

Part 3: Postsecondary Transition Plan

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Slide 2 Postsecondary Transition Plan

The purpose of this module is to walk you through a Postsecondary Transition Plan record review as part of your Internal Monitoring Process. This module will focus on Postsecondary Transition Plans using the indicator 13 Checklist. The indicator 13 Checklist was developed by the National Secondary Transition Technical Assistance Center (NSTTAC) to assist in ensuring that each element of the Postsecondary Transition Plan is addressed. All OEC's record review tools and resources can be found on the Ohio Department of Education and Workforce website's IDEA Monitoring Process webpage. There is a link to the document under resources. It is very important for the team to check the website for the most updated version as the guide is updated yearly.

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There are 8 questions on the indicator 13 checklist with 3 areas for each question. Postsecondary Education, Competitive integrated employment and if applicable, independent living.

Question #1 asks is there an appropriate measurable Postsecondary goal or goals in this area.

For compliance purposes 3 things must be provided

1. The goal must be counted. Phrases like "will obtain" or "will attend" are measurable. Refrain from using phrases like "plans to" or "would like to" since they are not measurable.
2. The goal must occur after the student graduates from high school.
3. The goal must be based on the information available about the student and be appropriate for the student. The student's appropriate age transition assessment, AATA, data should be referenced within the goal.

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Independent living is the only goal that is optional. If there is evidence in the student's IEP that independent living is not a need at this time, you must include a statement stating the IEP team decided that an independent living goal is not needed for this student

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Here are 3 examples for Postsecondary goals.

The first one is for postsecondary training and education, it reads *After graduation Annie wants to attend a university that has a great fine arts program and study graphic design.*

The phrase "Wants to" is not measurable, making it noncompliant.

The second one for competitive integrated employment reads, *Annie will have a career as a graphic designer for an advertising agency.*

It is missing the phrase at the beginning of the goal, "*after graduation and all other training has been completed.*" By excluding this phrase, this goal is noncompliant

The last goal is for independent living, it reads, *Annie plans to live with her friends in either an apartment or condo.*

"Plans to" is not measurable.

Therefore all 3 goals are noncompliant

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Remember these tips when developing your postsecondary goals.

- There must be evidence within the AATA that the goal is appropriate for the student.
- Terms used, such as “would like to,” or “plans to” are not measurable. To be measurable, it must be possible to determine if the goal did or did not occur.
- It is up to the IEP team to decide if Independent Living goals will be included for the student based on the needs identified from their age-appropriate transition assessment.
- If no independent living goal is necessary, write a statement that the IEP team decided there is no need for independent living goal.

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Question number 2 asks if the postsecondary goals are updated annually?

Although the postsecondary goals can be the same from the previous IEP, the transition service(s) should not remain the same. Transition services and activities should be individualized to each student’s needs, so there should be data to support the need to continue/repeat the same services. The postsecondary goals should become increasingly detailed and focused over time.

For the sake of this training, we are going to say the goals were updated from last year’s IEP.

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Question 3 asks the question: is there evidence that the measurable postsecondary goals(s) were based on age-appropriate transition assessments?

- This is the question that deals with the student’s PINS, Preferences, Interests, Needs and Strengths.
- For question number 3 to be compliant, the use of age-appropriate transition assessments for the postsecondary goals should be mentioned in the IEP or evident in the student’s file.
- You will want to be able to locate Preferences, Interests, Needs and Strengths for the student for each of the three goals.
- Remember you must have evidence within the PINS to support each goal.
- If no independent living goal is needed, there needs to be evidence through the PINS to support this.

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Let’s look at a few examples of AATAs.

Annie was given a transition assessment at the beginning of the school year and expressed an interest in graphic design. She prefers working with her hands and enjoys being creative. Her strengths are in the area of writing creatively but she needs to work on her math computation skills so she can pass her math class. All 4 PINS were represented, and they are specific to the student. This would be compliant.

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Let’s look at the competitive integrated employment AATA’s for compliance.

Annie was given a transition assessment back in October and according to her answers Annie PREFERS to work alone in a quiet location, she is INTERESTED in the fine arts program at a local university and would like to become a graphic designer.

According to her AATAs she prefers to work alone, and she is interested in the fine arts program at a local university. However, her strengths and needs are not represented, so this example is noncompliant.

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Let's look at the independent living AATA's for compliance.

Annie was given a transition assessment back in October and according to her answers she stated she NEEDS to do better in math and stated her STRENGTHS are in writing. She PREFERS to live with her friends after they graduate from college and get jobs. She is INTERESTED in moving to Cleveland once she has her college degree.

All 4 PINS were represented, and they are specific to the student. This example is compliant.

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Question #4 asks the question: Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?

- When reviewing the postsecondary transition plan for question number 4, first locate the section titled, "Transition Service/Activity."
- For compliance, we want to see a transition service that states what service or activity the district will be providing to the student for that postsecondary goal.
- The transition service must also be individualized specifically for that student and not just a generic activity available to all students like attending a career fair or visiting a career tech center.

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Let's take a look at a few examples of transition services.

For Postsecondary training and education, the transition service states. The student will research several Universities that specialize in graphic design.

Since it starts off with what the student will be doing, it is noncompliant.

For competitive integrated employment, the transition service states. The district will provide Annie with several activities which will allow her to decide on what specific form of advertising she would like to focus on.

This transition service is written as to what the district will provide to the student, making it compliant.

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The last transition service example we are going to review is for independent living.

It states, the district will work with Annie on her math skills so she can create a budget for her to live independently.

Again, the transition service begins with what the district will provide to the student, making it compliant.

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Here are a few tips for transition services

- "Will provide the opportunity" does not provide a clear description of what the district/staff will provide to the student.
- "Will assist" and "will help" are compliant.
- Attending a career fair or touring a CTC are noncompliant since any student can complete those.
- Services need to be specific to the Goal and to the student's unique needs.

Consider the individual student's transition service needs to see if the number of sessions allotted will allow the student to progress towards meeting the goal.

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Question #5 asks the question: do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s).
For compliance purposes, either Ohio learning standards or Ohio learning standards extended needs be listed.

Other courses can be added to this section if the district decides to be more specific.

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Here are some examples of noncompliant courses of study.

- Ohio Common Core Standards
- General Education Courses
- District Adopted Curriculum
- Ohio Core Content Learning Standards

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Question # 6 asks the question: is or are there goal(s) related to the student's transition service's needs? Locate the section titled Number of annual goals related to the transition needs, there needs to be a goal or goals referenced for compliance.

If that section is left blank, then it is noncompliant.

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Question #7 asks the question: is there evidence that the student was invited to the IEP team meeting where transition services were discussed?

For compliance purposes, the student must be invited to the IEP meeting when transition services are being discussed and included in the current IEP. If the student is checked off on the PR-02, parent invitation, it is compliant. If the student was not checked off on the PR-02 but did sign the IEP, then you have evidence the student was invited to the IEP meeting making it compliant.

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Question 8, the final question on the indicator 13 checklist asks the question: 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?

For compliance purposes

- Look again at the PR-02, parent invitation, locate the "Other" box under the heading of "Other Persons Who Have Been Invited to Attend This Meeting."
- If that box is checked and there is a person's name and/or title of a participating agency provided, then question number 8 is compliant.
- Here are some examples of "others" who might be invited to attends an IEP meeting when transition is being discussed.
 - A Staff member from Vocational Education Program
 - Someone from Integrated employment
 - Someone from Continuing and adult education.

If "other" is not checked, Not Applicable would be your response to question 8.

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Thank You for completing this module. Please see Module 4 for reviewing an IEP.

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