistive technology.

**Employment**

- ☐ Sign up to volunteer and job shadow during school and/or summer months.
- ☐ Start keeping a list of the names, email addresses, and phone numbers of people who can be references for jobs.
- ☐ Learn about programs at your local career and technical education (CTE) centers. If you are interested, ask to visit. If you like it, learn how to apply.

**Community Living**

- ☐ Join an activity at your school, community, or place of worship.
- ☐ Practice asking for what you need during your IEP and other meetings.
- ☐ Ask about certified transportation training at your IEP meeting.
- ☐ Know the medications you take (names, dosage, why you're taking them). Talk with your doctor about sexuality and boundaries, and about how behaviors like smoking and drinking affect our bodies.
- ☐ If you have an intellectual disability and no one has contacted the County's Office of Intellectual Disabilities (OID), ask your parents/guardians to call the county to complete an intake to register for services.
- ☐ If needed, create an Individual Health Plan with your doctor and school nurse.

## 15-16 Year Olds

**Education/Training After High School**

- ☐ Learn how accommodations may be different at the educational program you've chosen for after high school, so you can start to prepare.
- ☐ If you've chosen college, sign-up for the PSAT test (given in fall of sophomore and junior years) and make an appointment with your guidance counselor to talk about colleges and your plan for applying.
- ☐ Visit technical schools or certificate programs you may be interested in.

**Employment**

- ☐ To get ready for a job, practice filling out job applications and answering questions an employer might ask you.
- ☐ Ask your school and/or agency supporters for help with on-the-job training, job exploration, and/or part-time employment in your areas of interest. Your school can help you get this experience during school and during the summer.
- ☐ Ask your parents/guardians to sign forms that will allow Office of Vocational Rehabilitation (OVR) and/or other adult agencies to come to your transition meetings.

**Community Living**

- ☐ Talk with your school and/or agency supporters about the possibility of funding through Medicaid Waivers.
- ☐ Keep a list of your medical conditions and physicians. Be able to describe your health needs.
- ☐ If you have questions about your emotional or mental health, talk to your parents/guardians, school or agency supporters, and your medical team. You can also call the county crisis line for help.
- ☐ Find out about adult agencies (like OVR) that can help you prepare for work, training, and independent living. The back of this checklist has a list of these agencies.
- ☐ Keep copies of your medical, education, and government papers in a file to have ready when you need them.
- ☐ Learn the differences between wants and needs, and the differences between earned and unearned income.

**http://tinyurl.com/PFFChecklist**

# There's an App for That

PA Planning For The Future

| | | | | |
|---|---|---|---|---|
| 2. For transition services that are likely to be provided or paid for by other agencies, is there evidence that <u>representatives of agency(ies)</u> were invited with <u>parent consent</u> to the IEP meeting? §300.321(b)(3) - PA Compliance File Review Question # 246 | | | | |

| Locate the current IEP and invitation. | Yes | No | |
|---|---|---|---|
| A. Does the IEP (Present Levels) include information regarding agency involvement?<br>• Representatives from agencies were invited with parent permission and it was documented in the IEP **OR**<br>• Parents refused to consent to inviting outside agency personnel and it was documented in the IEP | ☐ | ☐ | |
| B. Parents were provided with information about agency involvement and it was documented in the IEP | ☐ | ☐ | |

| Summary rating: If the answer to all the questions above is Yes, check Yes. Otherwise, check No. | Yes | No |
|---|---|---|
| | ☐ | ☐ |

Comments:

# Considerations Guide Sheet

## Section A

- What system is in place to ensure that students 14 years and older are being invited to the IEP meeting using the most current invitation (effective July 1, 2015)? Who is monitoring the accuracy of these invitations?

- If an agency is not able to participate in the IEP meeting, how can you ensure that the student and family are aware of the services and supports the agency provides? How is this documented in the IEP?

# Age Appropriate Assessments

# Age Appropriate Assessment

## File Review Question #289

Evidence that the measurable postsecondary goal(s) were based on age appropriate assessment

# Assessment is…

A *process* of gathering *relevant* information to plan, evaluate, or make decisions (academic assessment, transition assessment, career and vocational assessment).

Information can be gathered from multiple people and places over a period of time.

*Assessment should not look the same for all students!*

# Transition assessment is a process…

**Identify Interests and Preferences**

- **Interests**: a measure of opinions, attitudes, and preferences
- **Preferences**: what the student values and likes

**Set Post-Secondary Goals**

- **Post-Secondary Education and Training**
- **Employment**
- **Independent Living**

**Further Assess Abilities, Aptitudes, and Skills**

- **Abilities**: talents or acquired skills
- **Aptitudes**: characteristics that inform us of a student's learning strengths or proficiency in a particular area

53

# Interests and Preferences

| Information from students | Information from parents and team members | Information from job sites |
| --- | --- | --- |
| Formal assessments | Surveys, interviews, rating scales | Situational assessments |
| Interviews | Person-centered planning; FBA | Ecological assessment |
| Surveys | Formal planning tools | Employer observations |
| Web-based assessments | | Job shadowing |
| Questionnaires | | Volunteering opportunities |
| Direct observations | | |
| Transition checklists | | |

# Assessing Interests & Preferences

| | | |
|---|---|---|
| www.pacareerzone.org | www.alife4me.org | Bridges Interest Inventory |
| O*NET Ability Profiler | Kuder General Interest Survey (KGIS) | Keys2Work |
| COIN Career Guidance System of Assessment | Casey's Life Skills Inventory or Personal Preference Indicator | Learning Styles Inventory |

# Assessing Interests, Preferences and Aptitudes

- The ARC's Self Determination Scale
- Differential Aptitude Test
- Transition Planning Inventory
- Career and technical education assessments
- Commercially prepared assessments of specific career-related aptitudes
- Environmental Job Assessment (E-JAM)
- Brigance Transition Skills Inventory

# Academic Assessments

- **<u>Summative</u>** – assess progress at the end of a defined period of instruction

- **<u>Formative</u>** - classroom based formal and informal assessment tools to shape teaching and learning

- **<u>Diagnostic</u>** – assessments administered prior to instruction, to determine each student's strengths, weaknesses, knowledge, and skills

- **<u>Benchmark</u>**- designed to assess and provide feedback about how the student is progressing towards demonstrating proficiency on grade level standards

# Activity

## Match the example of the assessment to the assessment category:

# Grade Level Assessment Progression Sample

http://patransassessment.pbworks.com

# Questions to Ask:

- What is the student/youth learning from assessment? Is it helpful, meaningful, and positive—does it lead to growth?

- Where are gaps in transition planning?

- Does the youth understand the 'why's' of assessment?

- Are his or her goals realistic, and, if not, how can they become so?

- Which stakeholders (family, adult service providers, related service personnel) can assist in assessing, identifying gaps, implementing steps to positive outcomes?

# Questions to Ask:

- Have we created and/or selected the most appropriate assessment activities?

- How are assessment results integrated in reports such as IEPs, IPEs, ISPs? (Interpreted and Utilized?)

- Are "next steps" clearly apparent to all stakeholders and the youth regarding assessment and transition implementation?

- How is assessment information from outside agencies interpreted and utilized?

# All assessment results will need to be:

- Gathered and organized
- Analyzed
- Synthesized
- Summarized
- Interpreted (in everyday, functional language)
- Translated into recommendations

# GAP analysis in Synthesizing Assessment Data

- Gather information from various domains to identify where the student is now and what is needed to reach his/her goals:
  - What are Chad's current comprehension and writing skills? What will he need to succeed in an auto technology program?
  - What are Shawna's current skills with food preparation? What skills will she need to be able to plan and manage meals?
  - What are Brad's current travel skills? Will he be able to travel independently to work?
  - Do Mike's current work habits suggest that he is prepared for supported or competitive employment?

# Assessment Resources

| | |
|---|---|
| PA Assessment Wiki | http://patransassessment.pbworks.com/ |
| PA Youth Leadership Toolkit | *www.secondarytransition.org* (search for PYLN) |
| NSTTAC Age Appropriate Transition Assessment Toolkit, 3rd Edition | *http://nsttac.org/content/age-appropriate-transition-assessment-toolkit-3rd-edition* |
| *Assess for Success: A Practitioner's Handbook on Transition Assessment* | *http://www.corwin.com/books/Book229769* |

| 3. Is there evidence that the measurable postsecondary goal(s) were based on age-appropriate transition assessment? §300.320(b)(1) – PA Compliance File Review Question # 289 | | | |
|---|---|---|---|
| **Locate assessment information in the student's IEP Present Levels (section II of the IEP).** | **Yes** | **No** | |
| A. Were age-appropriate assessments of interests and preferences conducted in order to develop postsecondary goals? | ☐ | ☐ | |
| B. Were age-appropriate academic and functional skill assessments conducted in order to develop measurable annual goals and/or specially-designed instruction? | ☐ | ☐ | |
| C. Was all assessment data **interpreted** and utilized in the development of the present levels, postsecondary goals and transition services and activities? | ☐ | ☐ | |
| D. Is there baseline data in the present levels to support the development of the measurable annual goals? | ☐ | ☐ | |
| E. Is there evidence that assessments are updated each year? | ☐ | ☐ | |

| | Yes | No |
|---|---|---|
| Summary rating: If the answer to <u>all</u> questions is Yes, check Yes.  Otherwise, check No. | ☐ | ☐ |

Comments: ▢

# Considerations Guide Sheet

**Section B**

– Of the four types of assessment, is there any type that is strong and used on a consistent basis and an area that is weaker and is not being used?

– Is ALL assessment data interpreted and utilized in the IEP?

– Is there a planful grade level assessment progression utilized in your district at this time?

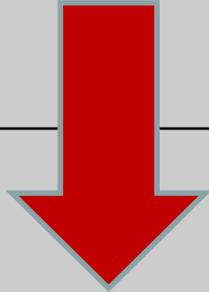# Post-Secondary Goals and Course of Study
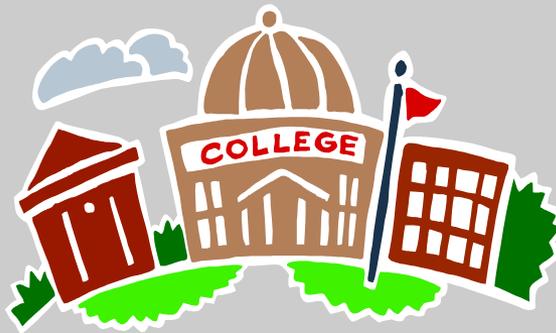
## Post-Secondary Goals

**File Review Question #290**

An appropriate measurable postsecondary goal or goals that covers education or training, employment, and as needed independent living
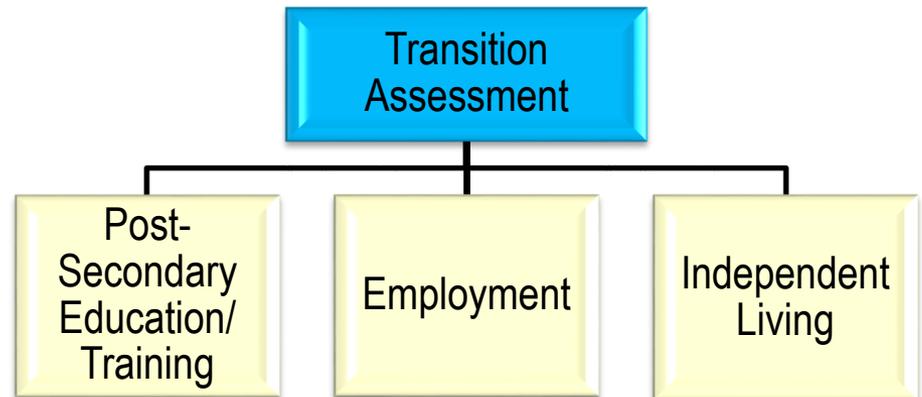
# Transition Grid

| Employment Goal: | | Measurable Annual Goal <br> **Yes**/No <br><br> (Document in Section V) |
|---|---|---|

**Courses of Study** :

| Service/Activity | Location | Frequency | Projected Beginning Date | Anticipated Duration | Person(s)/ Agency Responsible |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |

# What are Post-Secondary Goals?

➢ Based on age-appropriate transition assessment (interests and preferences)

➢ Not the same as IEP measurable annual goals or events occurring in High School

➢ Statements that reflect what the student plans to do AFTER High School in each of the three areas:

```
            Transition
            Assessment
                |
    ┌───────────┼───────────┐
  Post-                      Independent
  Secondary    Employment    Living
  Education/
  Training
```

# Post-Secondary Goals vs. Measurable Annual Goals

## Post-Secondary Goals

- Updated Annually

- Based on Assessment data

- Individualized

- Written to include:
  - Student name
  - Future goals

- Does NOT required progress monitoring

- Address:
  - What type of work do I want to do after high school?
  - What further education do I need to do that type of work (college, training program, etc.)?
  - Where do I want to live after high school?

## Measurable Annual Goals

- Updated Annually

- Based on Assessment data

- Individualized

- Written to include:
  - Condition
  - Student name
  - Clearly defined behavior
  - Performance criteria

- Requires progress monitoring

- Address skill deficits

# Documenting Post-Secondary Goals in the IEP

**IEP Team must address each post-secondary goal area and document in the IEP**

**Describe post-secondary goals in two places in the IEP:**

- Present Levels (Post-Secondary Transition bullet)
- Transition Grid

**If a post-secondary goal area is not selected:**

- Present education levels must use data to document why
- Use a statement such as: *"The IEP team has documented that a goal and services for this area is not needed at this time."*
- Do not write "N/A", "none", or leave the goal area blank

# Post Secondary Education/Training Goals: Example Statements

☒ Bryan plans to attend a two year technical program.

☒ LeToyia's goal is to attend a four year college to pursue her interest in working with persons with hearing loss.

☒ Vicky's goal is to attend an employment training program for food service.

☒ Kris plans to attend a nursing school.

☒ Fred's goal is to attend a community based habilitation program.

☒ Ron plans to have on-the-job training.

☒ **Or, The IEP team has documented that a goal and related services/activities for this area are not needed at this time.**

# Employment Goals: Example Statements

☒ Jessie has a goal of working in the travel industry.

☒ Steve plans to seek competitive employment possibly in the trucking industry.

☒ Andre plans to seek employment in Video Production after graduation from college.

☒ Cindy has a goal of supported employment, possibly in the area of food service.

☒ Lee plans to enlist in the Army after High School.

☒ Mark's goal is to work with computers after graduation.

# Independent Living Goals: Example Statements

**For students who are anticipated to need services:**

- ❖ Chloe's goal is to live independently.
- ❖ Zack's goal is to live with his family. He will need supports to access community resources**.**
- ❖ Jill's goal is to live in an supported apartment, and to access community resources and programs with supports.

**For students who are NOT anticipated to need services (based on data):**

- ❖ Jeff's goal is to live on his own once he has established employment. Based on data, the IEP team has determined that a goal and services for the Independent Living area are not needed at this time.

| | | Yes | No | N/A | | |
|---|---|---|---|---|---|---|
| 4. Is (Are) there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living? *20 USC 1414 614(d)(1)(A)(i)(VIII)(aa) – PA Compliance File Review Question # 290* <br><br> Is there evidence that the postsecondary goal(s) that covers education or training, employment, and, as needed, independent living are updated annually? *20 U.S.C. 1416(a)(3)(B)) PA Compliance File Review Question # 291* | | | | | | |
| **Locate IEP Present Levels (section II of the IEP) AND the transition component of the IEP (section III of the IEP, also called the "Transition Grid").** | | Yes | No | N/A | | |
| A. | Do present education levels provide evidence that all 3 post-secondary goal areas have been considered? | ☐ | ☐ | | | |
| B. | Is there a post-secondary goal for **Education/Training** OR a statement that the area was addressed by the IEP team? | ☐ | ☐ | | | |
| C. | Is there a post-secondary goal for **Employment** OR a statement that the area was addressed by the IEP team? | ☐ | ☐ | | | |
| D. | Is there a post-secondary goal for **Independent Living** OR a statement that the area was addressed by the IEP team? | ☐ | ☐ | | | |
| E. | Will all goals occur after the student graduates from high school? | ☐ | ☐ | | | |
| F. | Is there evidence that the postsecondary goal(s) are updated annually? | ☐ | ☐ | ☐ | | |
| **Summary rating: If the answer to <u>all</u> questions is Yes, check Yes. Otherwise, check No.** | | | | | Yes | No |
| | | | | | ☐ | ☐ |
| Comments: | | | | | | |

# When students have "Unrealistic" goals

Use ongoing assessment, exploration, and experiences to work through "unrealistic" goals

Help students learn about requirements needed for their goals

Further exploration may indicate:
- Student who wants to be a veterinarian may actually have interest in a "helping" role.
- Student who wants to be a pilot may have an interest in settings near air transport.
- Student interested in professional sports career may actually be interested in working with sporting goods.

# Considerations Guide Sheet

## Section C

- How do you help facilitate discussion to address goals that are unrealistic at the IEP meeting?
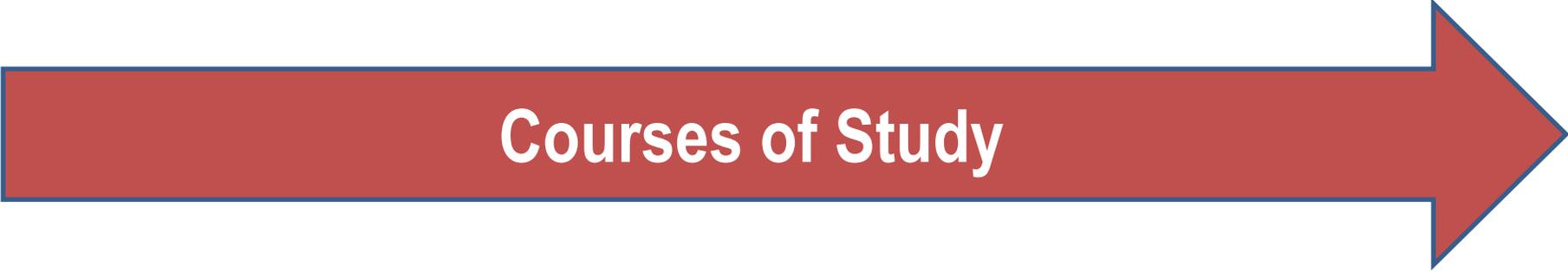
# Courses of Study

## File Review Question # 292a

Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)

# Transition Grid

| Employment Goal: | | | | | Measurable Annual Goal <br> <u>Yes</u>/No <br><br> (Document in Section V) |
|---|---|---|---|---|---|
| **Courses of Study :** | | | | | |
| Service/Activity | Location | Frequency | Projected Beginning Date | Anticipated Duration | Person(s)/ Agency Responsible |
| | | | | | |
| | | | | | |
| | | | | | |

# What are *Courses of Study*?

- Part of the "coordinated set of activities" that helps student move from high school to identified post-secondary goals

- Support academic and functional achievement

- Should promote graduation by meeting district standards

- Courses should be aligned with Post-secondary goals

- Include "Programs of Study" at Career Tech Centers, whether Exploratory or Laboratory program

- Courses should be listed by course name used in the LEA's Program of Studies - not "functional curriculum" or "college prep"

- Course of Study must reflect current year's courses.

| 5. Is there evidence that transition services include <u>courses of study</u> that focus on improving academic and functional achievement and will reasonably enable the student to meet his/her postsecondary goals? |  |  |  |  |
|---|---|---|---|---|
| *§300.320(b)(2) PA Compliance File Review Question # 292a* |  |  |  |  |

| Locate the transition component of the IEP (section III of the IEP, also called the "Transition Grid"). |  |  |  |  |
|---|---|---|---|---|
| For **each targeted** postsecondary goal area: | Yes | No |  |  |
| A. Are the courses listed by the names used in the LEA's program of studies? | ☐ | ☐ |  |  |
| B. Do the courses align with the student's postsecondary goals? | ☐ | ☐ |  |  |
| C. Does the student's IEP accurately reflect the student's current schedule? | ☐ | ☐ |  |  |
| Summary rating: If the answer to <u>all</u> questions is Yes, check Yes. Otherwise, check No. |  |  | Yes | No |
|  |  |  | ☐ | ☐ |
| Comments: |  |  |  |  |
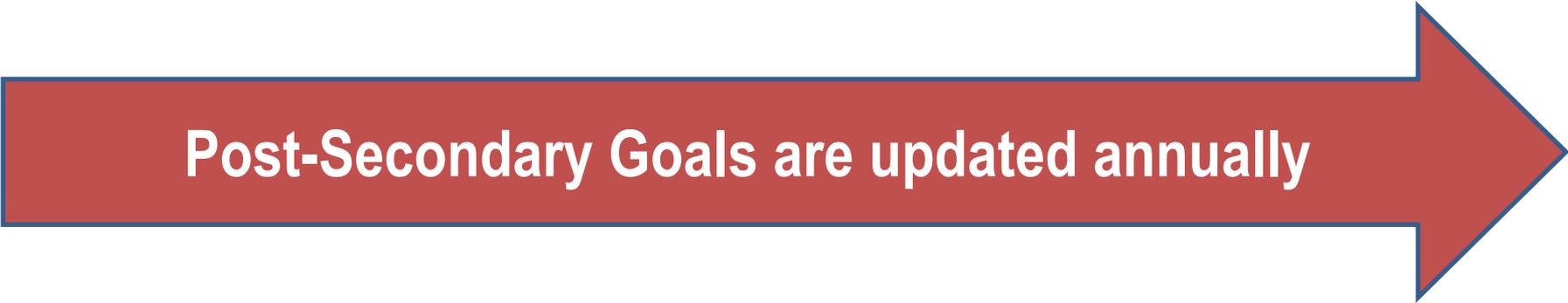
**Post-Secondary Goals are updated annually**

# File Review Question # 291

Evidence that the postsecondary goal or goals that covers education or training, employment, and as needed, independent living are updated annually

# Updating Post-Secondary Goals

Post-secondary goals and assessment data must be updated each year starting at age 14.

This is reflected in the Present Levels Section of the IEP (Post-Secondary Transition bullet)

It is a suggested effective practice to bullet the following under the Post-Secondary Transition section:

- Education/Training
- Employment
- Independent Living

# Updating Post-Secondary Goals

Although post-secondary goals may not necessarily change from year to year, the Present Education Levels must be updated to reflect that the team reviewed the goal(s).

For example, in 8th grade, Jack indicated that he is interested in working in the area of architecture. Further assessment in 9th grade indicates that Jack is now interested in carpentry, and plans to attend the CTE program for carpentry. OR

For example, in 8th grade, Jack indicated that he is interested in working in the area of architecture. When given an interest inventory in 9th grade, it was determined that Jack continued to have this same goal of working in the area of architecture.
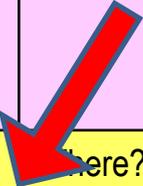
**Transition "Grid" Completed Correctly**

# File Review Question # 292

Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service

# Listing Transition Services and Activities

| Post-Secondary Education Goal: | | | | Measurable Annual Goal **Yes/No** (Document in Section V) | |
|---|---|---|---|---|---|
| **Courses of Study:** | | | | | |
| **Service and Activity** | **Location** | **Frequency** | **Projected Beginning Date** | **Anticipated Duration** | **Person(s)/ Agency Responsible** |
| REFERENCE AT LEAST ONE MEASURABLE ANNUAL GOAL AS A SERVICE | Where? | How often? | must be same as IEP dates | must be same as IEP dates | Recommend listing by title not name |
| LIST AT LEAST ONE ACTIVITY | Where? | How often? | same as IEP dates, or time limited, based on when it will begin | same as IEP dates, or time limited based on how long it will continue | Recommend listing by title not name |

# Listing Services and Activities in the Grid

- List all services/activities being provided to the student

- When listing instructional services (e.g., reading, math, behavior) in the grid, do not word as a measurable annual goal– but DO indicate what need is being addressed

- Give credit for what's done in general education, e.g.,

Career portfolios → Senior project → Career exploration

- Don't need to list routine Specially Designed Instruction in the Grid

- Don't need to list the same activity under more than one post-secondary goal area

# Sample Grid → Post-Secondary Education:

| Postsecondary Education and Training Goal:<br>Andrew has a goal of enrolling in postsecondary training in the area of cosmetology or a related field. | Measurable Annual Goal<br>Yes/No<br>(Document in Section V) |
|---|---|

**Courses of Study**:
Biology, English 3,  American History,  Algebra I,  Art and Design

| Service and Activity | Location | Frequency | Projected Beginning | Projected Ending | Person(s)/ Agency Responsible |
|---|---|---|---|---|---|
| *Improve skills in solving algebraic equations and inequalities | High School Academic Classes and Resource Room | During the school day | 10/4/16 | 10/3/2017 | LEA, General and Special Education Staff |
| *Increase writing fluency and willingness to write. | High School Academic classes and Resource Room | During the school day | 10/4/16 | 10/3/2017 | LEA, General and Special Education Staff |
| Expand use of word processing and graphic organizer software to complete assignments | High School Academic classes and Resource Room | During the school day | 10/4/16 | 10/3/2017 | LEA, General and Special Education Staff |

\* Denotes measurable annual goal

**Activities are listed in the "Grid" in all 3 Areas**

# File Review Question # 292b

Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)

# What are **Transition Services / Activities?**

- Action steps that support the student's movement towards post-secondary goal areas

- Slated to occur during current IEP

- Each post-secondary goal area must have:
  - ✓ At least one SERVICE tied to a Measurable Annual Goal to address skill deficit (e.g., reading, writing, behavior, organization, etc.)
  - ✓ At least one ACTIVITY- other activities that help the student reach his/her goal *(next slide)*

- Part of *coordinated set of activities*

| Example *Services*… | Example *Activities*… |
|---|---|
| **…ADDRESS SKILL DEFICITS & LEAD TO MEASURABLE ANNUAL GOAL & PROGRESS MONITORING** | **P**rovided to help student achieve post-secondary goals, **BUT DON'T NEED MEASURABLE ANNUAL GOALS** |

| | |
|---|---|
| • Build vocabulary skills | • Visit a college or job fair |
| • Writing conventions | • Complete a virtual tour |
| • Learn to board a bus | • Complete career portfolio |
| • Comprehend figurative language | • Job shadow 4 hours per 9 wks. |
| • Initiate peer interaction | • Meet with guidance counselor to review graduation plan |
| • Improve skills with budgeting, time management, algebraic equations, etc. | • Senior project |
| • Follow three-step directions | • Group or individual meeting with OVR counselor |
| • Self advocacy skills | • Support for voter registration |

# Post-Secondary Education/Training:
## Examples of Activities

- Explore post-secondary programs
- College fairs
- "Virtual tours"
- Guest speakers
- College visits
- Learn about accommodations
- Contact Disability Services Office
- Information on registration for PSAT, SAT
- Time management
- Practice disability disclosure

- PYLN Toolkit materials
- Develop list of questions for schools

# **Employment**:  Examples of Activities

- ◎ Career exploration
- ◎ Visit / tour CTC
- ◎ Career portfolio
- ◎ Job fairs
- ◎ Guest speakers
- ◎ Community visits/ field trips
- ◎ Research paper on a career of interest
- ◎ Review employment ads
- ◎ Community service

- ◎ Job shadowing
- ◎ Resume writing
- ◎ Graduation project
- ◎ Group meeting with OVR
- ◎ Explore PaCareer Zone
- ◎ Military visits / Jr. ROTC
- ◎ Work experience
- ◎ Explore Job Accommodations Network

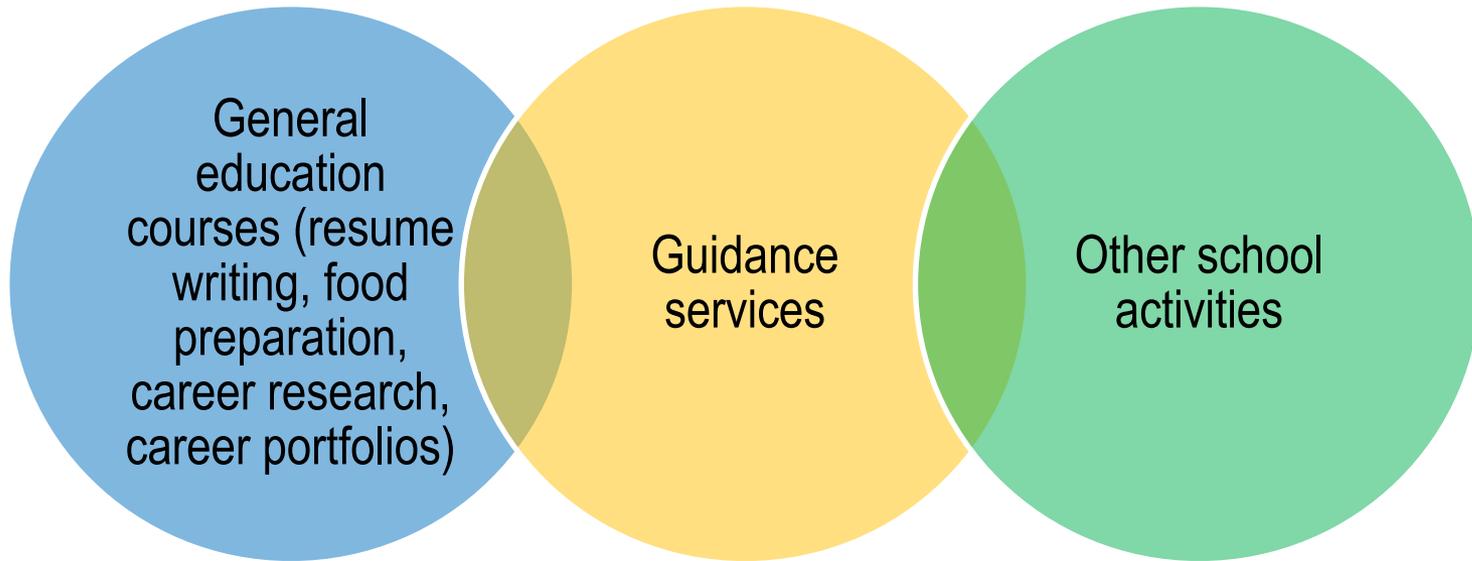# Independent Living: Examples of Activities

- Clubs (socialization and participation)
- Shopping
- Family and Consumer Science activities
- Budgeting skills
- Food preparation
- Checking listings for apartments
- Visiting community recreational facilities
- Open case with agency
- Obtain bus pass

- Learning about transportation options
- Help with voter registration
- Driver's Education (if provided at school)

# Services and Activities in General Curriculum

- Make use of transition activities that take place as part of:

General education courses (resume writing, food preparation, career research, career portfolios)

Guidance services

Other school activities

- Be sure to list in the transition grid, as appropriate
- Many districts "map out" activities by grade
- Secondary Transition Mapping Guide Example

# What is Chapter 339

- Vocational Education Standards
- ***Pennsylvania requirement for comprehensive K-12 school counseling plan***
  - To prepare every student for college and/or career readiness
  - Related to
    - Chapter 12 – requirement for comprehensive program of student services
    - Career Education and Work Standards (CEW)

# PA 339

- Outlines requirements for services and accommodations for diverse learners enrolled in CTCs

- Outlines requirements for adequate supports under Ch 4 and through IEP

- Calls for equal access to CTCs

- Counseling available to help students with informed decisions on CTCs

- Participation of CTC rep on IEP teams

- Work based learning experiences

# Professional Development for Counseling Plan Component of 339

- Define Counselors by assignment
- Mission
- Goals
- Stakeholder roles
- School Counselor role
- Advisory Council
- Program Calendar

- Program Delivery
- Curriculum Action Plan
- Organization of postsecondary resources
- Individualized Academic Career Plan
- CTC strategy
- Copies of counselor job descriptions

http://www.education.pa.gov/K-12/PACareerStandards/Resources/Pages/339CounselingPlan.aspx#tab-1

# Transition through 2 Lenses

| PA 339 – College and Career Ready for All Students | IDEA – College and Career Ready related to Special Education Students |
|---|---|
| All Students | Individual Student |
| K-12 Comprehensive Plan | Involvement at age 14 |
| Career Education Workforce Standards CEW<br>• Career Awareness and Preparation<br>• Career Acquisition<br>• Career Retention and Advancement<br>• Entrepreneurship | SPECIFIC INDIVIDUAL GOALS –<br>• Postsecondary Education/Training<br>• Employment<br>• Independent Living |
| Advisory Counsel with Interagency and Community Representation | Interagency Involvement |
| Comprehensive curriculum, information collected, ability to organize resources | Individualized to meet the unique strengths and needs |

| 6. Are there **transition services** in the IEP that focus on improving academic and functional achievement that will reasonably enable the student to meet his/her postsecondary goals? _20 USC 1401 602(34)(A)  PA Compliance File Review Question # 292b_ | | | | |
| :--- | :---: | :---: | :---: | :--- |
| **Locate the transition component of the IEP (section III of the IEP, also called the "Transition Grid").** | **Yes** | **No** | **N/A** | |
| A. For **each targeted** postsecondary goal area, is the box at the top of the grid section checked "Yes" to indicate that there is one or more measurable annual goal(s) related to that postsecondary goal? | ☐ | ☐ | | |
| B. For **each targeted** postsecondary goal area, does the transition grid contain a reference to one or more measurable annual goal(s) [**service(s)**] addressing a skill need? | ☐ | ☐ | | |
| C. Are all measurable annual goals referenced as **services** in the Transition Grid? | ☐ | ☐ | | |
| D. For **each targeted** postsecondary goal area, does the transition grid contain at least one **activity** to help a student reach that goal, (e.g., college or employment visit or fair, meeting with an agency representative, job shadowing, resume preparation, etc.)? | ☐ | ☐ | | |
| E. Based on data in the Present Level Section, if a postsecondary goal area **is not** targeted, is the related grid section left blank? | ☐ | ☐ | ☐ | |

| | Yes | No |
| :--- | :---: | :---: |
| **Summary rating: If the answer to <u>all</u> questions is Yes or Yes and N/A, check Yes. Otherwise, check No.** | ☐ | ☐ |

Comments:

# Considerations Guide Sheet

## Section D

- – What activities are already occurring in the general education setting (academic classes, guidance, etc.) that would be appropriate to list in an IEP transition grid for a student with a disability?

# Measurable Annual Goals

**Measureable Annual Goals Linked/Listed in "Grid"**

# File Review Question # 292c

Annual measurable goals are related to the student's transition services

# Measurable Annual Goals

Four required parts:

- Condition
- Student's Name
- Clearly Defined Behavior
- Performance Criteria

Adapted from Strategies for Writing Better Goals and Short Term Objectives or Benchmarks by Benjamin Lignugaris/Kraft Nancy Marchand-Martella and Ronald Martella  Sept/Oct 2001 Teaching Exceptional Children

# MAGs: 1. Condition

- Describes the situation in which the student will perform the behavior (e.g., accommodations, assistance provided prior to or during assessment)
- Describes material that will be used to evaluate the learning
- May describe the setting for evaluation
- Examples:
    - During lunch breaks on the job …
    - Given picture checklists to follow …..
    - Using graphic organizers for writing assignments…
    - Using grade level passages…
    - Given a two step direction…
    - Given a grocery list and $20…
    - Using the alarm feature on his cell phone…

# MAGs:  2. Student's Name

- Should not be a problem!

- Caution if using "copy/paste"
  - Names
  - Pronouns  (she/he and him/her)
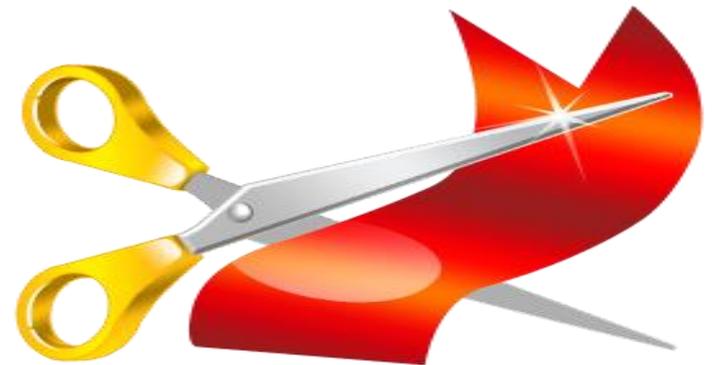
# MAGs: 3. Clearly Defined Behavior

- Use PA Academic Standards/Anchors or Curriculum Framework as basis
- Describe the behavior in measurable, observable terms
- Ask yourself…what will the student actually *DO?*
  - Examples:
    - Say, print, write, read orally, point to, solve…
  - Non-examples:
    - Understand, know, recognize, behave, comprehend, improve…

# MAGs: 4. Performance Criteria

## 3 Parts of the Performance Criteria:

1. <u>Criterion Level</u>
   - ***How well-*** the level the student must demonstrate for mastery

2. <u>Number of Times Needed to Demonstrate Mastery</u>
   - ***How consistently*** the student needs to perform the skill(s) before it's considered "mastered"

3. <u>Evaluation Schedule</u>
   - ***How frequently*** the teacher plans to assess the skill
   - ***How progress will be monitored*** (Note: On the IEP form, this is placed in the column to the right of the goal.)

# What MAGs are NOT
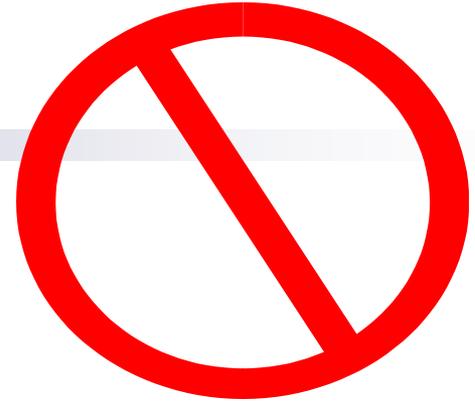
- NOT curriculum
- NOT for **subject areas**
- NOT **grade** averages or passing a course
- NOT only for students instructed in special education classes
- NOT **activities** such as visiting a college fair or job shadowing
- NOT specified as "transition goals"
- NOT the same as post-secondary goals
- NOT the **curriculum standard**
- NOT a **lesson objective**

# Measurable Annual Goals at a Glance

| Condition | Name | Clearly Defined Behavior | Performance Criteria | | |
|---|---|---|---|---|---|
| **Describe the situation in which the student will perform the behavior.**<br><br>***Materials, settings, accommodations?***<br><br>Examples:<br><br>Given visual cues…<br><br>During lectures in math…<br><br>Given active response checks… | Use the Student's Name | **Describe behavior in <u>measurable, observable</u> terms. Use action vebs.**<br><br>***What will s/he actually DO?***<br><br>Examples:<br>**Locate**<br>**Name**<br>**Point**<br>**Separate**<br>**Rank**<br>**Choose**<br><br><br>Remember--Academic Standards, Assessment Anchors, Big Ideas, Competencies from the Standards Aligned System (SAS) provide the content for goals. | **The <u>level</u> the student must demonstrate for mastery:**<br><br>***How well?***<br><br>Examples:<br><br>% of the time<br><br>#times/# times<br><br>With the # or % accuracy<br><br>"X" or better on a rubric or checklist. | **<u>Number of times</u> needed to demonstrate mastery:**<br><br>***How consistently?***<br><br>How consistently will the student need to perform the skill(s) before considered "mastered?" | **<u>Evaluation Schedule:</u>**<br><br>***How often?***<br><br>How often will the student be assessed?<br><br><br>AND : What will be the method of evaluation? |

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| 7. Are there measurable annual IEP goals based on needs identified in present levels that will reasonably enable the child to meet the postsecondary goal(s)? *Indicator 13 language - PA Compliance File Review Question # 292c* | | |
|---|---|---|
| **Locate the annual goals pages in the IEP (section V of the IEP).   Review each annual goal.** | | |

| Does **each** annual goal (and short term objective) contain: | Yes | No |
|---|---|---|
| A.   a condition? | ☐ | ☐ |
| B.   the student's name? | ☐ | ☐ |
| C.   clearly defined behavior (observable and measurable)? | ☐ | ☐ |
| D.   performance criteria including: | | |
| 1)   level of performance (how well?) | ☐ | ☐ |
| 2)   number of times needed to demonstrate mastery  (how consistently?) | ☐ | ☐ |
| 3)   evaluation schedule (how often?) | ☐ | ☐ |

| | Yes | No |
|---|---|---|
| **Summary rating: If the answer to <u>all</u> questions is Yes, check Yes.  Otherwise, check No.** | ☐ | ☐ |

Comments:

# Considerations Guide Sheet

## Section E

- – After reviewing the goals of your IEP, were there any of the four criteria consistently missing?

| Summary: Does the IEP meet the requirements of Indicator 13? | | | | |
|---|---|---|---|---|
| Count the number of Yes and No ratings and record below: | | | Overall summary rating: If the answer to all 7 questions is Yes, check Yes. Otherwise, check No. | |
| # of **Yes** summary ratings: | # of **No** summary ratings: | **Total** summary ratings: (Note: *If total does not equal 7, count again.*) | Yes | No |
|  |  |  |  |  |
| Comments: | | | | |

# Sample IEP Checklist?

## Transition IEP Checklist:

### Meeting Indicator 13 Requirements and Best Practice
*(corresponding Indicator 13 Review Checklist questions are noted in italics)*

**Invitations to the IEP meeting:**

- ☐ Student is invited to meeting / invitation is on file with student's signature *(Ques. 1.)*
- ☐ Outside agency representatives are included as appropriate *(Ques. 2.)*
- ☐ Career and Tech. Ed. (CTE) representative is included if enrolled or considering enrollment

**In Section II of the IEP - Present Levels (PLAAFP):**

- ☐ Include an introductory paragraph containing information on disability, current program and services being provided, modifications, level of independence, rate of progress
- ☐ Data (results of academic and functional assessments) are understandable, relevant, useful, and report the student's progress on annual goals *(Ques. 3.B., 3.C.)*
- ☐ Baseline data is included for proposed measurable annual goals *(Ques. 3.D.)*
- ☐ Statements relate data to the student's future goals *(Ques. 3.C.)*

## Did You? Checklist

**Invitations to the IEP meeting:**

- ☐ Invite the student to the IEP.
- ☐ Invite agency representative if appropriate.
- ☐ Invite Career Tech representative if enrolled or considering enrollment.

**In the Present Levels (PLAAFP) of the IEP:**

- ☐ Include an introductory paragraph that contains information on disability, current program and services being provided, modifications, level of independence and future goals related to education, employment, and independent living.
- ☐ Clear, understandable, and useful data in PLAAFP.
- ☐ Statement in academic and functional levels tying information provided to future goals

**Under the Post-secondary Transition bullet of PLAAFP:**

- ☐ Name and date the transition assessment(s) used to provide information on interests, preferences, and post-secondary goals.
- ☐ Include detailed results of the transition assessment(s).
- ☐ Include post secondary goals written to occur after high school.
    - ☐ Education: _____
    - ☐ Employment: _____
    - ☐ Independent Living: _____
- ☐ Include information on **AGENCY** contacts.

# Another Great Resource

Writing Standards Aligned IEPs for Transition

"Need to Know"

# Upcoming Expectations for 2017-2018

- Districts have been notified via Penn Link

- September 22, 2017 required webinar for all targeted LEAs

- LEA to submit 1 IEP/Teacher of student 14+

- LEA to have applicable staff participate in online modules with pre and post test

- A meeting should be scheduled by November 10, 2017 to:
  - Review Results of the District IEP Summary (using graphs)
  - Review online module pre- and post- test resut;s
  - Conduct a survey/interview with staff
  - Plan for upcoming district training protocol
    - Either focused Indicator 13 content (if areas of need)
    - Or self-assessment of current transition practices (if no areas of need)

- By March 9, 2018 complete the facilitated self-assessment

- By June 8, 2018 all training should be completed

- IEP Post-Reviews will be conducted after training

# SPSTCI FLOW CHART 2017-2018

**Overview Webinar**

**Transition Program Survey/Interview**

**Compliance Module Series with Pre and Post Tests**

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IEP Pre-Review for isues with Indicator 13 requirements

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| If YES | If NO |
|--------|-------|
| Develop and Implement Targeted Indicator 13 Training Plan | Administer Self-Assessment (Agency & Youth Partnerships/Engagement) |
| Customized Training Plan devleoped with LEA in collaboration with IU and/or PaTTAN Staff | Training and Technical Assistance Based on 1-2 areas of Need |
| Post IEP Review | Post IEP Review |

**Follow up IEP review for generalization**

# Sample District with Little Need
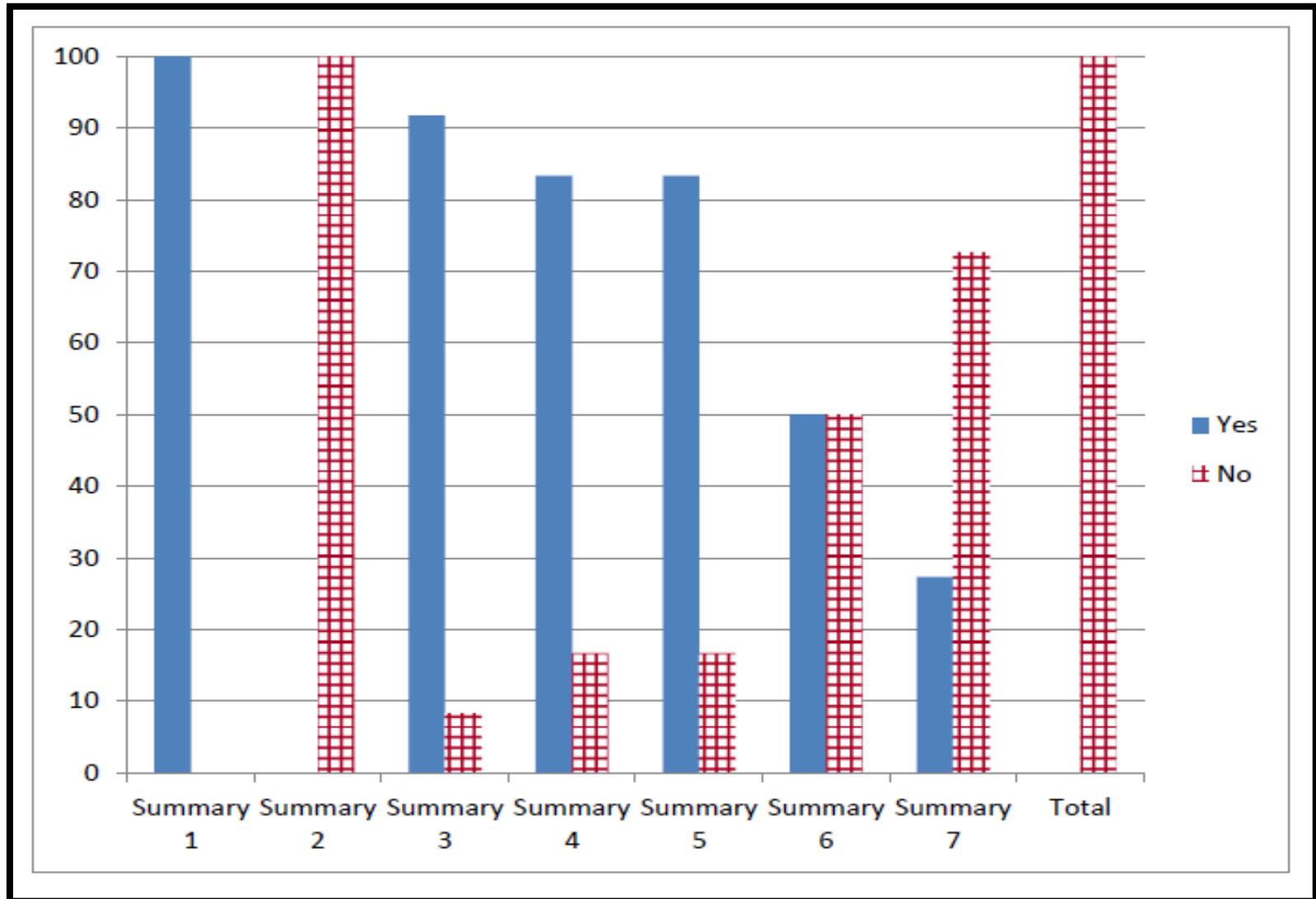
# Sample District with Significant Need
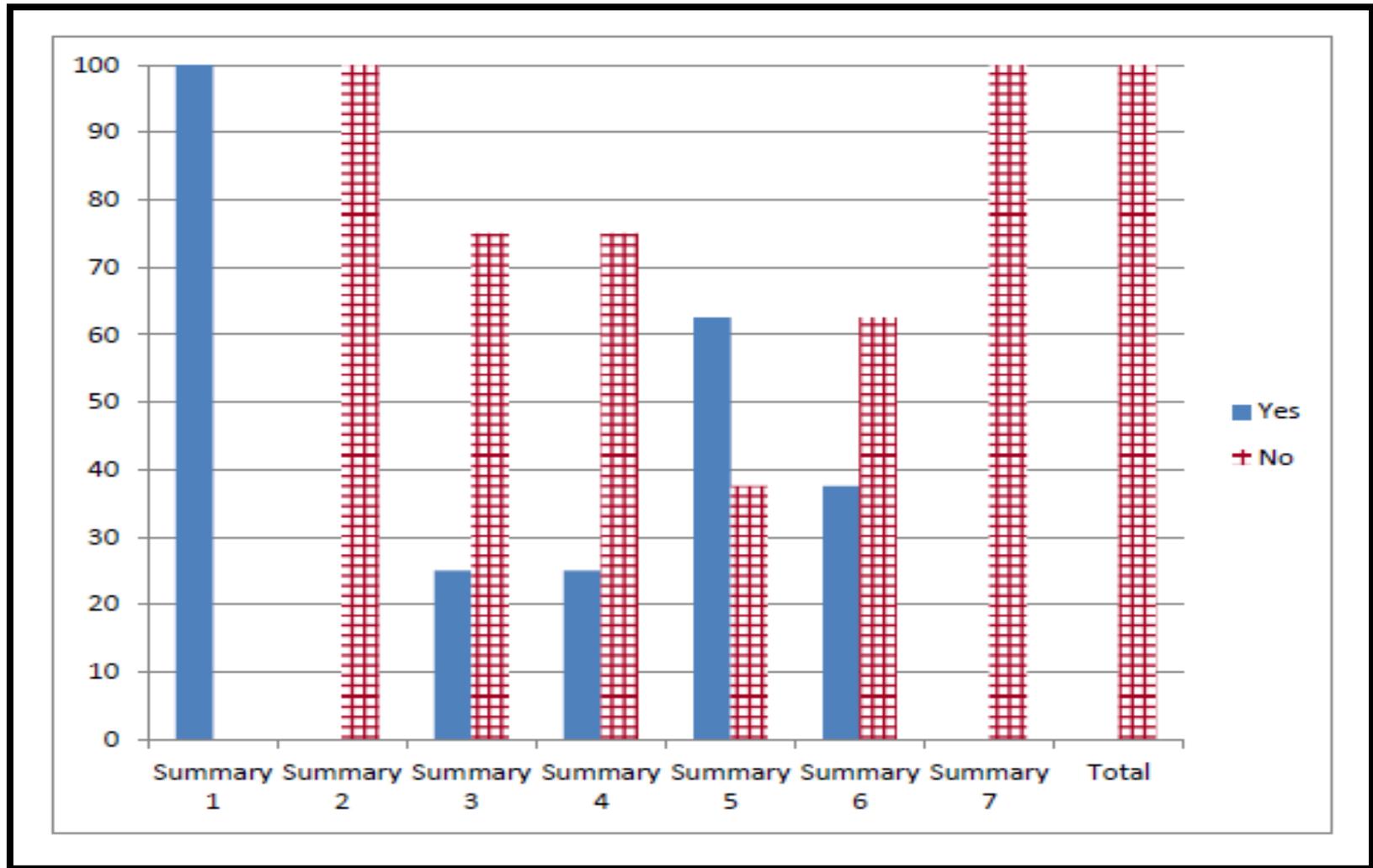
# Wrap up

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**Commonwealth of Pennsylvania**

Tom Wolf, Governor