

**State Performance Plan
Indicator B-13: Secondary Transition
Data Collection**

**School Year 2016-17
Training Manual**

Michigan Department of Education



State Performance Plan Indicator B-13: Purpose of Data Collection

The State Performance Plan (SPP) is a requirement of the Individuals with Disabilities Education Act (IDEA). In 2005 the federal Office of Special Education Programs (OSEP) changed the annual special education reporting process for states. States now have to provide data and six-year improvement plans for specific performance indicators.

SPP Indicator B-13 deals with secondary transition and specifically requires data collection on:

Percent of youth with IEPs aged 16 and above with 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 service 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.

Purpose of this Manual

The intent of this document is to provide compliance information for ISD transition coordinators for use when completing the State Performance Plan (SPP) Indicator B-13 checklist.

- Data collection questions can be addressed to Jerry Cullum at 517-241-0786 or cullumj@michigan.gov.
- Questions on how to complete the checklist can be addressed to Shawan Dortch at 517-335-0465 or dortchs@michigan.gov.

Collecting the Data

Who collects this data? Each ISD is responsible for making sure the Indicator B-13 checklist data are collected. Choose the individuals to collect this data based on your existing resources. A suggestion would be to involve a review team including individuals such as:

- ISD transition coordinators
- ISD representatives
- Special education teachers
- Transition coordinator contact at LEA
- Local special education directors/designees

What data are collected? The data submitted on the checklist in CIMS should reflect information obtained from the student's IEP on file as of March 1st of the current school year. No revisions, new IEPs, or amendments will be accepted for Indicator B-13 checklist reporting.

Questions: Introduction

We are collecting this compliance data to facilitate the quality improvement process needed to ensure compliance with SPP Indicator B-13. There are ten items designed to assess compliance; each item explores a specific element of Indicator B-13 and IDEA requirements.

1. Is there documentation that the student was invited to the IEP Team meeting where transition services were discussed?
2. Is there documentation of prior consent of the parent or student, who has reached the age of majority, to invite an agency?
3. 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?
4. Is there documentation that postsecondary goals were based on age appropriate transition assessment(s)?
5. Does the IEP include appropriate measurable postsecondary goals in the areas of training, education, employment and where appropriate, independent living?
6. Are the postsecondary goals updated annually?
7. Does the IEP include transition services that will reasonably enable the student to meet his or her postsecondary goals?
8. Does the IEP include courses of study that will reasonably enable the student to meet his or her postsecondary goals?
9. Are there annual IEP goals related to the student's transition service needs?
10. Is there documentation that the student's needs, taking into account their strength, preferences and interests were considered?

The Federal Government has an ongoing obligation to support activities that contribute to positive results for students with disabilities, enabling those students to lead productive and independent adult lives. These data collection activities contribute to the provision of coordinated, measurable, annual IEP goals and transition services that should prepare students for a positive postsecondary outcome and post-school results that students with disabilities are expected to achieve; enabling those students to lead productive and independent adult lives. For more information, please go to the [U.S. Department of Education on \(§\) 650 Findings \(1\)\(4\)\(b\)\(c\)](http://idea.ed.gov/explore/view/p/,root,statute,I,D,650) (<http://idea.ed.gov/explore/view/p/,root,statute,I,D,650>).

Instructions for Completing the Indicator B-13 Checklist

Item 1. Is there documentation that the student was invited to the IEP Team meeting where transition services were discussed?

Response Option:

Yes No

For Yes (compliance):

To meet IDEA requirements, you must meet at least one of the following:

- 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).

For No (noncompliance):

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

Explanation:

Students of transition age must be invited to attend their IEP Team meeting where transition services will be discussed. Document the student invitation on the Notification of Meeting form. Students should be informed of terminology, roles of the IEP team and procedures prior to attending and participating in the IEP Team meeting.

Holding a Meeting without the Student Being Present

If the student has been invited to attend the IEP Team meeting where transition services will be discussed, and cannot attend, the meeting can continue as long as steps have been taken to obtain information from the student regarding plans after high school, i.e. documented interview, student's statement of plans or their transition assessment.

Item 2. Is there documentation of prior consent of the parent or student, who has reached age of majority, to invite an agency?

Response Option:

Yes No N/A

For Yes (compliance):

To meet IDEA requirements, at least one of the following must be provided:

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

For N/A,

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

For no (noncompliance):

- No documentation that, if an agency is likely to pay or provide transition services was invited to the IEP Team meeting, 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 at this time.

Explanation:

The school will need to obtain written parental consent (or student consent if he or she has reached age of majority, which in Michigan is 18) before a community agency representative can be invited to an IEP Team meeting. The duration for the consent for an agency representative to be invited to an IEP Team meeting is valid for up to one year from the date of consent or up to the first IEP Team meeting at which transition services are discussed; whichever may come first.

Item 3. 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?

Response Option:

Yes No N/A

For Yes (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.

For N/A

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

For No (noncompliance):

- Consent was provided and 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 documentation of consent and/or invitation.
- Consent was not provided and an agency was invited to the meeting.

Explanation:

- The meeting invitation must indicate the time, purpose, and location of the meeting and who has been invited.
- If the purpose of the meeting is to determine transition services, the meeting invitation must also indicate that the purpose of the meeting is transition planning; indicate that the student has been invited; and, identify any other agencies that have been invited to send a representative to the meeting.

Items 4a-d. Is there documentation that postsecondary goals were based on age appropriate assessment(s)?

Response Option:

Training Yes No

Education Yes No

Employment Yes No

And, where appropriate independent living skills

Yes No N/A

For Yes (compliance):

To meet IDEA requirements:

- Transition assessment data source was named.

For N/A: Independent Skills were not applicable.

For no (noncompliance):

- No documentation of transition assessment information/data in the areas of training, education, employment, and where appropriate, independent living.

Explanation:

Transition assessments need to be completed prior to the first IEP meeting where transition services will be discussed.

Item 5. Does the IEP include appropriate measurable postsecondary goals in the areas of training, education, employment and where appropriate, independent living?

Response Option:

Training Yes No

Education Yes No

Employment Yes No

And, where appropriate independent living skills

Yes No N/A

For Yes (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 high school?

- If postsecondary training and education goals are combined into one goal, mark yes for each.
- Measureable* means that the goal can be counted or measured. Some **possible** verbs that meet this requirement are “will” or “is going to”.

For N/A: Independent Skills were not applicable.

For No (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.

***NOTE:** A workgroup will be convened over School Year 2016-17 to develop guidance on measurable goals and objectives and postsecondary transition, for School Year 2017-18.

Explanation:

Postsecondary goals set the direction of the secondary transition section of the IEP. The postsecondary goals represent what the student indicates he or she will do in their adult life. Transition components in the IEP need to align to support the student attaining his or her postsecondary goals.

Item 6. Are the postsecondary goals updated annually?

Response Option:

Yes No

For Yes (compliance)

To meet IDEA requirements:

- 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 postsecondary goals as necessary.

For No (noncompliance)

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

Explanation:

Postsecondary goals need to be updated annually. The postsecondary goals must address education/training and employment after high school. An independent living postsecondary goal is optional, if determined not needed for the student; however, it should be considered for all students.

Item 7. Does the IEP include transition services that will reasonably enable the student to meet his or her postsecondary goals?

Response Option:

Yes No

For Yes (compliance)

To meet IDEA requirements:

- 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, that will enable the student to meet his or her postsecondary goals.

For No (noncompliance):

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

Explanation:

Transition services may include:

- **Instruction:** Teaching specific skills in both formal and informal educational settings and in the community.

- **Community Experience:** Opportunities provided to learn skills and experience events outside the school and the school classroom in the community. This includes job shadowing, tours of postsecondary educational facilities, community work experiences, recreational experiences, volunteer work, and learning and using community resources.
- **Development of Employment and Other Post-School Adult-Living Objectives:**
Developing additional post-secondary goals and annual objectives through career exploration activities, self-awareness and self-advocacy efforts, and vocational experiences.
- **Acquisition of Daily Living Skills (when appropriate):** Creating opportunities at school and in the community to learn skills to live independently or with support. These skills include housekeeping, medication self-management, transportation and mobility, self-advocacy and self-awareness, and others associated with being an active community member.
- **Functional Vocational Evaluation:** Includes situational assessments at actual job sites and/or use of checklists and other tools that assess student interests and skills across a variety of job sites.

Item 8. Does the IEP include courses of study that will reasonably enable the student to meet his or her postsecondary goals?

Response Option:

Yes No

For Yes (compliance);

To meet IDEA requirements:

- The documented course of study (Michigan Merit Curriculum or curriculum based on alternate achievement standards) enables 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.

***NOTE:** There is not a consistent definition for Certificates of Completion. A workgroup will be convened over School Year 2016-17 that will include discussion regarding development of guidance on Certificates of Completion for School Year 2017-18.

For No (noncompliance):

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

Explanation:

The course of study lists specific courses/electives that assist the student in being prepared upon graduation to achieve the postsecondary goals. It is updated annually and if the postsecondary goals change, so may the course of study. The IEP team should consider the entry requirements of postsecondary educational programs, training or employment to ensure the student is on track to meeting the entry-level requirements.

Item 9. Is there an annual IEP goal related to the student's transition services needs?

Response Option:

Yes No

For Yes (compliance):

To meet IDEA requirements:

- 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.

For No (noncompliance):

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

Explanation:

An annual goal must have a skill or behavior to be achieved in a given timeframe as well as the criteria and the method that will be used to measure achievement.

*Example:

If the transition goal reads:

After graduation from high school, Alex will enroll at Lansing Community College and take a business math class to improve his work related math skills and to advance his career in business.

An appropriate related annual goal might be:

When given a two-step word problem from his Algebra text Alex will decode the steps required to complete the problem and solve with 80% accuracy as measured by class work and tests by June 7, 2017.

***NOTE:** This is a representative example of one student's experience, unique for that student. A workgroup will be convened over School Year 2016-17 that will include development of additional examples for School Year 2017-18.

Item 10. Is there documentation that the student's needs, taking into account their strengths, preferences and interests were considered?

Response Option:

Yes No

For Yes (compliance):

To meet IDEA requirements, you must meet at least one of the following:

- 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.

For No (noncompliance):

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

Explanation:

Any documentation in the student's IEP of an assessment which includes formal and informal tests, interest inventories, or a written document containing a discussion/interview with the student.