Tier 2 - Building Administrator Capacity for Supporting Transition-Age Youth

Location
Presenter's Name
(Gill Sans MT 24 pt.)

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.

Training Series

Session 1 – 2/16/2018

Session 2 - 3/7/2018

Site Specific Technical Assistance - TBD

Objectives Session 1

- Define secondary transition and identify the legal requirements and implications
- Describe the transition planning process and list components of effective transition IEP's
- Consider the Who, What, When, Where, Why and How of secondary transition
- Identify compliance considerations related to secondary transition
- Discuss the role of the LEA representative in the IEP meeting and identify ways for LEA to support district transition teams

Three Levels of Secondary Transitioning Support

Discussion

- Think
- Pair
- Share

What is Secondary Transition?

What is Secondary Transition?

"**a coordinated set of activities** for a child with a disability that is designed within a **result-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 post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation." (IDEA 2004)

IDEA §300.43

Individuals with Disabilities Education Act IDEA 2004

Primary Purpose

To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living H.R.1350 (IDEA 2004)

What does secondary transition accomplish?

EDUCATION

Makes education/training, employment and independent living accessible to students with disabilities

FUTURE

Helps students/families think about the future and jointly plan with school and supporting agencies

Transition is…

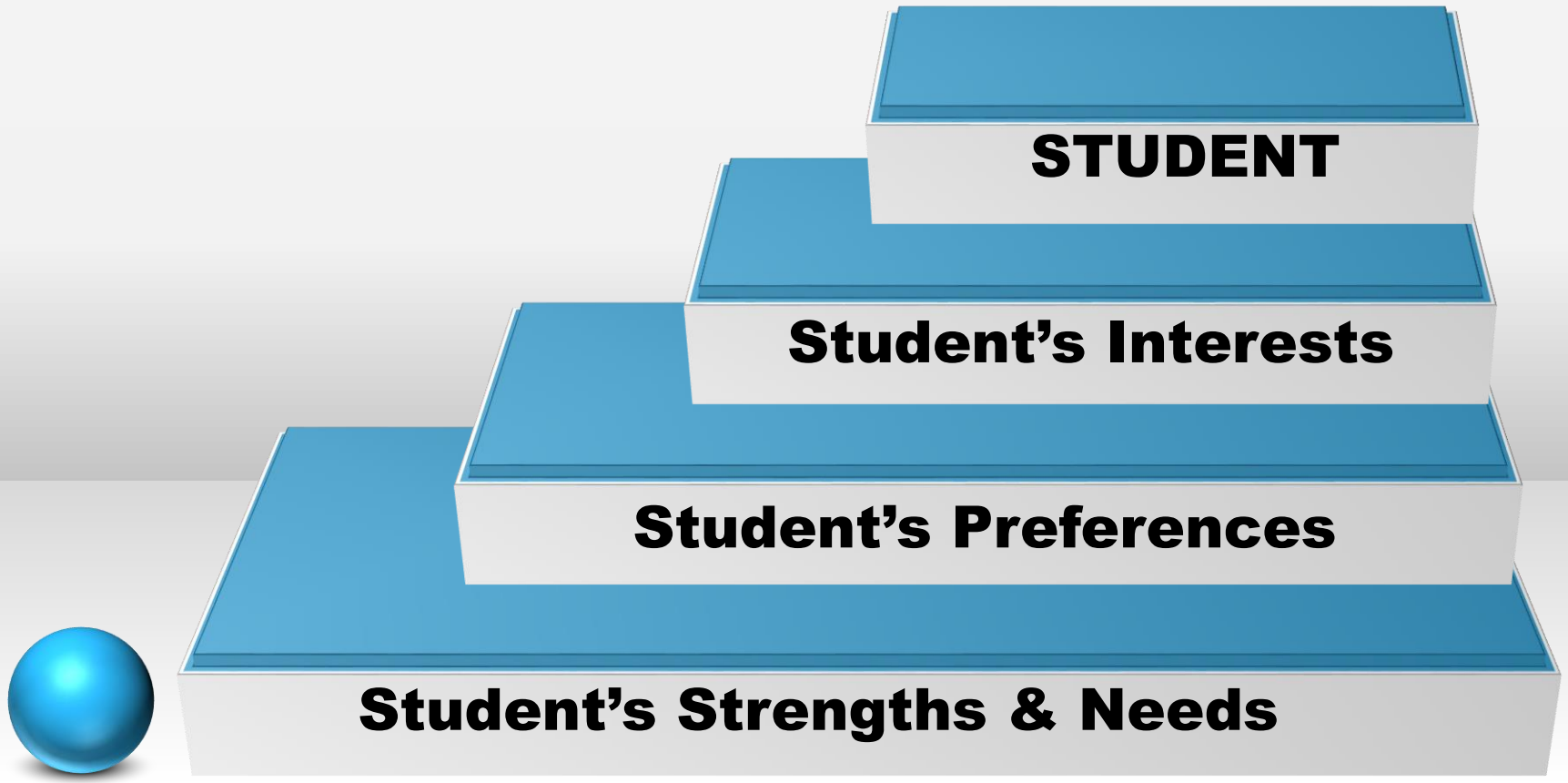
- Results Oriented
- Student Centered
- Coordinated Effort

Results-Oriented

Schools are held accountable for providing an educational program and transition services that will facilitate the movement from high school to post-secondary goals such as employment, post-secondary education, and independent living.

The entire IEP, then, **becomes focused around TRANSITION**

Student-Centered

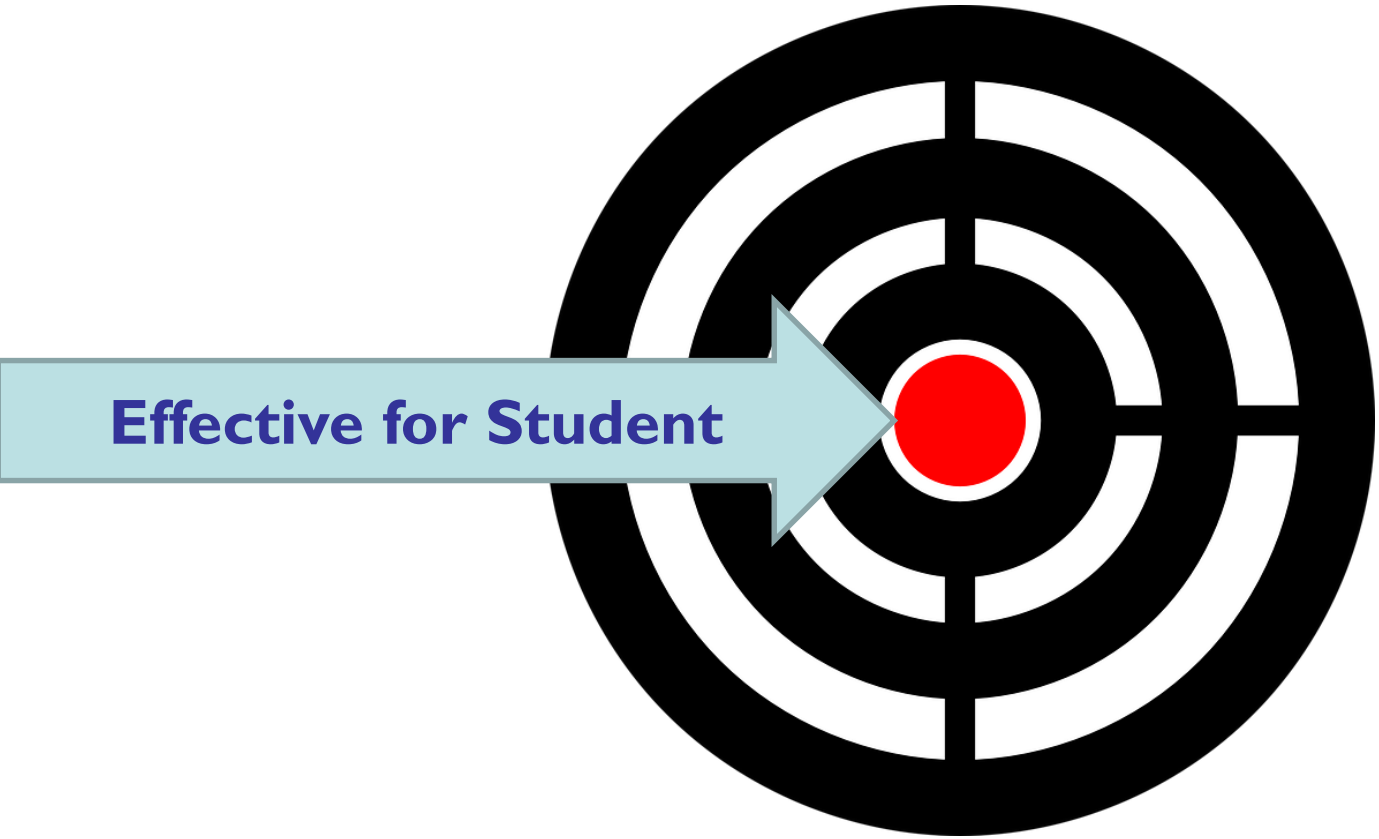


Coordinated Effort

Coordination of Services

Agencies and Support Services

Compliance + Effective = GOAL



Review

What federal act added requirements for secondary transition?

IDEA (2004)

Transition is…results oriented, student focused and a _____effort.

Results oriented, student focused and a **coordinated** effort

Secondary Transition includes planning for post secondary education and what 2 other ares?

Employment and Independent Living

What is the end goal for Secondary Transition?

More than the minimum planning for students with disabilities

Why Secondary Transition?

Why Transition?

Why do we have to include Secondary Transition?

It's the LAW!!!!

State Performance Plan (SPP)

Required for each State

Evaluates the State's efforts to implement the requirements and purposes of IDEA

Describe how the State will improve IDEA implementation

- 6-Year Plan
- 20 Indicators related to the 3 priorities
- Annual Performance Report (APR) for State and each LEA

State Performance Plan (SPP) – 20 Indicators

1. **Graduation**
2. **Drop-Out**
3. Participation and performance on statewide assessments
4. Suspension and Expulsion
5. LRE school age students (age 6-21)
6. LRE early intervention (3-5)
7. Early intervention improvement goals
8. **Parent involvement**
9. (and 10) Disproportionality

11. Evaluation timelines
12. Transition from birth - 3 to early intervention (ages 3-5) program
13. **Transition services for students age 16 – 21**
14. **Post-school outcomes**

15-20 General Supervision Monitoring, state agency complaints, due process, mediation, resolution sessions, data reporting

Why Secondary Transition?

Disproportionate attendance of students with and without disabilities attending four year colleges

Disproportionate rates of college graduation for students with disabilities as compared to those without disabilities

Disproportionate employment outcomes for students with disabilities

Every student by name regardless of background, condition or circumstance…

Proficient in core subjects

Graduates from high school, ready for post-secondary education and 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.

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

2005-06 = 72%

2015-16 = 83.07%

Target:
100% compliance!

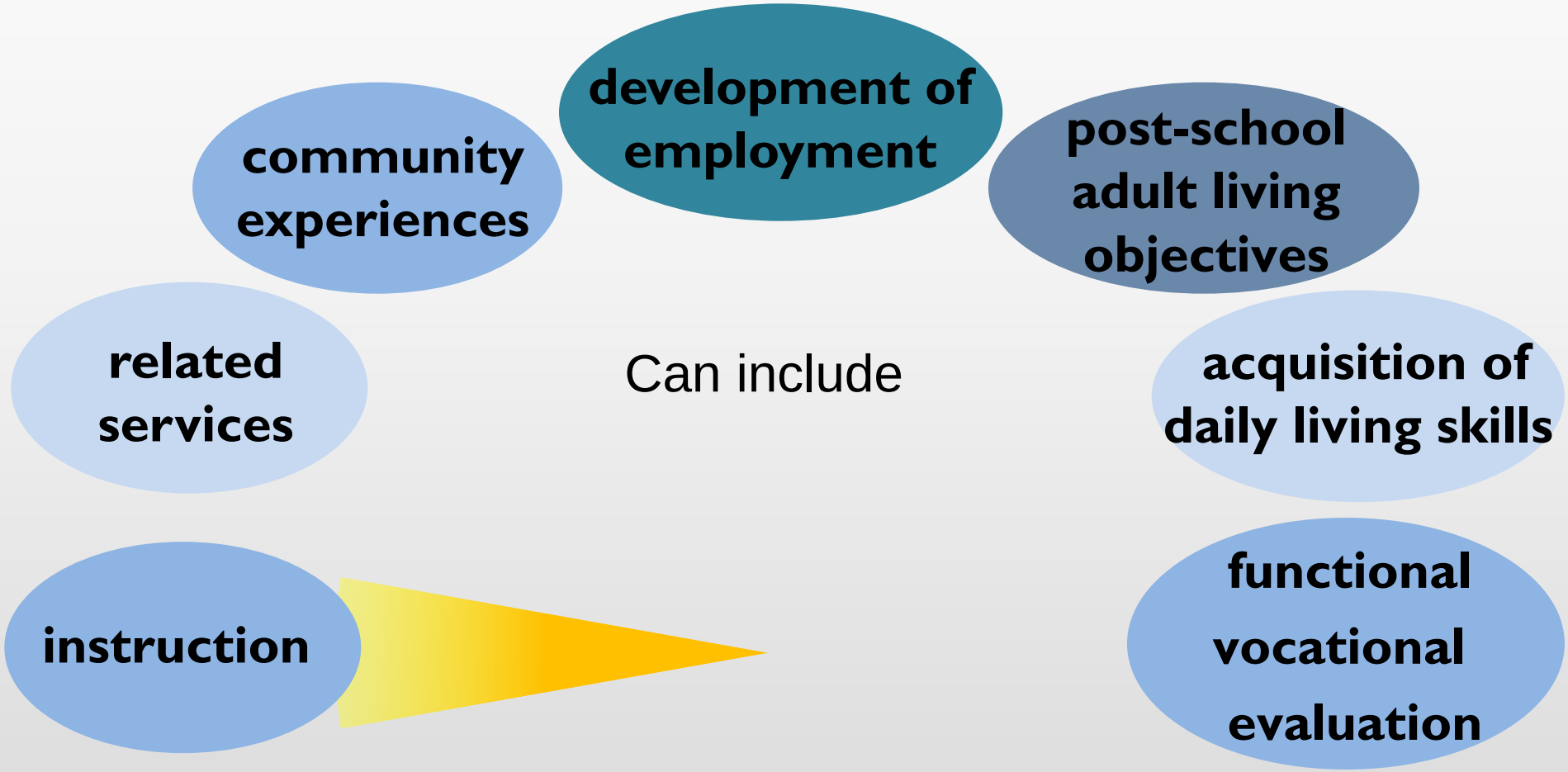
When Does Planning Begin?

Transition services must be addressed in the IEP of the student **in the year in which the student turns 14 years of age**

The IEP team does not have to wait until the student's approaching 14th birthday year to consider the student's transition needs

Pennsylvania Chapter 14 Regulations July, 2008

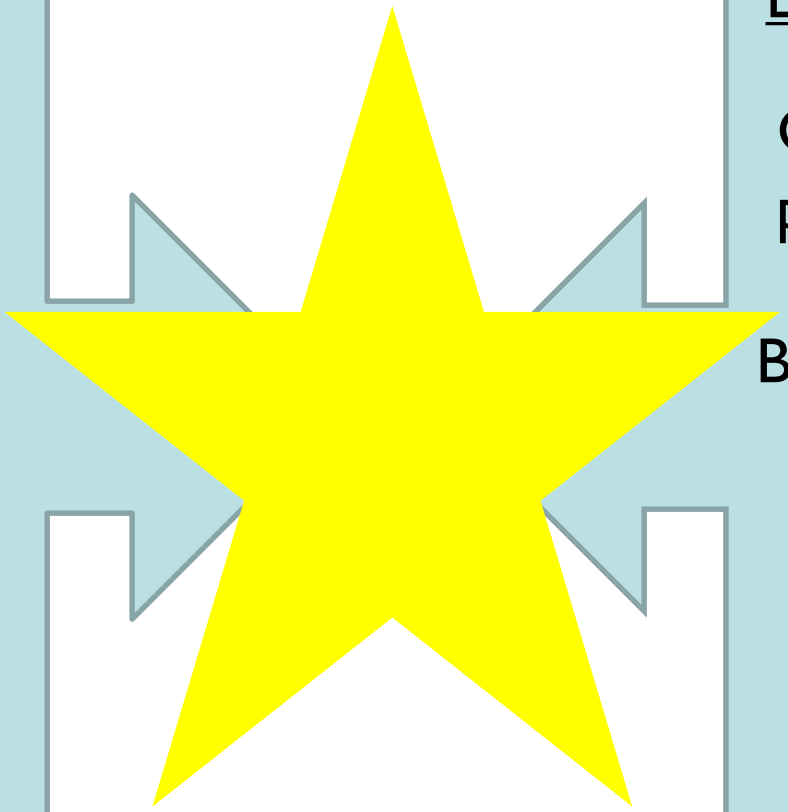
What are the components of transition planning?



Compliance and Effective Practice

<u>Compliance</u>

Transition Plans that are within regulations according to Federal and State standards



<u>Effective Practice</u>:

Compliance plus program *integrity*

Building organized and well developed transition programs using evidence-based practices

Compliance Questions

Compliance Language

File Review Question #245

§300.321(b)(3)-PA Compliance File Review Question

(Invitation) Transition planning services-
Invitation to parents is checked (age 14, younger if determined appropriate)

School Age Invitation

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
LEA Representative	
Special Ed. Teacher	
Regular Ed. Teacher	
Child *	
Teacher of the Gifted **	

Role	Name
Community Agency Rep. ***	
Career/Tech Ed. Rep. ***	
Other	

* 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.

Student Invitation to the IEP Meeting

Invitations 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

Compliance Language

File Review Question #246

§300.321(b)(3)-PA Compliance File Review Question

For transition services that are likely to be provided or paid for by other agencies, is there evidence that representatives of the agency (ies) were invited with parent consent to the IEP meeting?

Question # 246

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
LEA Representative	
Special Ed. Teacher	
Regular Ed. Teacher	
Child *	
Teacher of the Gifted **	

Role	Name
Community Agency Rep. ***	
Career/Tech Ed. Rep. ***	
Other	

* 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.

Agency Invitation to IEP Meeting

Invitations must include agencies when it is appropriate

- If an agency is likely to provide or pay for services
- With parent permission

When to Invite Agencies 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 may not require agency unless have MH-MR supports or foster care, disability-related need (e.g., autism services, epilepsy).
- OVR may be not be involved until 11th or 12th grade.
- 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

Compliance Language

File Review Question #247

§300.321(b)(3)-PA Compliance File Review Question

Transition Planning Services-Transition planning is checked (age 14, younger if determined appropriate) Student is listed on invitation

Question # 247

This form has been updated!

There is now only one invitation needed for both parents and students

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
LEA Representative	
Special Ed. Teacher	
Regular Ed. Teacher	
Child *	
Teacher of the Gifted **	

Role	Name
Community Agency Rep. ***	
Career/Tech Ed. Rep. ***	
Other	

* 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.

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:				

2. For transition services that are likely to be provided or paid for by other agencies, is there evidence that representatives of agency(ies) were invited with parent consent 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? • Representatives from agencies were invited with parent permission and it was documented in the IEP **OR** • 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:				

Compliance Language

File Review Question #283

§300.321(b)(3)-PA Compliance File Review Question

(PLAAFP) Present Levels related to current postsecondary transition goals (if student is 14, or younger if determined appropriate)

Compliance Language

File Review Question #289

§300.321(b)(3)-PA Compliance File Review Question

Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment (**locate assessment information in the student's ER, RR, and/or IEP Present Levels (section II of the IEP)**

PLAAFP

Present Levels tell the story…

II. PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Include the following information related to the student:

- Present levels of academic achievement (e.g., most recent evaluation of the student, results of formative assessments, curriculum-based assessments, transition assessments, progress toward current goals)
- Present levels of functional performance (e.g., results from a functional behavioral assessment, results of ecological assessments, progress toward current goals)
- Present levels related to current postsecondary transition goals if the student's age is 14 or younger if determined appropriate by the IEP team (e.g., results of formative assessments, curriculum-based assessments, progress toward current goals)
- Parental concerns for enhancing the education of the student
- How the student's disability affects involvement and progress in the general education curriculum
- Strengths
- Academic, developmental, and functional needs related to student's disability

III. TRANSITION SERVICES - This is required for students age 14 or younger if determined appropriate by the IEP team. If the student does not attend the IEP meeting, the school must take other steps to ensure that the student's preferences and interests are considered. Transition services are a coordinated set of activities for a student with a disability that is designed to be within a results oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student'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 that is based on the individual student's needs taking into account the student's strengths, preferences, and interests.

Present Levels of Academic Achievement

Most recent evaluation of student

Assessment Results: formative, summative, benchmark, and diagnostic

Curriculum based assessments

Goal Progress

Transition Assessments

PLAAFP

II. PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Include the following information related to the student:

- Present levels of academic achievement (e.g., most recent evaluation of the student, results of formative assessments, curriculum-based assessments, transition assessments, progress toward current goals)
- Present levels of functional performance (e.g., results from a functional behavioral assessment, results of ecological assessments, progress toward current goals)
- Present levels related to current postsecondary transition goals if the student's age is 14 or younger if determined appropriate by the IEP team (e.g., results of formative assessments, curriculum-based assessments, progress toward current goals)
- Parental concerns for enhancing the education of the student
- How the student's disability affects involvement and progress in the general education curriculum
- Strengths
- Academic, developmental, and functional needs related to student's disability

III. TRANSITION SERVICES - This is required for students age 14 or younger if determined appropriate by the IEP team. If the student does not attend the IEP meeting, the school must take other steps to ensure that the student's preferences and interests are considered. Transition services are a coordinated set of activities for a student with a disability that is designed to be within a results oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student'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 that is based on the individual student's needs taking into account the student's strengths, preferences, and interests.

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

Transition in the PLAAFP

Name, date and interpret transition assessment; update transition activities from previous year

Address each Postsecondary Goal: Post-Secondary Education/Training and Employment and Independent Living

Include a statement about agency involvement and one about self-advocacy for the student

Transition is not just additional information, it's the heart of the IEP, for students age 14 and older!

PLAAFP – Effective Practice Hint…

- Bullet the **Academic** section to include:
  - Math
  - Reading
  - Writing

  - Conclude with how these academic levels impact Postsecondary Goals…

PLAAFP – Effective Practices Hint…

1. Summarized results of FBA, ecological data, social skills
2. PT, OT, Mobility, or other related services and progress monitoring data
3. Self-help skills, ADLs, organizational skills
4. Recreation, community participation, social, and health
5. Input form other serving agencies

PLAAFP – Effective Practice Hint…

- Bullet the **Functional** section *might* include:
  - Behavior
  - OT, PT, Speech
  - Organizational skills, social skills, ADL….

  - Conclude with how these academic levels impact Postsecondary Goals…

PLAAFP – Effective Practice Hint…

- Bullet the **Transition** section to include:
  - Interpreted results from a variety of assessments
  - Postsecondary Training
  - Employment
  - Independent Living
  - A statement about agencies
  - Information on self-advocacy

Remember to update the goals and include a review of activities and services from the previous IEP year

Example of a Effective Practice…

- Present levels related to current postsecondary transition goals if the student's age is 14 or younger if determined appropriate by the IEP team (e.g., results of formative assessments, curriculum-based assessments, progress toward current goals)

  Employment:
  In the School High Transition Survey given in March 2017, Sophia expressed an interest in seeking competitive employment in a career that involves children, animals or culinary arts. According to Sophia's School High Transition Survey, she has not had any volunteer experience. Sophia will have the opportunities to complete activities that will be used to provide guidance toward her goal. She will have the opportunity to complete sample work applications and practice following a schedule. Sophia will also have the opportunity to increase her math computation skills.

  Postsecondary Education and Training Goal:
  When given the School High Student Transition survey, Sophia expressed an interest in receiving additional training after graduating from high school to work in culinary arts field, work with animals or be a teacher. Sophia will have the opportunity to learn about careers of interest, to practice organization skills to complete and turn in assignments and to increase her reading comprehension.

PLAAFP Checklist

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?	☐	☐	
Summary rating: If the answer to all questions is Yes, check Yes. Otherwise, check No.			**Yes** ☐ / **No** ☐

Compliance Language

File Review Question #288

§300.321(b)(3)-PA Compliance File Review Question

If the student's IEP required participation in CTE program, was the CIP code completed?

Question # 288

For students in Career and Technology Centers, CIP Code:

Compliance Language

File Review Question #290

§300.321(b)(3)-PA Compliance File Review Question

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

Compliance Language

File Review Question #291

§300.321(b)(3)-PA Compliance File Review Question

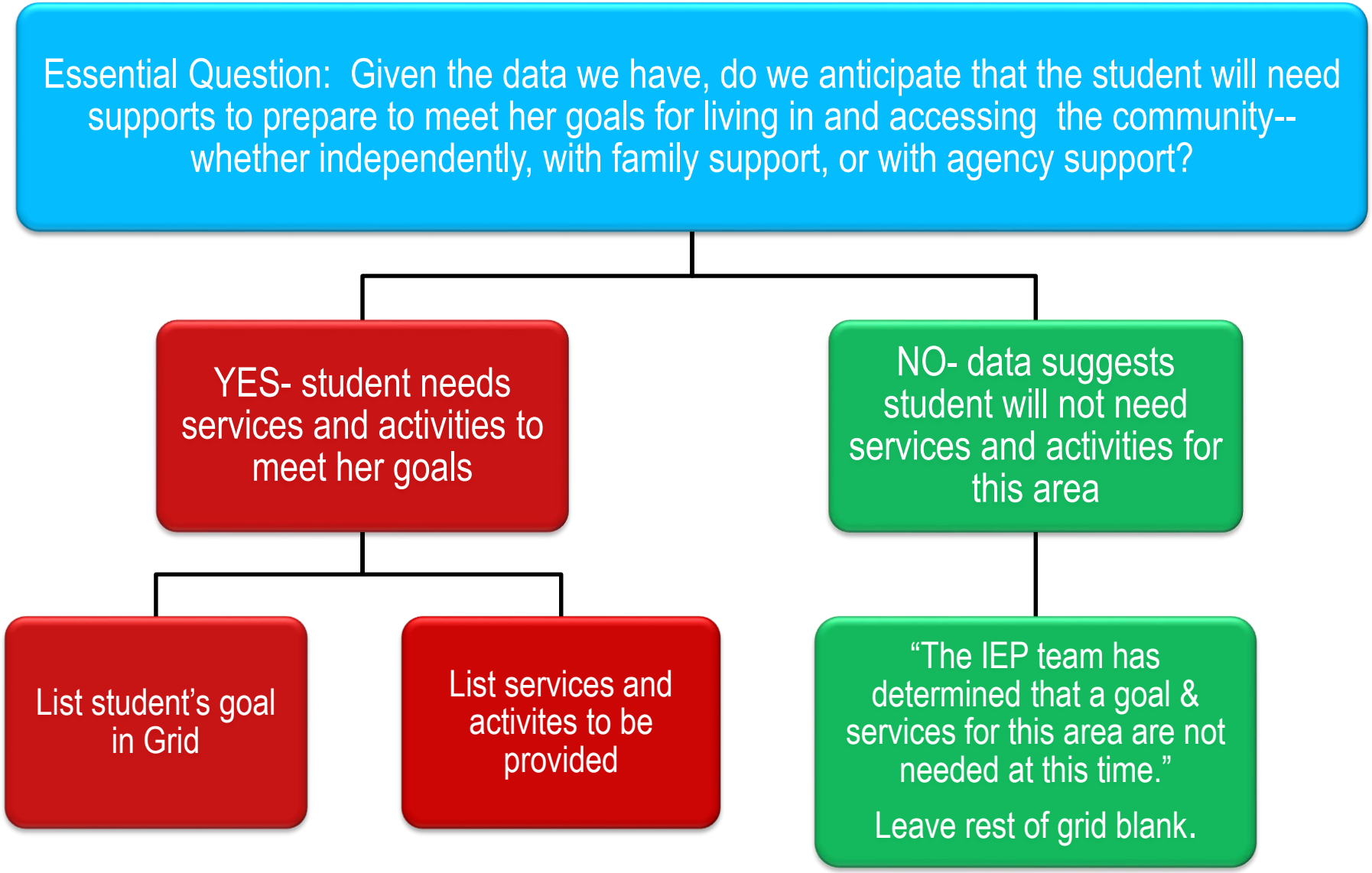
Evidence that the post secondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually **(If student was not of transition age for prior IEP, or no previous IEP is available to examine , mark this n/a)**

Question # 290

Postsecondary Education and Training Goal:					Measurable Annual Goal Yes/No (Document in Section V)
Courses of Study:					
Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/Agency Responsible

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

Independent Living Goal, if appropriate:					Measurable Annual Goal Yes/No (Document in Section V)
Courses of Study:					
Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/Agency Responsible


Essential Question: Given the data we have, do we anticipate that the student will need supports to prepare to meet her goals for living in and accessing the community-- whether independently, with family support, or with agency support?
YES- student needs services and activities to meet her goals
NO- data suggests student will not need services and activities for this area
List student's goal in Grid
List services and activites to be provided
"The IEP team has determined that a goal & services for this area are not needed at this time."
Leave rest of grid blank.

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.

Transition Grid

The *Transition Grid* should reflect the person-centered-plan or address the future goals of the student.

The student should be involved in the IEP process and should be **directing** their own IEP transition plan.

Each section, Post-Secondary Employment, Independent Living and Employment should relate to a *Measurable Annual Goal (MAG)*

Compliance Language

File Review Question #292

§300.321(b)(3)-PA Compliance File Review Question

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

Question # 291

Postsecondary Education and Training Goal:					Measurable Annual Goal Yes/No (Document in Section V)
Courses of Study:					
Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/Agency Responsible

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

Independent Living Goal, if appropriate:					Measurable Annual Goal Yes/No (Document in Section V)
Courses of Study:					
Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/Agency Responsible

Question # 292

Postsecondary Education and Training Goal:					Measurable Annual Goal Yes/No (Document in Section V)
Courses of Study:					
Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/Agency Responsible

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

Independent Living Goal, if appropriate:					Measurable Annual Goal Yes/No (Document in Section V)
Courses of Study:					
Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/Agency Responsible

PLAAFP Checklist

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*

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**
	☐	☐

Compliance Language

File Review Question #292a

§300.321(b)(3)-PA Compliance File Review Question

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

Question # 292a

Postsecondary Education and Training Goal:					Measurable Annual Goal Yes/No (Document in Section V)
Courses of Study:					
Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/Agency Responsible

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

Independent Living Goal, if appropriate:					Measurable Annual Goal Yes/No (Document in Section V)
Courses of Study:					
Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/Agency Responsible

Quick checkup…

If an IEP is written in January, which courses should be listed in the course of study block?

Courses from both the current school year and the following school year should be included.

Section III – Effective Practice Hint…

List courses by year:

2017-18 – Reading 9, Algebra Ia, Biology, World Government, Ceramics

Anticipated Courses 2018-19 – Reading 10, Algebra Ib, Chemistry, Global Economy

PLAAFP Checklist

5. Is there evidence that transition services include courses of study 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 all questions is Yes, check Yes. Otherwise, check No.			**Yes** ☐ / **No** ☐

Compliance Language

File Review Question #292b

§300.321(b)(3)-PA Compliance File Review Question

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

Question # 292b

Postsecondary Education and Training Goal:					Measurable Annual Goal Yes/No (Document in Section V)
Courses of Study:					
Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/Agency Responsible

Minimum of One & One

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

PLAAFP Checklist

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

Strengths and Needs from a Transition Lens

- Strengths
  - Academic strengths
  - Self determination
  - Work related behaviors
- Needs
  - Prioritized list of skill deficits that must be addressed in order for student to meet his/her post secondary goals
  - Reminder – each listed need must be met through
    - Measurable annual goal
    - Transition services/activities
    - SDI/Related Service

Parental Concerns

1. Parent Transition Survey Info
2. Other relevant parent info regarding strengths and needs
3. Information provided by parent regarding agency supports
4. Any additional concerns expressed during discussion at IEP team meeting

Parent Concerns– Effective Practice Hint…

Working together with families throughout the Transition process is **Critical!**

- Have conversations well before the IEP meeting about hopes, dreams and plans
- Offer assistance as families visit SecondaryTransition.org
- Inspire high expectations and independence
- Encourage families to network opportunities

How the student's disability affects involvement in general education curriculum

How does information presented previously impact student's ability to be successful in curriculum?

How does it impact ability to be successful in post-school goals? Are there gaps?

Compliance Language

File Review Question #292c

§300.321(b)(3)-PA Compliance File Review Question

Annual goals are related to the student's transition services

Question # 292c

V. GOALS AND OBJECTIVES - Include, as appropriate, academic and functional goals. Use as many copies of this page as needed to plan appropriately. Specially designed instruction may be listed with each goal/objective or listed in Section VI.

Short term learning outcomes are required for students who are gifted. The short term learning outcomes related to the student's gifted program may be listed under Goals or Short Term Objectives.

MEASURABLE ANNUAL GOAL Include: Condition, Name, Behavior, and Criteria (Refer to Annotated IEP for description of these components)	Describe HOW the student's progress toward meeting this goal will be measured	Describe WHEN periodic reports on progress will be provided to parents	Report of Progress

Transition Grid – Section III Checklist

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

Review T/F

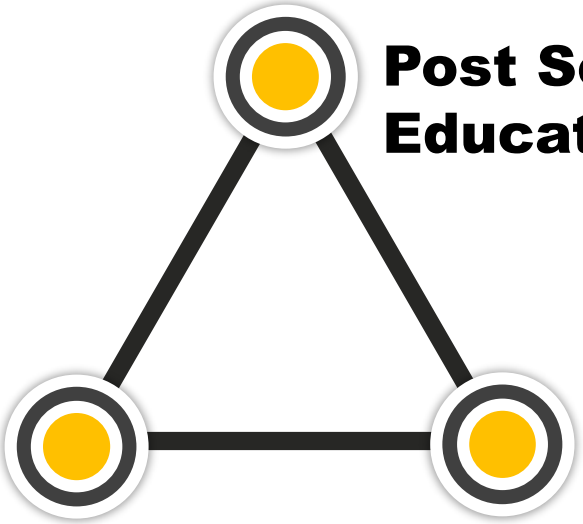
PLAAFP needs to address all 3 post-secondary goal areas with DATA.	True
You must have the parents permission to invited outside agencies to the IEP	True
There are 2 invitations that must be sent out for transition	False
MAG must include a name, condition, behavior, criteria, How they will be monitored and when	True

Transition Work Experience Data Collection

- Beginning in 2016-17 school year and continuing thereafter
- Data collection only – not compliance
- Not part of the IEP format

Transition Goals

Goals should be related, based on assessment, include student and parent input, and reflect strengths, interests, and needs



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

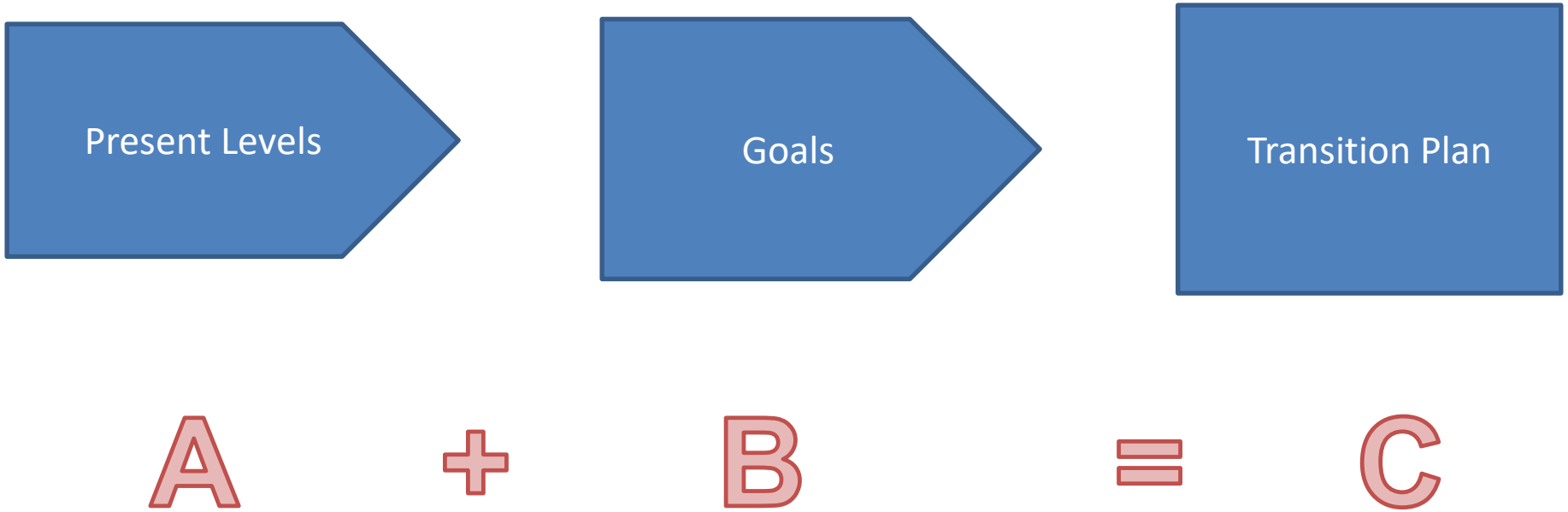
MAGs

- 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.

Best Practice: Aligned IEP's



Indicator 13: Successful Practices in Secondary Transition for Continuous Improvement towards Competitive Integrated Employment (CIE)
IEP Review Checklist 2016-2017

District: ☐ **Teacher First Name:** ☐ **Teacher Last Name:** ☐

Date: ☐ ☐ **Pre-Review** ☐ **Post-Review**

Name of Reviewer(s): ☐

Reviewer: ☐ **IU** ☐ **PaTTAN** ☐ **Special Education Administrator** ☐ **Other** _____

Special Education Administrator Signature: _____

IEP Alignment Table

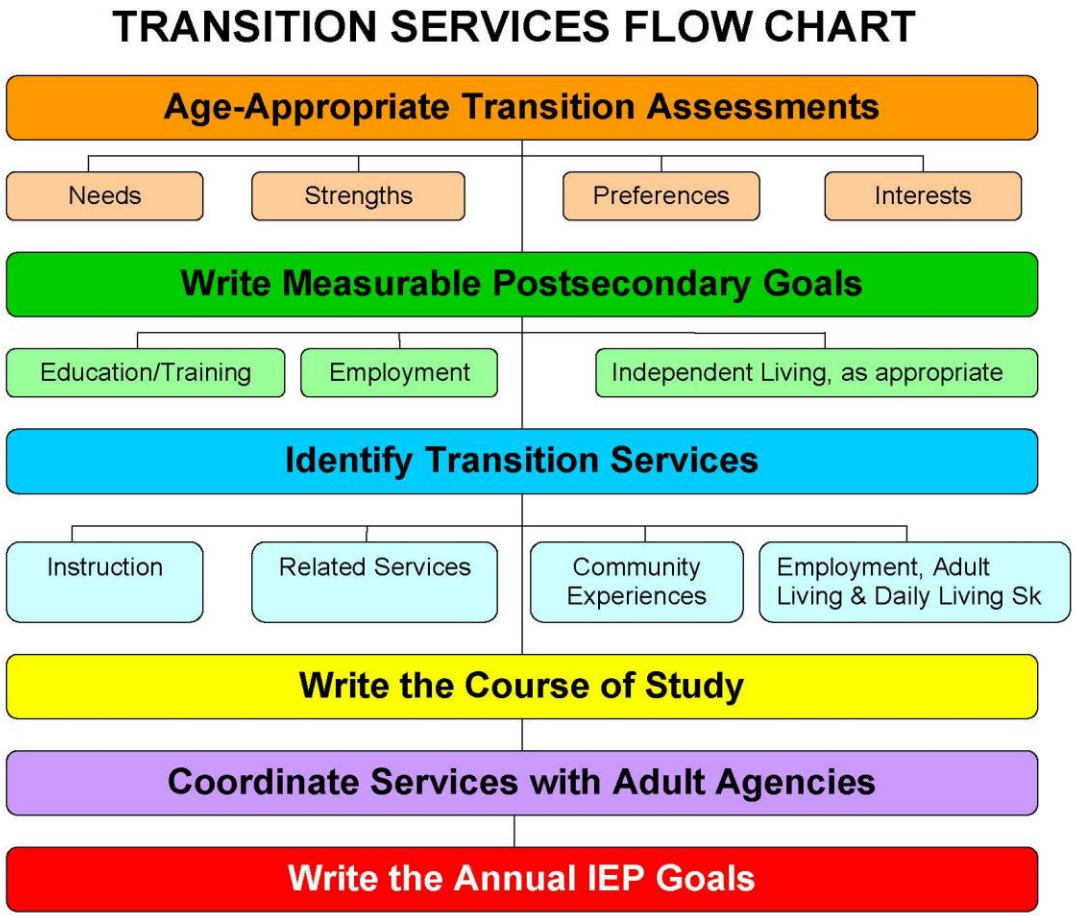
Use the grid below as you review the IEP to keep track of the alignment between Specific Student Needs, Present Educational Levels, Transition Grid and Measurable Annual Goals, Specially Designed Instruction, or Related Services.

Specific Student Need	Present Educational Levels	Transition Grid	Measurable Annual Goal, Specially Designed Instruction, or Related Service
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐

Is there alignment between each related Specific Student Needs, Present Educational Levels, the Transition Grid and the Measurable Annual Goals, Specially Designed Instruction, or Related Services?

Yes	No
☐	☐

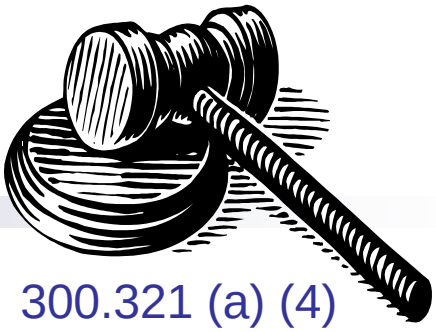
How does it all work together?



The Role of The LEA

Pennsylvania Training and Technical Assistance Network

LEA Representative



300.321 (a) (4)

Roles and Responsibilities

Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities

Is knowledgeable about the general education curriculum

Is knowledgeable about the availability of resources of the public agency

How Administrators Can Support Transition

- Provide appropriate training/technical assistance and involve LEA reps
- Ensure programmatic/financial resources
- Allot time to assess, plan, collaborate with agencies
- Ensure access to appropriate assessments and knowledge to interpret data meaningfully
- Collaborate with administrative team involved in transition process

How Administrators Can Be Involved

- Establishing/maintaining programs & budgets
- Hiring qualified personnel
- Responding to legal challenges

How Administrators Can Support

Establish knowledge beyond *minimum legal compliance*

Results oriented planning process

Collaboration & Setting the tone for inclusive education

Staff development/training

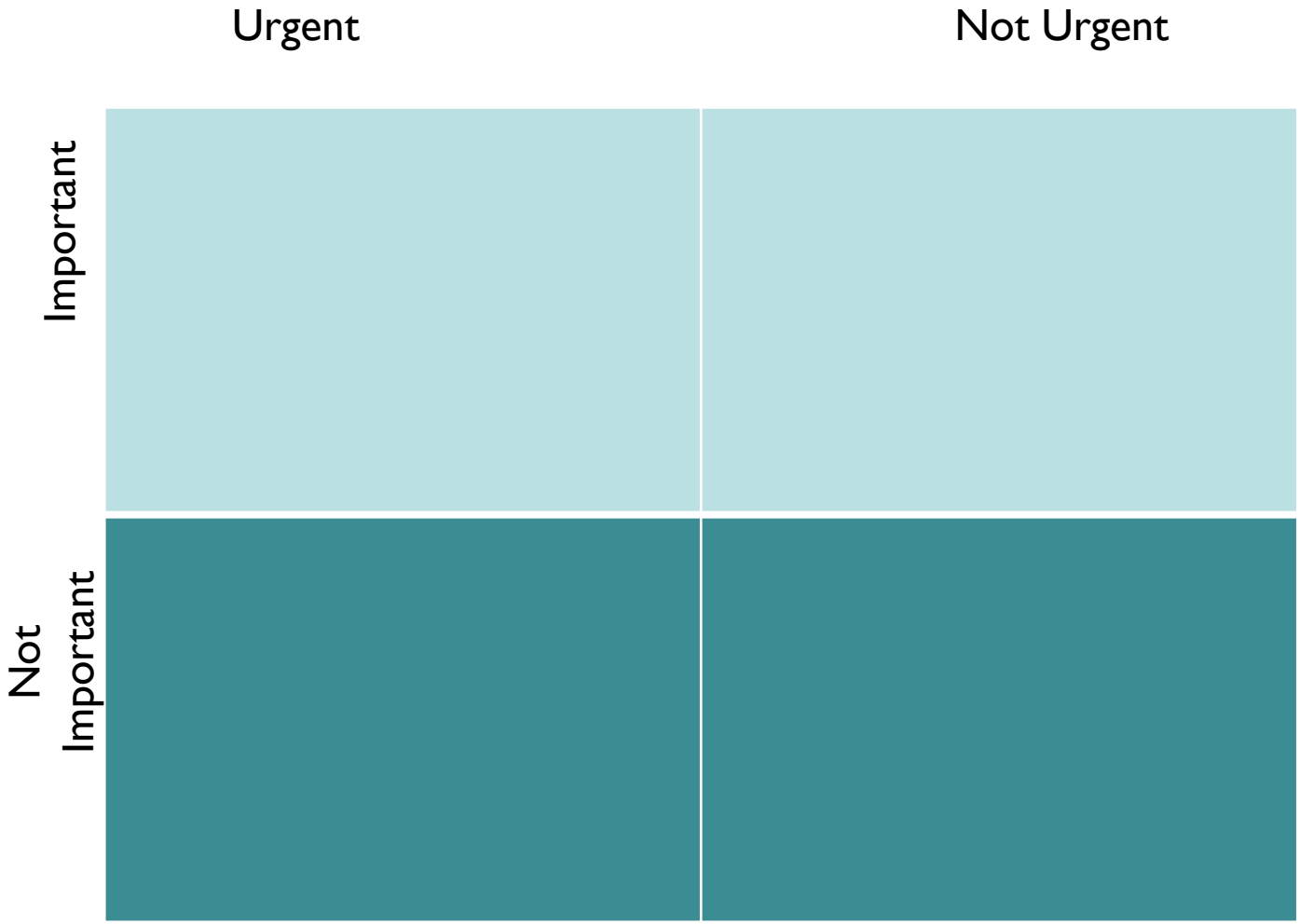
LEA Representative Review

It is not necessary for the LEA Representative to attend the entire meeting as long as they sign the document	False
The LEA Representative is the person responsible for assuring the LEA can provide the services and activities listed in the IEP	True
Administrators who serve as LEA Representative can support Transition by hiring qualified staff	True
The LEA Representative must be knowledgeable about the general education curriculum	True

Action Planning

Area of Need	Domain	Target Audience(s)	Plan
Compliance	IEP invitation		
	Agency Involvement		
	Assessment		
	Measurable Post-secondary Goals		
	Post-Secondary Goals updated Annually		
	Aligned course of study		
	Transition Services/Activities		
	Annual goals that relate to transition plan		
Best Practice	IEP Alignment		
	LEA Rep Development		

Action Planning



Admin trained to co-facilitate IEP review

Indicator 13: Successful Practices in Secondary Transition for Continuous Improvement towards Competitive Integrated Employment (CIE)
IEP Review Checklist 2016-2017

District: **Teacher First Name:** **Teacher Last Name:**

Date: ☐ **Pre-Review** ☐ **Post-Review**

Name of Reviewer(s):

Reviewer: ☐ **IU** ☐ **PaTTAN** ☐ **Special Education Administrator** ☐ **Other** _____

Special Education Administrator Signature: _____

IEP Alignment Table

Use the grid below as you review the IEP to keep track of the alignment between Specific Student Needs, Present Educational Levels, Transition Grid and Measurable Annual Goals, Specially Designed Instruction, or Related Services.

Specific Student Need	Present Educational Levels	Transition Grid	Measurable Annual Goal, Specially Designed Instruction, or Related Service
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Is there alignment between each related Specific Student Needs, Present Educational Levels, the Transition Grid and the Measurable Annual Goals, Specially Designed Instruction, or Related Services?

Yes	No
☐	☐

Rate each item within a section as 'Yes' if all components in the question are evidenced in the IEP and other documentation. If any part is absent, rate the item as 'No.' Apply this approach to each item unless otherwise directed in the question. At the end of a section, review the instructions to determine if, overall, the summary rating for the section is 'Yes' or 'No'. Please read the directions carefully for each section, as determinations of summary ratings vary, depending on the items.

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.	☐	☐

Comments:

2. For transition services that are likely to be provided or paid for by other agencies, is there evidence that representatives of agency(ies) were invited with parent consent 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? • Representatives from agencies were invited with parent permission and it was documented in the IEP **OR** • 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.	☐	☐

Comments:

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?	

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?

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?

Considerations Guide Sheet

Section C

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

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?

Considerations Guide Sheet

Section E

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

Next Steps for Administrators

Pennsylvania Training and Technical Assistance Network

Objectives Session 2

- Describe effective practices in programming for secondary transition
- Identify tasks to accomplish Before, During and After an IEP meeting
- Equip LEA with the tools needed to provide on-going support for special education staff specific to secondary transition
- Establish barriers for your system and ways to overcome barriers
- Develop and implement an action plan to create better practices with your system

Objectives – On Site Visit(s)

- Administrator will develop skills to review/monitor IEPs for indicator 13 compliance
- Administrator will create an in-district training action plan to facilitate teacher growth based on identified areas of need.

Contact Information www.pattan.net

Name of Consultant

Email address

Phone #

(Gill Sans MT 24 pt.)

Name of Consultant

Email address

Phone #

(Gill Sans MT 24 pt.)

pennsylvania
DEPARTMENT OF EDUCATION

Bureau of Special Education
Pennsylvania Training and Technical Assistance Network

Commonwealth of Pennsylvania

Tom Wolf, Governor