

VERMONT

AGENCY OF EDUCATION

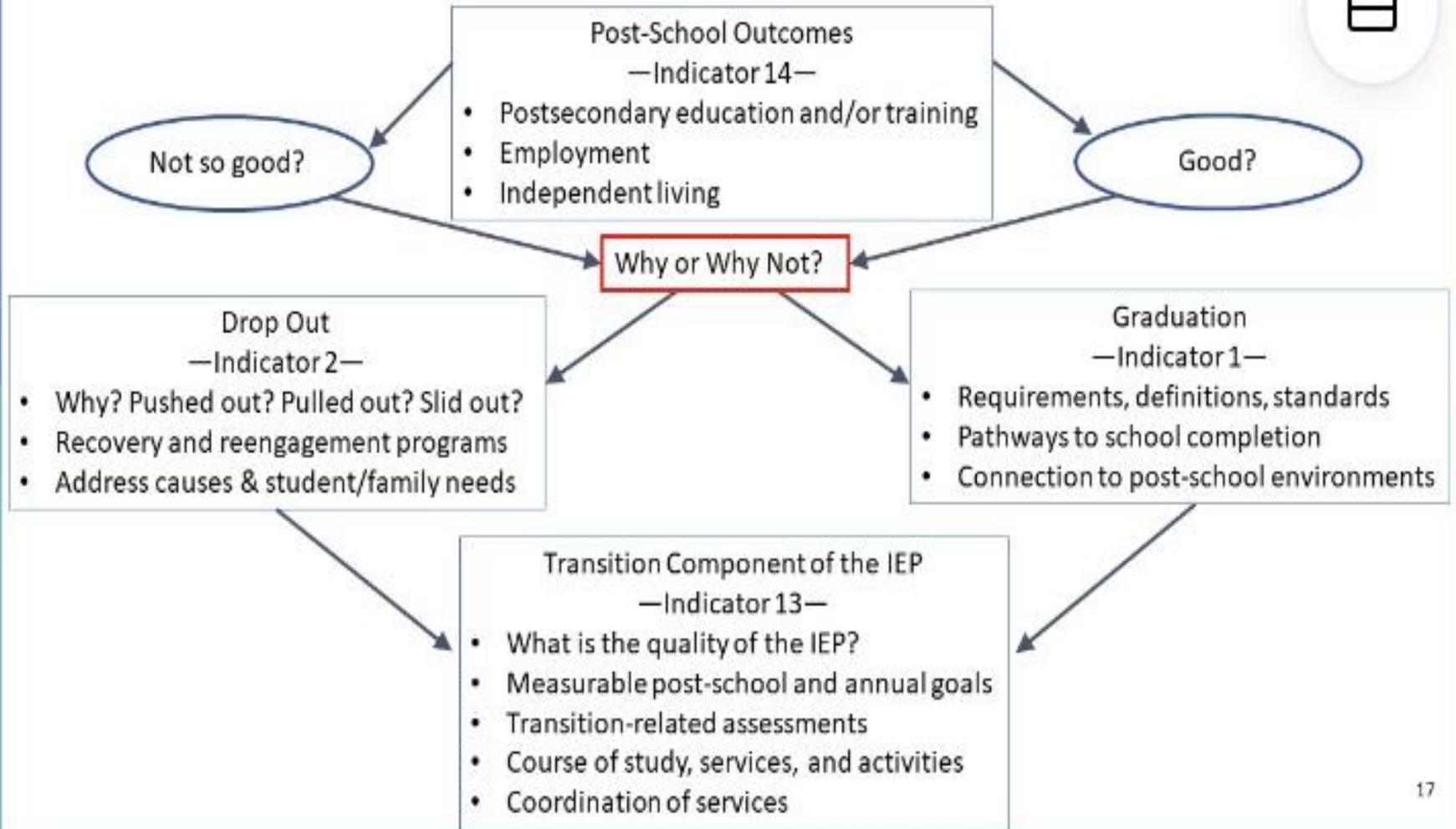
**Statewide Indicator 13 Training: All
Elements**

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John Spinney, VT AOE

Indicators 1, 2, 13, 14

Using Transition Indicators to Improve Practice and Outcomes



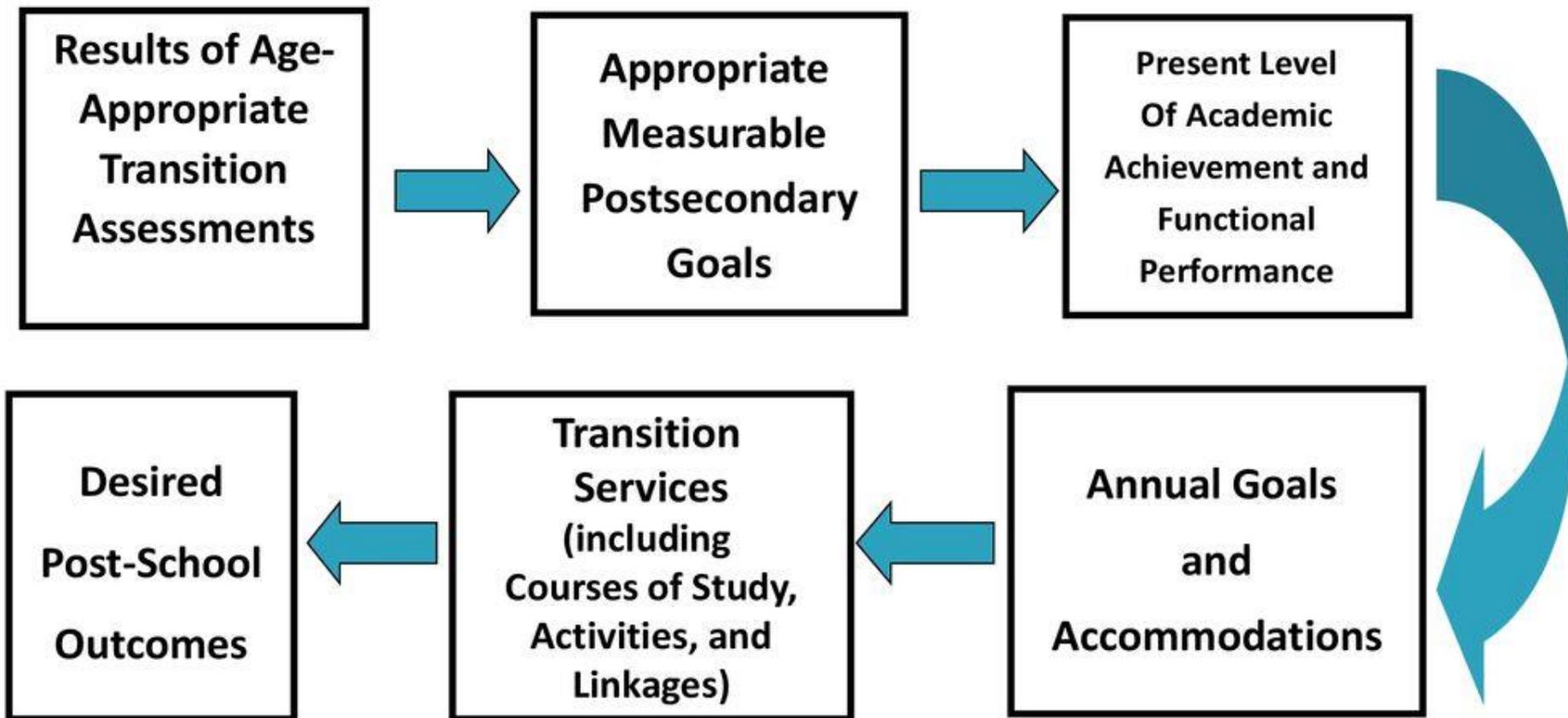
What is Indicator 13? 8 Elements

- Indicator 13 of the State Performance Plan required by the Individuals with Disabilities Education Act of 2004 is the percent of youth with IEPs aged 16 and above that have an IEP that **includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals** related to the student's transition services needs. There also must be **evidence that the student was invited to the IEP team meeting** where transition services are to be discussed and **evidence that, if appropriate, a representative of any participating agency was invited to the IEP team meeting** with the prior consent of the parent or student who has reached the age of majority.

The 8 elements of Indicator 13

- 1) Evidence student was invited to IEP
- 2) Evidence of invitation to other agencies, e.g., VR
- 3) Age-appropriate transition assessment
- 4) Measurable postsecondary goals
- 5) Corresponding annual IEP transition goals
- 6) Measurable postsecondary goals updated annually
- 7) Transition services
- 8) Course of study

Transition Process



Element 1: Student Invitation

Must be clear evidence that the student was invited.

Example:

Jodi was invited to the meeting in person as well as via a letter sent home on 4/15/20.

Jodi's mother was invited and attended as well.

Element 2: Outside Agencies

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?

Example:

Jodi's Voc Rehab Transition Counselor was invited on 4/15/20 and attended the meeting.

Or

At this time the family is not willing to invite outside agencies.

Element 3: Transition Assessments and Summary

Is there evidence that the measurable postsecondary goal(s)/outcome(s) were based on an age appropriate transition assessment?

**See next slide for example

Transition Assessment section of the VT IEP

Transition Assessment Tool	Date	Summary of Results
Vocational and Daily Living Scales	2/18	Jodi has good social skills but needs prompting as she can Socialize too much while on the job.
WAIS	3/18	Results show that Jodi should be capable of working and holding down a job that interests her (retail, clothing)
Interest inventories	4/18	Jodi shows distinct interest in working in retail sales. She would like to work in the mall.
Person Centered Future Planning interview	4/19	Working retail sales is something Jodi is very interested in. She is very social and will benefit a job that offers social interactions although she is still learning how much social interaction on the job is appropriate.
Parent and Student personal transition surveys	3/20	Jodi's mom supports Jodi to work in retail.

1. Strengths of the student as indicated by formal or informal transition assessments:

Jodi has strong social skills and can be independent

2. Needs of the student as indicated by formal or informal transition assessments:

Jodi needs additional mentoring and coaching around how much social interaction with customers is appropriate while at work.

3. Preferences of the student as indicated by formal or informal transition assessments:

Jodi prefers the aspects of her job that allows for social interaction.

4. Interests of the student as indicated by formal or informal transition assessments:

Jodi wants to work in retail and would like to work for a store in the mall that sells clothes.

Element 4: Postsecondary Goals

Is there an appropriate measurable postsecondary goal/outcome or goals/outcomes in these areas?- Education/Training, Employment, Independent Living where appropriate

**See next slide for examples

Example Postsecondary Goals

- Education/Training- Immediately after graduation, Jodi will complete a preparatory course at the community college and obtain the Work Keys Certificate.
- Employment- Within one year of graduation Jodi will obtain and maintain a fulltime position in a retail setting for competitive pay.
- Independent Living: Within 10 years of graduation, Jodi will live alone or with a roommate in a supported living house or apartment.

Element 5: Annual Transition Goals

Are there annual IEP Transition goals designed to help the student move toward the postsecondary goals?

****See next slide for examples**

Examples: Annual Transition Goals

Education/Training- By the end of the school year, Jodi will correctly read a minimum of 50 words related to community locations or her work such as those that might be listed in work memos or bus schedules within 4 seconds of seeing them three times in a row.

Employment- By the end of the school year and when Jodi is working at her job or at school, she will practice greeting people and/or answering questions and then returning to work without prompting to stop talking or continue working 100% of the time for two weeks in a row.

Independent Living- In a role play retail setting when provided a set amount of money, Jodi will use the correct procedures to accurately calculate the total cost of the item to know how much money she will need to make the purchase, 10 times in a row across 10 different items by May of this school year.

Non-Examples of annual IEP transition goals/Won't Pass I-13

- The student will meet with the CTE teacher to see if Culinary is something they are interested in.
- The student will take xyz assessment.
- The student will research courses at CCV and VT Technical College.

Annual IEP Transition goals must be SMART goals and something the student can work on throughout the life of that annual IEP.

Element 6: Are Postsecondary Goals Updated annually?

Are postsecondary goals updated annually? *(Indicator 13 Element #6)*

Yes

No

Element 7: Transition Services

Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)/outcome(s)?

**See next slide for examples

Example Transition Services

Transition Services for Education and Training (Required): Transportation support, possibly audio-text and oral testing to complete the certification exam.

Position Responsible: Special Ed Case Manager Start Date: 9/2020 End Date: 6/2021

Transition Services for Employment (Required): School based and then community-based job coaching as necessary, visual reminder, regular feedback.

Position Responsible: Employment specialist and/or Work Based Learning Coordinator
Start Date: 9/2020 End Date: 6/2021

Transition Services for Independent Living (Required): Written check lists, Self-advocacy coaching, instruction related to budgeting and spending, community living support as needed until her routine is established

Position Responsible: Special Educator Start Date: 9/2020 End Date: 6/2021

More examples of Transition Services

- Work based learning internship or volunteer work experience
- Systematic instruction to teach student to complete job tasks independently (job coaching)
- Assistive technology assessment to determine if AT would help the student at work.
- Career Exploration course (gen ed) or CTE program
- Instruction related to money management and daily expenses.

Element 8: Course of Study

Is there a course of study that will reasonably enable the student to meet his or her postsecondary goal(s)/outcome(s)?

A description or narrative of coursework necessary to achieve the student's desired postsecondary goals, from the student's current to anticipated exit year. If the student ever moves this helps the new school implement appropriate courses.

Example Course of Study

School Year	Grade Level	Courses to be taken At least one course must be included to help reach post-secondary goals
	Grade 9	
	Grade 10	
	Grade 11	
	Grade 12	1. Advanced Family Consumer Science 2. Consumer Mathematics 3. English 4. Community-Based Vocational Experience and Work Based Learning 5. Community-Based Instruction

Recap all I-13 Elements

Element #1 Student Invitation

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

Element #2 Outside Agencies

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?

Element #3 Transition Assessment summary

Is there evidence that the measurable postsecondary goal(s)/outcome(s) were based on an age appropriate transition assessment?

Element #4 Post-Secondary Goals

Is there an appropriate measurable postsecondary goal/outcome or goals/outcomes in this area?

Education/Training:

Employment:

Independent Living:

Element #5 Annual Transition Goals

Is (are) there annual IEP goal(s) related to the student's transition services needs?

Education/Training:

Employment:

Independent Living:

Element #6 Post-secondary goals updated annually

Element #7 Transition Services

Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)/outcome(s)?

Education/Training:

Employment:

Independent Living:

Element #8 Course of Study

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

Graduation Readiness Tool

Vermont Graduation Readiness Tool

Non-Regulatory Resource for IEP Teams

Student engagement in the transition planning process has been identified as a predictor of success after high school. Instructions: IEP team members should award 0 - 2 points for each component. Note some sections may be not applicable (N/A) for a student.

	Student Name:	Points 0-2	Points 0-2
		Graduation Readiness	Student Engagement
1	Student has met or will meet local general education requirements for graduation		
2	Student has an attendance rate that meets the graduation requirements of the school		
3	Student access to Transition Services via their IEP began at age 16		
4	Post-secondary transition plan in the IEP meets the 8 elements of Indicator 13		
5	The Summary of Performance is complete or a plan is in place to have it completed prior to the student graduating		
6	If the student has a para-educator, the team is considering ways to fade para-educator support in order to increase student independence		
7	If the student has a developmental disability, the team is working with the local developmental services agency to start the intake process		
8	If appropriate, the transition plan calls for work experiences and access to them is provided		

Summary of Performance

Don't forget about the Summary of Performance for students who are graduating this year. Statewide training coming!

Discussion and Closing

John Spinney

John.Spinney@vermont.gov

