

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

Training Manual

***Michigan Department of Education
Office of Special 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 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.

Purpose of this Training Manual

The intent of this document is to provide content for training ISD transition coordinators, ISD monitors, staff, and administrators for the State Performance Plan (SPP) Indicator B-13: Secondary Transition data collection. For this training, each person will need a copy of:

- The Compliance Checklist for Secondary Transition – SPP B-13;
- This manual, *State Performance Plan Indicator B-13: Secondary Transition, Training Manual*; and
- Sample Individualized Education Programs (IEPs) from their district/intermediate school district (ISD) (carefully remove all identifying information).

Training Tips

Follow these steps to learn/teach how to use the checklist to assure a high rate of reliability:

- Read all materials carefully.
- Determine the appropriate method of training for your local educational agency (LEA), ISD, or other groups, such as:
 - Group presentation with practice
 - Individual work with practice
- Read or present slides with information provided in this manual. Data collection questions can be addressed to John Robertson at 517-335-0454 or robertsonj@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 monitors
- Special education teachers
- Transition specialists at LEA
- Local special education directors/designees
- Least restrictive environment (LRE) coordinators

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. Is (are) the annual IEP goal(s) related to the student's transition services needs?
10. Is there documentation that the student's needs, taking into account their strength, preferences and interests were considered?

The premise of this data collection is that providing coordinated, measurable, annual IEP goals and transition services will prepare the student for a positive postsecondary outcome.

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

- Response must be **yes** for compliance

For 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)

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.

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

- Response must be **yes** or N/A for compliance

For compliance:

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

- 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 meeting.

If N/A,

- Documentation that the LEA decided that an outside agency was not likely to provide or pay for services at this time.

Noncompliance:

- No documentation that, if an agency likely to pay or provide transition services was invited to the IEP, 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.

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

- Response must be **yes** or N/A for compliance

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 request for consent.
- Documentation that the LEA decided that an outside agency was not likely to provide or pay for services at this time.

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.

Item 4. 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

- Response must be **yes** in all areas except independent living.

For compliance:

To meet IDEA requirements:

- There are postsecondary goals in training, education, employment and where appropriate, independent living that are based on age appropriate transition assessment results.

Noncompliance:

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

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

- Response must be **yes** in all areas except independent living.

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 high school?
 - If postsecondary training and education goals are combined into one goal, mark yes for each.

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.

Item 6. Are the postsecondary goals updated annually?

Response Option:

Yes No

- Response must be **yes** for compliance

For compliance

To meet IDEA requirements:

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

Noncompliance

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

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

- Response must be **yes** for compliance

For 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 skill, 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.

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

- Response must be **yes** for compliance

For 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.

Noncompliance

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

Item 9. Is (are) the annual IEP goal(s) related to the student's transition service needs?

Response Option:

Yes No

- Response must be **yes** for compliance

For compliance

To meet IDEA requirements:

- Documentation that at least one annual IEP goal supports the student's transition services needs listed in the IEP.

Noncompliance:

- No documentation of an annual goal in the IEP related to the student's transition services needs.
- No annual goals.

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

Response Option:

Yes No

- Response must be **yes** for compliance with IDEA requirements.

For 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.

Noncompliance:

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