Transition Best Practices and

Annual Indicator 13 Review Preparation

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NEREC~REC4

NM Public Education Department

Importance of Transition Planning

▸ "A truly successful transition process is the result of comprehensive team planning that is driven by the dreams, desires and abilities of youth. A transition plan provides the basic structure for preparing an individual to live, work and play in the community, as fully and independently as possible."

PACER Center Inc. (2001). Parent tips for transition planning, PHP-c80. Retrieved from www.asec.net/Archives/Transitionresources/Parent%20tips%20for%20transition.pdf.

Transition – More than Indicator 13

▶ Appropriate Transition Planning can lead to:

  ▶ Student

    ▸ Improved Self Advocacy Skills

    ▸ Student Driven IEPs

    ▸ Post School Success

  ▶ Local Education Agency (LEA)

    ▸ ⬆ Graduation Rates (Indicator 1)

    ▸ ⬇ Dropout Rates (Indicator 2)

    ▸ ⬆ Post-School Outcomes (Indicator 14)

SPP Indicator 13

▸ Federal requirement (20 U.S.C. 1416 (a) (3) (B))

▸ Compliance Indicator = 100% Compliance
  ▸ Rule of 100
    ▸ 100% of IEPs; and
    ▸ 100% Compliant ; and
    ▸ 100% of the time.

Annual IEP Review

▸ Each LEA must participate in the annual review.

▸ All students with disabilities, age 16 and above and reported at a 40 day are eligible for review.

  ▸ IEPs randomly selected for review.

▸ IEPs reviewed using 8 guiding questions for ensuring compliance with the components of Indicator 13.

8 Guiding Questions for Transition IEP Compliance

Indicator 13 Checklist Form A

Question	Answer
1. Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills?	Y N
Can the goals be counted? Will the goals occur *after* the student graduates from school? Based on the information available about this student, do the postsecondary goals seem appropriate for this student? • If *yes* to all three guiding questions, then circle Y OR if a postsecondary goal is *not* stated, circle N	
2. Are the postsecondary goals updated annually?	Y N
Were the postsecondary goals addressed/ updated in conjunction with the development of the current IEP? • If *yes*, then circle Y OR if the postsecondary goals were *not* updated with the current IEP, circle N	
3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment(s)?	Y N
Is the use of transition assessment(s) for the postsecondary goals mentioned in the IEP or evident in the student's file? • If *yes*, then circle Y OR if *no*, then circle N	
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?	Y N
Do the transition services listed in the student's IEP that the student needs to reach the postsecondary goals include, as needed, *instruction, related service(s), community experience, development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation* • If *yes*, then circle Y OR if *no*, then circle N	
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?	Y N
Do the transition services include courses of study that align with the student's postsecondary goals? • If *yes*, then circle Y OR if *no*, then circle N	
6. Is (are) there annual IEP goal(s) related to the student's transition services needs?	Y N
Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs? • If *yes*, then circle Y OR if *no*, then circle N	
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	Y N
For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting, (e.g. a letter inviting the student to the meeting)? • If *yes*, then circle Y OR if *no*, then circle N	
8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?	Y N NA

•http://transitionta.org/transitionplanning

Question 1

Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills?

Guidance:

▶ Goals must:

▶ Be outcome-oriented and occur after the student leaves High School.

▶ "After High School, student will…"

▶ Address education/training AND employment (for most students)

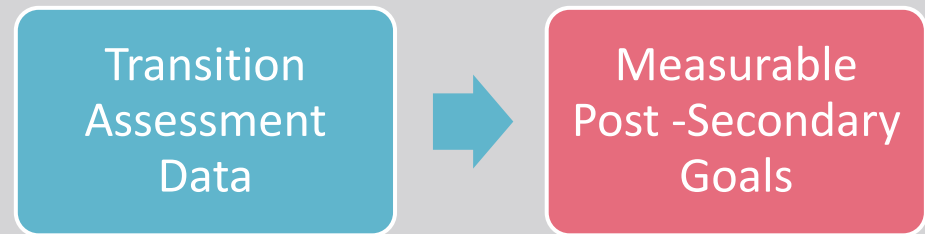▶ Independent living goals required for students with more significant disabilities.

Measurable Post-Secondary Goals

▶ Measurable post-secondary (PS) goals based on Transition Assessment Data

Assessment data tell us the student's:
- Needs
- Strengths
- Preferences
- Interests

Transition Assessment Data	→	Measurable Post -Secondary Goals

▶ 2 PS Goals Required:

  ▸ Training/Education

  ▸ Employment

▶ Independent living goals are required only if appropriate for the student.

Question 1- Goal Examples

▶ <u>Education</u>: After graduation, Albert **will** study at study at a local community college.

▶ <u>Employment</u>: Upon training, Bill **will** work as a UPS delivery person.

▶ <u>Independent Living</u>: Upon completion of high school, Jackie **will** learn to utilize public transportation, including the public bus and Safe Ride.

▶

Additional Guidance on Question 1

Related to Question 1 of the Indicator 13 IEP Checklist

▸ Most students on the Ability graduation option should have an independent living, post-secondary measurable goal.

* The student's planned program of study meets the requirements for:		
☐ Standard Option	☐ Career Readiness Option	◼ Ability Option

Measurable Post-Secondary Goals
(Required by age 14 or sooner if needed)

Measurable Post-Secondary Goal(s) for Independent Living (If Appropriate):
Goal required here

P.S. Goal Examples - Low Incidence

Education/Training:

▸ After graduation, Ben will participate in a center-based program with an adult curriculum focused on gaining maximum social communication, daily living, and vocational skills.

Employment:

▸ After graduation, Ben will participate in a center-based program with an adult curriculum, receiving services to increase his stamina and mobility to prepare him for work.

P.S. Goal Examples - Low Incidence

Independent Living:

▸ After graduation Ben will use an augmentative communication device at home and the center-based program to communicate his wants, needs, and desires and to interact with his environment more independently.

Question 1 – Goal Non-Examples

▸ <u>EDUCATION</u>: "Plans to attend college"

▸ <u>EMPLOYMENT</u>: "Seek employment"

Question 2

Are the postsecondary goals updated annually?

Guidance:

▶ Goals must be:

  ▶ Updated annually and evidenced in updated goals and/or transition activities.

  ▶ Documented in the Prior Written Notice.

Question 3

Is there evidence that the measurable postsecondary goals were based on an age appropriate transition assessment?

Guidance:

- Name of transition assessment used, date administered and a summary of results should be included in IEP.

- Student interview should be part of assessment, but should *not* be sole basis of the assessment.

Transition Assessments

▸ Transition Assessments provide data to use for developing goals.

Transition Assessment data → Measurable Post-Secondary Goals → Annual IEP Goals

Guidance on Transition Assessments

Related to Question 3 of the Indicator 13 IEP Checklist

▶ The transition assessment must be provided in one of the following:

- ▶ Listed in the IEP Post-Secondary Goals section; or
- ▶ Noted in the Prior Written Notice (PWN); or
- ▶ Uploaded with the IEP.

Transition Assessment(s) used to identify goal:

▶ Listing "student interview" without a listed valid transition assessment is not acceptable.

Question 4

Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?

Guidance:

▸ Transition plan must include a list of activities and strategies designed to help student reach their measureable PS goals.

▸ Must be individualized to meet the unique needs of each student.

Transition Services

▸ PS and annual IEP goals drive Transition Services.

Transition Assessment data	→	Measurable Post - Secondary Goals	→	Annual IEP Goals	→	Transition Services
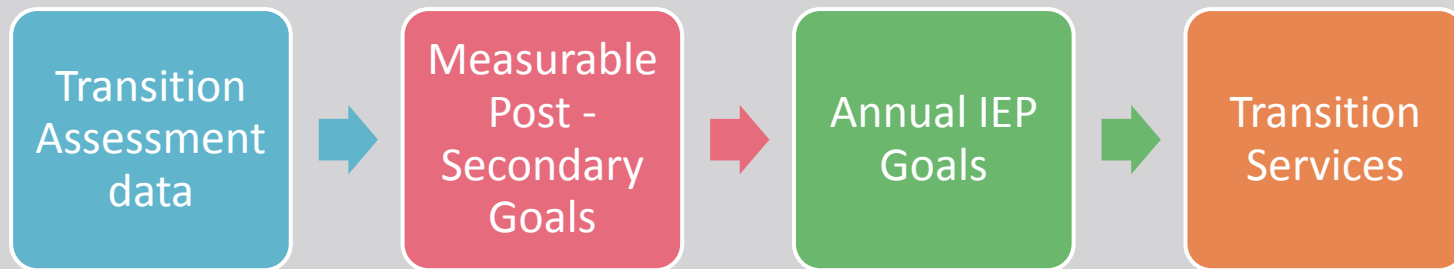
More on Transition Services

▸ Transition Services/Interagency Linkages:

  ▸ Short term activities/strategies to assist student in reaching post-secondary and annual IEP goals

  ▸ Activities based around students needs in these areas:
    ☐ Instruction
    ☐ Related Services
    ☐ Community Experiences
    ☐ Employment/Post-Secondary
    ☐ Independent Daily Living Skills
    ☐ Functional Vocational Assessments (if appropriate)

Question 5

Do the transition services include a course of study that will reasonably enable the student to meet his or her postsecondary goals?

Guidance:

▸ Must specify electives.

▸ Lists courses/other experiences for all the ***remaining years*** of High School.

▸ Must be individualized and linked to the student's post school goals.

Course of Study

▸ Postsecondary goals drive the Course of Study

Transition Assessment data	→	Measurable Post -Secondary Goals	→	Course of Study

▸ Course of Study:

  ▹ Courses and other educational experiences to help students reach postsecondary goals.

  ▹ Developed for 4 years of a student's education.

  ▹ Appropriate electives listed by course name.

Guidance of Course of Study

Related to Question 5 of the Indicator 13 IEP Checklist

▸ In the Course of Study, names of electives must be specified by the course name.

▸ Listing "elective" alone is not acceptable.

Example

School Year	Year	Proposed Courses Selected (Including elective classes, woı
2011-2012	Yr. 1	Drivers Ed Navajo I (.5) Physical Science ESL English I Drafting I (.5) PreAlgebra (no credit earned) Academic Intervention NM History

Non-Example

School Year	Year	Proposed Courses Selected (Including elective classes, woı
2011-2012	Yr. 1	Elective Navajo I (.5) Physical Science ESL English I Elective PreAlgebra (no credit earned) Academic Intervention NM History

Question 6

Are there annual IEP goals related to the student's transition services needs?

Guidance:

▸ Must address what needs to be achieved ***this*** year to help the student move toward their post secondary goals.
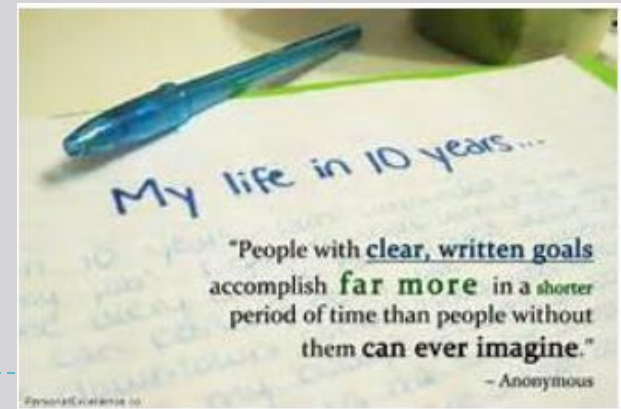
▸ Goals must be measurable.

Annual IEP Goals

▸ Post-secondary goals and transition needs drive the annual IEP goal development process

▸ Annual IEP Goals:

  ▸ A goal for each of the PS goals.

  ▸ Soft Skills

    ▸ Career and Employability Standards (Career Pathway)

  ▸ "In preparation to pursue college or job training, Bill will ……"

Additional Information – Annual IEP Goals

▸ Students on **Standard Option __MUST__** have an annual goal that relates to their transition needs.

▸ Students on **Career (CR) Option** need 4 units of career development classes/ experiences AND must demonstrate competency in all Employability and Career Development Standards (Strand 9), as determined by the IEP team.

▸ Goals must be completed or documented the goal was not completed.

My life in 10 years...

"People with **clear, written goals** accomplish **far more** in a shorter period of time than people without them **can ever imagine.**"

– Anonymous

Writing Annual IEP Goals

▸ IEP Goals are written in terms of what the **student will do.**

▸ Goals must:

✓ State the *condition* under which the student will demonstrate the behavior.

✓ Define specific measurable *behavior* to be displayed by the student.

✓ Specify what *criteria* will be used to measure progress or mastery.

✓ Include an *evaluation* procedure with an *expected timeframe* for the desired level of attainment to be reached.

▸

Annual IEP Goals - Example 1

> Given small group instruction on shop safety skills, a task analysis, and self-monitoring sheet, Becky will demonstrate appropriate safety skills in shop class with 100% accuracy during the duration of the class as measured by teacher observation.

✓ **Condition -** "Given small group instruction on shop safety skills, a task analysis, and self-monitoring sheet"

✓ **Behavior** - "Becky will demonstrate appropriate safety skills in shop class"

✓ **Criteria -** "with 100% accuracy"

✓ **Evaluation -** "as measured by teacher observation"

✓ **Timeframe -** "during the duration of the class"

Annual IEP Goals - Example 2

> Given direct instruction for completing a job application, guided practice, and personal information, Bill will complete a sample application with 100% accuracy, as determined by teacher review, by the end of 2nd semester.

- ✓ **Condition -** "Given direct instruction guided practice, and personal information"

- ✓ **Behavior** - "Bill will complete a sample job application"

- ✓ **Criteria -** "with 100% accuracy"

- ✓ **Evaluation** - "as determined by teacher review"

- ✓ **Timeframe -** "by the end of the 2nd school semester."

Annual IEP Goals - Example 3

Given physical prompts and picture schedule, Pat will manipulate a switch with her head to signal to staff it is time for her to eat lunch or snack with 80% accuracy by June 2015 as recorded on teacher checklist.

- ✓ **Condition - "**Given physical prompts and picture schedule"

- ✓ **Behavior -** "Pat will manipulate a switch with her head to signal to staff it is time for her to eat lunch or snack"

- ✓ **Criteria -** "with 80% accuracy"

- ✓ **Evaluation -** "as recorded on teacher checklist"

- ✓ **Timeframe -** "by June 2017."

Annual IEP Goals - Non-Examples

▶ Ana will explore several colleges of choice on the internet.

▶ Once on the job, Rocky will maintain part time employment until the end of the school year.

▶ Emma will pass classes to graduate high school.

▶ Jackson will attend classes daily and complete all homework assignments on time.

▶ During lunch in the school cafeteria, Marcia will make healthy food choices.

▶

Question 7

Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?

Guidance:

▸ Students **must** receive an invitation to their IEPs

  ▸ Best Practice: An ***individualized*** invitation to the student.

  ▸ Student's name and Parent name on Notification of IEP will meet compliance for PED review (i.e. "Dear Parent and Student").

▸ Simply having student box checked or signature on signature page **will no longer meet compliance.**

▸

Guidance on Student Invitation

Related to Question 7 of the Indicator 13 IEP Checklist

▸ A written invitation to the IEP meeting, addressed to the student is required.

▸ Invitations to both the student and parents are acceptable.

	Best Practice	Acceptable	Not-Acceptable
Invitations to:	Student	Student and Parent	Parent Only
	Parent		

Question 8

If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?

Guidance:

▸ Outside agency invitations will be accepted if indicated on the IEP meeting invitation and/or the IEP Prior Written Notice (PWN).

  ▸ Best Practice: Providing a copy of the invitation to the agency

▸ District must obtain consent from the parent or student of majority age to prior to inviting outside agency to meeting.

  ▸ Best Practice: Signed consent from parent or student of majority age

▸

Guidance on Question 8

Related to Question 8 of the Indicator 13 IEP Checklist

▸ Invitations to outside agencies will be accepted.

▸ Consent for participation of the outside agency, from the parent or student (if age of majority), must be noted in the PWN or IEP meeting invitation.

Guidance document

▶ Issued by the

Special Education

Bureau on

January 12, 2016

▶ Applicable to

2016-2017 IEP reviews

Guidance for Indicator 13 Individualized Education Program (IEP) Review

The New Mexico Public Education Department, Special Education Bureau, provides the following guidance regarding IEPs uploaded for State Performance Plan (SPP) Indicator 13 review:

• All students on the Ability graduation option must have an independent living, post-secondary measurable goal. This relates to Question 1 of the Indicator 13 IEP Checklist.

   Note: Independent living goals must be developed for all students who will require independent living supports after graduation, regardless of which graduation option they are on.

• The transition assessment completed with the student must be provided in one of the following: listed in the IEP Post-Secondary Goals section or in the Prior Written Notice (PWN) or uploaded with the IEP. Listing "student interview" without a listed valid transition assessment is not acceptable. This relates to Question 3 of the Indicator 13 IEP Checklist.

   Note: The following are examples of valid transition assessments: Transition Planning Inventory, Casey Life Skills Assessment, WorkForce Career Cluster, and Self Determination Assessment Transition Assessment.

• In the Course of Study, the names of elective classes must be specified and listed by the course name. Listing courses to be taken as "electives" is not acceptable. This relates to Question 5 of the Indicator 13 IEP Checklist.

• A written invitation to the IEP meeting, addressed to the student, must be uploaded to the secure website (https://eui.ped.state.nm.us/sites/SpecialEdMon/Special_Ed_Monitoring/Forms/AllItems.aspx). Invitations that include both the student name and parent name will be accepted. Best practice is to ensure both the student and parent receive an invitation. This relates to Question 7 on the Indicator 13 IEP Checklist.

   Note: The IEP signature page with the student's signature will not be accepted as proof that the student was invited to the IEP meeting. This is only evidence the student participated in the IEP meeting not evidence that the student was invited.

• Outside agency invitations will be accepted if indicated on the IEP meeting invitation and/or the IEP Prior Written Notice (PWN). This relates to Question 8 on Indicator 13 IEP Checklist.

   Note: If an outside agency will be participating in an IEP meeting, parent or student consent is required. Parent must provide consent for the outside agency to participate in the IEP meeting until the student reaches the age of majority, at which time the student will provide consent, unless unique documented circumstances exist.

• Any changes made to the IEP must include an addendum uploaded into the secure site. This includes any changes made to goals and/or courses of study.

• If IEPs are found to be non-compliant, Local Education Agencies (LEAs) have 10 days from the date of the notice of finding of non-compliance to submit corrections. Notice will be provided, via email, by Charlene Marcotte, Transition Coordinator.

For further questions, please contact Charlene Marcotte, at Charlene.marcotte@state.nm.us or (505) 827-3505.

Addendum IEPs

▶ Changes to an IEP must be made with an addendum.

▶ Parent and Student participation in an addendum IEP meeting is highly recommended.
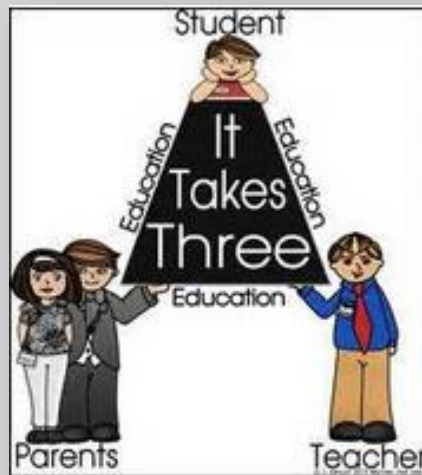
STEP 1 - Student Teacher Accountability Reporting System (STARS) Credentials

▸ STARS Credentials required to access collection site.
  ▸ Log in and password

▸ To obtain STARS Credentials:
  ▸ Download STARS Login Authorization Form.
  ▸ Fax or email completed form to Jared Vigil.
    ▸ Email: jared.vigil@state.nm.us
    ▸ Fax: (505) 827-3986.
  ▸ Jared Vigil will assign username and password.

STEP 2 - Access to the secure site

▸ Obtain collection site access from Anita Curtis at:

  ▸ anita.Curtis@state.nm.us

  ▸ Phone: 505-827-6499

▸ Use STARS credentials (login and password) to access the collection site.

STEP 3 - Obtaining student identification (ID) numbers in STARS

▸ Login to STARS with assigned username and password.

▸ Run the Post Secondary Transition Random Sampling report:
  ▸ Select School Year-2017-2018
  ▸ Select Prong 1
 ▸ Location Reports

▸ Student IDs available on November 14, 2017.

STEP 4 - Uploading IEPs for Review

▸ 4 Step Process
  ▸ Process Outlined in the Memorandum requesting IEPs.

▸ Instructions provided with Memorandum.
  ▸ Share instructions with Staff to upload IEPs.

▸ Secure Collection Site

  • https://eui.ped.state.nm.us/sites/SpecialEdMon/Special_Ed_Monitoring/Forms/AllItems.aspx

▸

STEP 4 Continued

▸ IEPs must be in PDF format.

▸ Steps for Uploading IEPS:

  ▸ Click on LEA folder labeled 2017-18.

  ▸ Add document.

  ▸ Browse and click on IEP.
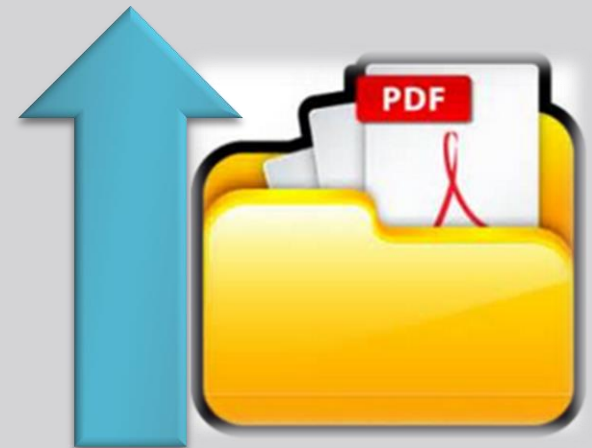
STEP 4 Continued

- Upload the **entire IEP**.
  - Re-upload required for segmented IEPs.

- Ensure separate documents are uploaded:
  - Parent invitation
  - Student invitation
  - Signature page must be uploaded

- Naming IEP files:
  - Last 4 digits of the student ID number, underscore, then type of document.
  - Do not use student names.
  - Examples:
    - 1234_invitation
    - 1234_correction

STEP 5 - IEP Upload Completion and Review

▸ Notify Charlene Marcotte via email charlene.marcotte@state.nm.us upon upload completion.

▸ IEP review

  ▸ Special Education Directors may be contacted with questions or concerns.

IEP Review

- IEP review
  - Special Education Directors may be contacted with questions or concerns.

- Upon IEP review completion
  - Charlene Marcotte will send an email if:
    - Corrections are required (if applicable)
  - IEP Review Sheets will be available in secure site once review is completed.

Important Information – Missing Documents

▸ Missing documents are documents LEA has in its possession, for example:

 ▸ IEP Invitation

▸ LEAs have 10 days from notification by Charlene Marcotte to upload missing documents.

 ▸ IEPs with missing documents, not uploaded within 10 days of notification, will be considered non-compliant.

▸ IEPs missing an invitation which the LEA does not have in it's possession are automatically non-compliant.

Important Information - Document corrections

▸ IEPs needing corrections may require the following:

  ▸ Adding/Amending Goals

  ▸ Amending the Course of Study

  ▸ Amending the Transition Plan

▸ IEPs requiring corrections:

  ▸ Must be corrected with an addendum.

  ▸ Must be corrected within the 10 days allotted.

  ▸ Require the addendum to be uploaded.

▸ IEPs not corrected and uploaded within 10 days of notification will be considered non-compliant.

▸

Important Information - Overdue IEPs

▸ Overdue IEPs will:

  ▸ Automatically be considered non-compliant.

  ▸ Not be reviewed.

▸ LEAs who submit Overdue IEPs will be considered non-compliant with the indicator.

Stop!

Overdue IEPs

Important Information - Transfer IEPs

▶ Out of State IEPs:

   ▶ (1) Conducts an evaluation pursuant to 34 CFR Secs. 300.304 through 300.306 (if determined to be necessary by the new public agency); **and**

   ▶ (2) Develops, adopts, and implements a new IEP, if appropriate, that meets the applicable requirements in 34 CFR Secs. 300.320 through 300.324.

▶ In State IEPs :

   ▶ (1) Adopts the child's IEP from the previous public agency; **or**

   ▶ (2) Develops, adopts and implements a new IEP that meets the applicable requirements in sections 300.320 through 300.324

Important Information – Endrew's Implications

▸ The SCOTUS rejected the Tenth Circuit's view of FAPE (merely more than *de minimis*) for the lower functioning student.

▸ When developing an IEP for a child who cannot reasonably be expected to master the general curriculum and advance from grade to grade

  ▸ The IEP Team must:

    ▸ Have a good understanding of the student's present levels.

    ▸ Have a good understanding of the student's individual needs and capacity for growth (unique circumstances).

    ▸ Develop an IEP that is appropriately ambitious in light of the child's unique circumstances.

  ▸ The IEP need not be ideal but must be reasonable

Information taken from "The U.S. Supreme Court's 2017 decision, Endrew F., and what it means for you" Power Point prepared by Elena M. Gallegos, Walsh Gallegos Trevino Russo & Kyle P.C.

Important Information - STARS SPP 13 Data

- STARS data is reviewed each reporting period for SPP 13 compliance.
  - 100% compliance required for **all** students age 16 and above.

- STARS data in conjunction with the Annual Review is used for Annual Determinations.

- See Pages 93 – 96 of *New Mexico's Integrated Special Education Accountability System – A Comprehensive Monitoring Approach to Improving Outcomes for Students with Disabilities.*

Things to Remember

▸ Indicator 13 is a compliance indicator.

  ▸ A score of 100% is required.

  ▸ Scores less than 100% are considered non-compliant, with or without corrections.

▸ Student Invitation to the IEP meeting must be uploaded.

▸ An invitation to both the parents and student will be accepted.

▸ Signature page

  ▸ Required

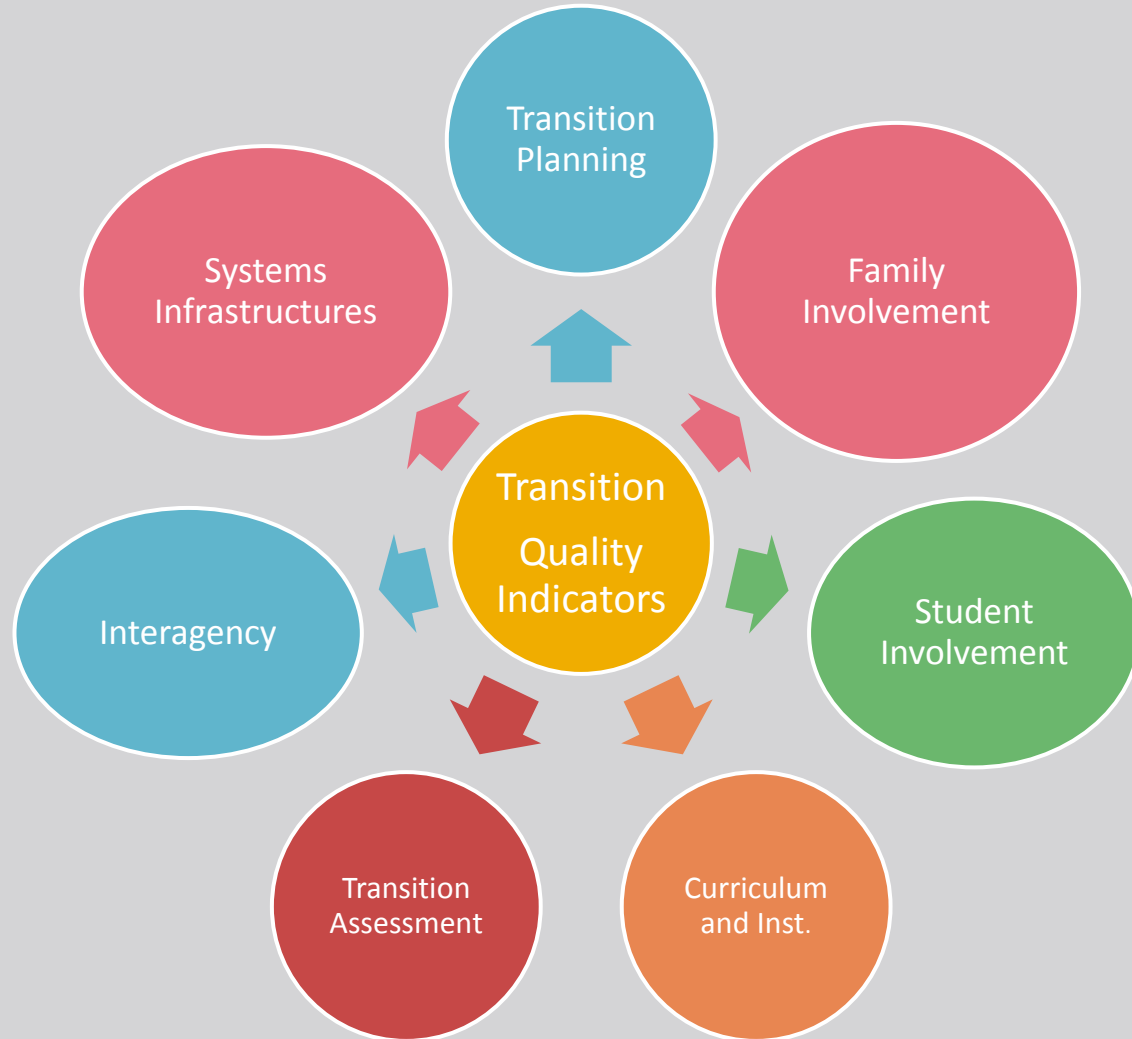 ▸ Does not suffice as evidence of a student invitation.

▸

Transition Program Quality Check

▸ How is your program teaching pre-vocational skills?

- ▸ Time management
- ▸ Organization
- ▸ Self-determination
- ▸ Advocacy

▸ How is your program providing work experience?

- ▸ On or off campus

▸ How is your program teaching the Career Readiness goals?

▸

Quality Indicators

Resources

- National Technical Assistance Center on Transition (NTACT)

  - NSTTAC Indicator 13 Checklist

  - NSTTAC's training materials

  - https://transitionta.org

- Office of Special Education Programs

  - A Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities

  - https://www2.ed.gov/about/offices/list/osers/transition/products/postsecondary-transition-guide-may-2017.pdf

- New Mexico Public Education Department (NMPED)

  - Developing Quality IEPs" Technical Assistance Manual

  - "New Mexico's Integrated Special Education Accountability System – A Comprehensive Monitoring Approach to Improving Outcomes for Students with Disabilities"

  - http://ped.state.nm.us/ped/SEB_index.html

Contacts

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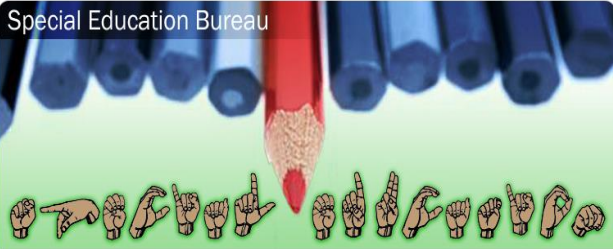
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