

VT AOE Corner - Postsecondary Transition Basics

**PRESENTED BY JOHN SPINNEY VT AGENCY OF
EDUCATION**

Central questions for the IEP team

What skills does the student need in light of how their disability impacts their future education/training, employment, and independent living?

Does the IEP transition plan provide the skills needed for the student to meet the postsecondary goals?

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

Results of transition assessments measuring student strengths, needs preferences, interests



Postsecondary goals are created based on assessment data and written as outcomes that take place after graduation



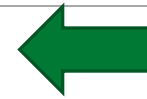
Key transition skills the student needs to meet the PS goals are identified.



Desired Postschool Outcomes



Transition Services to support the student in meeting the annual IEP transition goals are created as well as the course of study



Measurable annual IEP transition goals are created to develop those skills.

At a glance- the IEP transition process

- IEP team (this includes student) meets and discusses what transition assessments are needed using this tool, the [transition assessment planning tool](#).
- IEP team discusses transition assessment results with the student and postsecondary goals/outcomes are created.
- The IEP team identifies what skills are needed to meet the postsecondary goals/outcomes.
- Measurable Annual IEP goals designed to elicit those skills are made on the transition plan of the IEP.
- Transition services and activities needed to support the student in meeting those annual IEP goals is identified.
- A proper course of study with the key and most critical courses the student needs to meet the postsecondary goals is created.

Invitations to the IEP transition plan meeting

- Make sure the student is invited, and the date of the invitation is clearly listed.
- Make sure outside agencies invited and the date of the invitation is clearly listed. If the family has not given consent to invite outside agencies, then clearly state that.

Transition Assessment

“...is an ongoing process of **collecting data on the individual’s needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments.** Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the Individualized Education Program (IEP)”

(The Division on Career Development and Transition of the Council for Exceptional Children)

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.

Definitions

Postsecondary Goals - A postsecondary goal is a statement of the desired outcome for the student after leaving high school.

Measurable Annual IEP Transition Goals – ‘SMART’ goals designed to build the skills that the student needs to reach his/her postsecondary goals.

Transition Services and Activities- are provided by the LEA to help prepare students with disabilities to move from school to post-school life. The activities must support the student in meeting the annual IEP transition goals and can include instruction, related services, community experiences, training designed to improve employment or transportation training just to name a few.

Examples of Postsecondary Goals- Paulo

- Education/Training-Within one year of graduation, Paulo will be enrolled in a habilitative and functional skills course through his developmental services agency.
- Employment-Within one year of graduation Paulo will be employed a minimum of 20 hours a week at the grocery store for competitive pay.
- Independent Living-Within one year graduation, Paulo will be communicating with his communication device.

Annual IEP Transition Goals- Paulo

- Education/Training-Paulo will become proficient with his augmentative communication device by using the device to answer questions about classroom content within 1 minute of the question and without needing any assistance, 10 times in a row by May of this school year.
- Employment- At the grocery store work-based learning experience, Paulo will independently perform a variety of tasks including but not limited to gathering carts, stocking shelves, and janitorial duties, to the level determined to be proficient by his job coach and manager for 5 days in a row by May of this school year.
- Independent Living- In all community settings, Paulo will use his communication device independently to communicate with novel audiences so that they understand him every time for two weeks by May of this school year.

Paulo's Transition Services

- Education/Training- Transportation support, an augmentative communication evaluation and then device (with loaned device until his arrives) Community-based instruction.
- Employment- School based and then community-based job coaching as necessary, visual instruction, visual cues/reminders/and/or templates, most to least prompting, specific praise and reinforcement.
- Independent Living- Check lists, transportation, augmentative communication device

What is the Course of Study in the IEP Transition Plan?

The course of study is a multi-year description of coursework to achieve the student's desired post-school goals from the student's current to anticipated exit year (Storms, O'Leary, & Williams, 2000)

Key Reminders

- Make sure the IEP meeting date in upper right corner is correct.
- Make sure the student is invited and make sure the date of that invitation is listed.
- Make sure outside agencies are invited and the date of the invitation is included. If there is no parent or adult student consent to invite outside agencies, then state that.
- Make sure the transition assessments are listed and take place before the IEP meeting date. The IEP meeting is to discuss the results and create the plan. One exception is student interview on same day as IEP meeting can count.
- Make sure the postsecondary goals are outcomes and not a process.
- Make sure the annual IEP goals are focused on a skill they need to develop throughout the life of the IEP and is not something that can be done in a day or two.
- If the student goes by a name different than what is at the top of the IEP, please indicate the other name in the student invite section.

Common Areas of noncompliance with the VT IEP Transition Plan

Dates- IEP meeting, Invite dates, transition assessment dates

Postsecondary goals not written as outcomes – PS goals can not be process based

Confusion about annual goals versus a transition activity or service. If it is something the student can finish in a day or two it is likely a transition activity or service.

Course of study confusion - only has current year not through graduation year

Common Areas of noncompliance with the VT IEP Transition Plan

- **Dates- IEP meeting, Invite dates, transition assessment dates**

There are no dates listed for the student or outside agency invitations.

The transition assessment dates are after the IEP meeting date. How was the plan created if the transition assessment data was gathered after the IEP was written? This assessment data needs to be gathered prior to the creation of the transition plan.

Common Areas of noncompliance with the VT IEP Transition Plan

Postsecondary goals/outcomes are written as a process.

- For example –

“Within one year of graduation the student plans to find a job. – this implies a process and is not an outcome.”

The correction would be -

“Within one year of graduation the student will be employed in the hospitality industry.”

For the postsecondary goals/outcomes always think of that observable end outcome not the process that led up to it.

Don't Forget

Those Postsecondary goals/outcomes will go directly into the Summary of Performance as the student gets closer to graduation.

Common Areas of noncompliance with the VT IEP Transition Plan

Confusion about annual IEP goals in the transition plan versus a transition activity or service.

“Student will research and apply to 2-3 local companies that specialize in construction or excavation.”

Why is it noncompliant for I13?

Support to research and apply to training programs is a transition service. Also, there is no date and no identified way to measure the student learning. Annual IEP transition goals should address a skill the student needs in light of how their disability impacts future education and training, employment or independent living.

Common Areas of noncompliance with the VT IEP Transition Plan

Confusion about annual IEP goals in the transition plan versus a transition activity or service.

“Student will research and apply to any pertinent training or licensing programs or tech schools required for her heavy machinery career.”

Why is it noncompliant for I13?

Support to research and apply to training programs is a transition service. Also there is no date and no identified way to measure the student learning. Annual IEP transition goals should address a skill the student needs in light of how their disability impacts education and training, employment or independent living

Common Areas of noncompliance with the VT IEP Transition Plan

Confusion about annual IEP goals in the transition plan versus a transition activity or service.

“By 1/25, student will explore education and training required to work in the cosmetology field and identify at least 3 entrance criteria to be admitted into the program.”

Correction

“In order to be prepared for the rigors of cosmetology school, the student will improve her reading comprehension as demonstrated by 85% accuracy on teacher created reading comprehension assessments in four out of five attempts in the IEP period ending 11/21/2025.”

Common Areas of noncompliance with the VT IEP Transition Plan

Course of study confusion

Example – student is in the 10th grade but the course of study only lists 10th grade,

How to make the correction –

The course of study needs to include the current year but also extend through the anticipated year of graduation, Each year needs to list the most critical courses the student needs to meet the postsecondary goals.

Other key parts of transition planning

- The VT Graduation Readiness Tool –Recorded Training for the new edition of the tool [here](#)
- New edition of the tool is in final stages of being posted to website. New edition has more emphasis on access to transition services and activities.
- Summary of Performance – [Example here](#)
- [VT Summary of Performance \(SOP\) – Special Educator Self-Assessment](#)

**Key VT Resource with lots of
compliant examples for all 8
elements of the transition plan**

[Writing Quality Secondary Transition
IEPs that Include the Required
Elements of Indicator 13](#)

Let's look at some exemplar IEP Transition Plans

Questions?

- Email John at john.spinney@vermont.gov