

# Transition Workshop

## October 19, 2016

### B-13 Checklist



## Office of Special Education

Presented by: Jessica Brady & Janet Timbs



# Agenda

- Review the Training Manual for the B-13 checklist
- Answer questions
- Look to the future



# Purpose of This Manual

- To provide compliance information for ISD transition coordinators for use when completing the State Performance Plan (SPP) B-13 checklist.
- Indicator B-13 is a compliance indicator which means that 100% of student records must comply with federal requirements.



# Who Collects the Data

- ISD Transition Coordinators
- ISD Representatives
- Special Education Teachers
- LEA Transition Contacts
- LEA Special Education Directors/designees



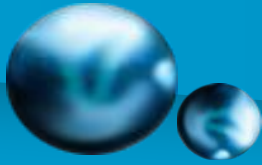
# What Data Are Collected

- B-13 Checklist on student IEPs as of March 1<sup>st</sup>.
- Note: No revisions, new IEPs, or amendments will be accepted for B-13 checklist reporting.



# B-13 Checklist Questions

Item Number	Question Content
Q1	Is there documentation that the student was invited to the IEP Team meeting where transition services were discussed?
Q2	Is there documentation of prior consent of the parent or student, who has reached the age of majority, to invite an agency?
Q3	Is there documentation that, if appropriate, a representative of any participating agency (that is likely to be responsible for providing or paying for transition services) was invited prior to the IEP Team meeting?
Q4a	Is there documentation postsecondary goals were based on age appropriate transition assessment(s) for <b>training</b> *?
Q4b	Is there documentation postsecondary goals were based on age appropriate transition assessment(s) for <b>education</b> *?
Q4c	Is there documentation postsecondary goals were based on age appropriate transition assessment(s) for <b>employment</b> ?
Q4d	Is there documentation postsecondary goals were based on age appropriate transition assessment(s) for <b>independent living skills, where appropriate</b> ?



# B-13 Checklist Questions (cont.)

Item Number	Question Content
Q5a	Does the IEP include appropriate measurable postsecondary goals in the area of <b>training</b> *?
Q5b	Does the IEP include appropriate measurable postsecondary goals in the area of <b>education</b> *?
Q5c	Does the IEP include appropriate measurable postsecondary goals in the area of <b>employment</b> ?
Q5d	Does the IEP include appropriate measurable postsecondary goals in the area of <b>independent living skills, where appropriate</b> ?
Q6	Are the postsecondary goals updated annually?
Q7	Does the IEP include transition services that will reasonably enable the student to meet his or her postsecondary goals?
Q8	Does the IEP include courses of study that will reasonably enable the student to meet his or her postsecondary goals?
Q9	Is there an annual IEP goal related to the student's transition services needs?
Q10	Is there documentation that the student's needs, taking into account their strengths, preferences and interests were considered?



# Question 1-1

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

Yes    No





# Question 1-2

For compliance:

## To meet IDEA requirements:

- Documentation that the student was invited prior to the IEP Team meeting (note of verbal invite; phone log; invitation; etc.).
- Documentation that an invitation to the IEP Team meeting was addressed specifically to the student (may be co-addressed with parent).



# Question 1-3

## Noncompliance:

- No documentation that the student was invited to the IEP Team meeting.
  - Documentation of the student's attendance at the IEP Team meeting (sign-in) is not sufficient evidence of prior invitation.
  - An invitation addressed to the parents only but which lists the student as a participant is not sufficient documentation that the student was invited.



# Q1 Documentation

- IEP Invitation addressed to student
- Student File or Contact Log (Phone log, note of verbal invite)
- Student sign-in is not evidence of invitation



# Question 1-4

Can you hold an IEPT meeting without the student present?

**Yes? No?**



# Answer – Yes, IF...

- Documentation that the student was invited.
- Documentation of student input.
  - i.e., documented interview, student statement of plans, current transition assessment.



## Question 2-1

Is there documentation of prior consent from the parent or student, who has reached the age of majority, to invite an agency?

Yes  No  N/A



## Question 2-2

For compliance:

To meet IDEA requirements:

- Documentation that, if an agency likely to pay or provide for transition services, a request for consent to invite the agency was provided to the parent or student, who has reached age of majority prior to the IEP Team meeting.



# Question 2-3

## Noncompliance:

- No documentation that, if an agency likely to pay or provide transition services was invited to the IEP by the LEA, that written consent was provided by the parent, or student who has reached the age of majority.
- No documentation that the LEA determined that there was no need to invite an outside agency.





# Question 2-4

## If N/A

- Documentation that the LEA determined that an outside agency was not likely to provide or pay for services.
- Documentation that the parent or student, who has reached age of majority, denied consent or did not respond to requests for consent.



## Question 3-1

Is there documentation that, if appropriate, a representative of any participating agency (that is likely to be responsible for providing or paying for transition services) was invited prior to the IEP Team meeting?

Yes    No    N/A



# Question 3-2

For compliance

## To meet IDEA requirements:

Documentation of an invitation to a community agency that is likely to provide or pay for transition services was sent prior to the IEP team meeting.

If N/A

- Documentation that the parent or student, who has reached age of majority, denied consent or did not respond to the request for consent.
- Documentation that the LEA determined that an outside agency was not likely to provide or pay for services.



## Question 3-3

### Noncompliance:

- Consent was provided but there is no documentation of agency invitation.
- Documentation exists indicating there was a need to invite an agency likely to provide or pay for transition services, but there is no evidence of consent and/or an invitation.
- Consent was not provided and an agency was still invited by the school.



## Question 4-1

Is there documentation that postsecondary goals were **based on age appropriate transition assessment(s)**?

- training,  Yes  No
- education,  Yes  No
- employment,  Yes  No
- and independent living skills, where appropriate  Yes  No  N/A



# Question 4-2

For compliance

To meet IDEA requirements:

- Transition assessment data source was named.



# Question 4-3

## Noncompliance

No documentation of transition assessment information/data in the areas of training, education, employment, and where appropriate, independent living being used to develop the postsecondary goals.



# Question 5-1

Does the IEP include an appropriate **measurable postsecondary goals** in the area of:

training\*,  Yes  No

education\*,  Yes  No

employment,  Yes  No

and independent living skills, where

appropriate  Yes  No  N/A





## Question 5-2

For compliance

To meet IDEA requirements:

There are documented measurable postsecondary goals in the areas of training, education, employment and, where appropriate, independent living that will be achieved after the student exits the public school system.

**Note: If postsecondary training and education goals are combined into one goal, mark YES for each.**



# Question 5-3

## Noncompliance

- A postsecondary goal that is not measurable.
- There is no documentation of a postsecondary goal in each of the areas of training, education, employment and, where appropriate independent living.



# Postsecondary Goals

Measurable = Countable



# Measurable Goals

- A workgroup will be convened in the 2016-2017 school year to develop guidance on measurable goals and objectives, and postsecondary transition.



# Question 4 and 5

If postsecondary training and education goals are combined into one goal that meets the United States Department of Education, Office of Special Education Programs guidelines, mark yes for each.

[Questions and Answers On Secondary Transition](#)

[Revised September 2011 \(New Section B\)](#)

(<http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CQaCorner%2C10%2C>)



## Question 6-1

Are the postsecondary goals updated annually?

Yes     No



# Question 6-2

## For compliance

To meet IDEA standards:

Documentation that the postsecondary goals for education, training, employment and, where appropriate, independent living were reviewed annually and updated.

If the IEP, is current, then the IEP team reviewed and updated the post-secondary goals as necessary.

## Noncompliance

No documentation that postsecondary goals, on an annual basis, were reviewed and/or updated.



## Question 7-1

Does the IEP include transition services that will reasonably enable the student to meet his or her postsecondary goals?

Yes    No





# Question 7-2

## For compliance

To meet IDEA standards:

Documentation of transition services such as instruction, related service, community experience, development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, in addition to courses of study, that will enable the student to meet his or her postsecondary goals.

## Noncompliance

There are no documented transition services for identified areas of need.



# Transition Services

Transition services may include:

- Instruction
- Related Services
- Community Experience
- Development of Employment and Post-School Objectives
- Acquisition of Daily Living Skills
- Functional Vocational Evaluation



## Question 8-1

Does the IEP include courses of study that will reasonably enable the student to meet his or her postsecondary goals?

Yes

No



# Question 8-2

For compliance

## To meet IDEA standards:

- The documented courses of study (Michigan Merit Curriculum or curriculum based on alternate achievement standards) enable the student to achieve his or her postsecondary goals.
- If the student is working toward a Certificate of Completion or has a Personal Curriculum, the courses must be listed on file with the district.



# Question 8-3

## Noncompliance

- No courses of study documented.
- The documented courses of study do not enable the student to achieve his or her postsecondary goals.



# Question 9-1

Is there an annual IEP goal related to the student's transition services needs?

Yes

No



# Question 9-2

## For compliance

Documentation that at least one annual IEP goal, which meets the requirements of an annual goal, supports the student's transition services needs listed in the IEP.

## Noncompliance:

No annual goal related to the transition services needs which meets the requirements of an annual goal.



# Components of Measurable Goals

## Required Criteria for each goal and short term objective:

1. Timeframe or date
2. Skill that can be counted or observed (skill/behavior)
3. A method of collecting data (measurement/conditions)
4. Level of attainment to show mastery (accuracy rate/criteria)





## Question 10-1

Is there documentation that the student's needs, taking into account their strengths, preferences and interests, were considered?

- Yes       No



# Question 10-2

For compliance

To meet IDEA requirements:

- Documentation that the student attended and participated in the IEP Team meeting.
- Documentation within the IEP that the student's strengths, preferences, and interests were considered if he or she was not in attendance.



# Question 10-3

## Noncompliance:

No documentation within the IEP that the student's strengths, preferences and interests were considered.



# QUESTIONS



# B-13 How To Documents

- How to complete B-13 Data Collection in CIMS
- Training Manual
- Consent to Invite Public Agency OSE Memo '09
- Consent to Invite Agency Representatives Template

All of the above information can be found at [Continuous Improvement & Monitoring System \(CIMS\): B-13 Secondary Transition](#)

(<http://cims.cenmi.org/Compliance/PartBSPPComplianceIndicators/B13SecondaryTransition.aspx>)



# Visit <http://cims.cenmi.org>

- Visit the [CIMS training website](http://cims.cenmi.org) for additional Indicator B-13 resources.

### B-13 Data Information

<b>What is B-13?</b> <p>Percent of youth aged 16 and above with an IEP with coordinated, measurable, annual goals and transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals.</p>	<b>Where can I find my data?</b> <p>CIMS Secondary Transition Checklist (<a href="http://www.cimsmichigan.org">www.cimsmichigan.org</a>)</p>
<b>When was the data collected?</b> <p>September 2015 findings of noncompliance are based on data collected from April 15 to June 30, 2015.</p>	<b>What is the target?</b> <p>100%</p>

### General Resources

- [Guidance for Creating B-13 Corrective Action Plans \(CAPs\)](#)
- [B-13 Training 09/21/2015](#)
- [Michigan Transition Association Services presentation 03/22/16](#)

### Data Collection Resources

**Having trouble with your username and password? Need access to the B-13 Checklist?** Call the CIMS Help Desk at 877-474-9023

- [How to Complete B-13 Data Collection in CIMS](#)
- [B-13 Data Collection Webinar Recording](#)
- [B-13 Data Collection Presentation Materials](#)
- [SPP Indicator B-13 Checklist](#)
- [SPP Indicator B-13 Training Manual](#)



# Putting This in Context

- All of these items of compliance are not enough to improve student outcomes
- Each piece can be done individually perfectly but if it's not part of a system that is working toward the overall development and improvement for students it will not change the results.
- Future work from the OSE...



# Future Work (2016-2017)

- Convene workgroups
  - Writing measurable goals
  - Guidance for developing meaningful transition plans that lead to improved outcomes for students.
  - Certificates of Completion





# Who to Contact

## How to complete the checklist:

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Shawan Dortch

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517-335-0465

## Data questions:

Jerry Cullum

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517-241-0786

## General Questions:

Michigan Special Education  
Information Line

[mde-ose@Michigan.gov](mailto:mde-ose@Michigan.gov)

1-888-320-8384



# Office of Special Education

## Performance Reporting Unit

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