

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

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Michigan Department of Education
Office of Special Education

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

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

With the reauthorization of the Individuals with Disabilities Act, 2004, the United States Department of Education, Office of Special Education Programs (USDOE/OSEP) revised its annual special education reporting process for all States. As a result, each State is required to develop a six-year performance plan that evaluates the State's efforts to implement the requirements and purposes of the Individuals with Disabilities Education Act of 2004 (IDEA 2004) and describes how the State will improve its implementation. This plan is referred to as the State Performance Plan (SPP).

In alignment with the IDEA, the USDOE/OSEP identifies 17 indicators within the SPP, two of which are directly linked to secondary transition (indicators B-13 and B-14). Each state must develop a process to collect data relative to all 17 indicators for the purposes of compliance and improvement activities.

The data collection activities specific to B-13 and B-14 indicators in the SPP relate directly to the provision of coordinated transition services and activities designed to prepare students for positive postsecondary outcomes and to enable students with disabilities to lead productive and independent adult lives.

The IDEA also requires each State to report annually on its performance under the SPP. Specifically, the State must report in its Annual Performance Report (APR), the progress it has made in meeting the measurable and rigorous targets established in its SPP.

SPP Indicator B-13 addresses 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 Manual

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

- Questions on how to complete the checklist can be addressed to Shawan Dortch at 517-335-0465 or dortchs@michigan.gov or Janet Timbs at 517-241-6299 or timbsj@michigan.gov.
- Data collection questions can be addressed to Jerry Cullum at 517-241-0786 or cullumj@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:

- The ISD
- Special education teachers
- Transition coordinator contact at the member district
- Special education directors/designees

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

Indicator B-13

Data is collected to facilitate the quality improvement process needed to ensure compliance with SPP Indicator B-13. There are ten questions 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 services needs?
10. Is there documentation that the student's needs, taking into account their strength, preferences, and interests, were considered?

Instructions for Completing the Indicator B-13 Checklist

Item 1: Student Invitation

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

Response Options: Yes No

Yes (Compliant – meets IDEA requirements):

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

No (Not compliant – does not meet IDEA requirements):

- No documentation that the student was invited to the IEP Team meeting.

Requirements and Best Practices for Student Invitation

Required	Best Practice
<p>Students of transition age must be invited to attend their IEP Team meeting where transition services will be discussed.</p> <p>Document the student invitation on the District's Invitation form.</p> <p>Document or log of the date of a verbal invitation.</p>	<p>Students are informed of terminology, roles of the IEP team and procedures prior to attending and participating in the IEP Team meeting, so they know what to expect.</p> <p>Students attend their IEP team meeting and actively participate in the discussions and decisions beginning no later than junior high/middle school.</p> <p>Invite vs. Inform: "Invite" suggests active participation, preparation and occurs with sufficient notice ahead of the IEP team meeting. If a student is invited the day before or the day of the IEP with not enough time for preparing the student, this would suggest that the student is being "informed" of a meeting vs. being invited. (Ed O'Leary, NDDPI, #1 of 8 transition videos).</p>

Additional Comments

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.

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 may continue if steps have been taken to obtain information from the student regarding plans after high school, e.g., documented interview, student's statement of plans, or their transition assessment.

Item 2: Prior Consent to Invite an Agency

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

Response Options: Yes No N/A

Yes (Compliant – meets IDEA requirements):

- 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.

N/A (Compliant – meets IDEA requirements):

- Documentation that the member district decided 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.

No (Not compliant – does not meet IDEA requirements):

- No documentation that, if an agency is likely to pay or provide transition services and 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 member district determined that there was no need to invite an outside agency.

Requirements and Best Practices for Consent to Invite an Agency

Required	Best Practice
<p>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.</p> <p>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 until the first IEP Team meeting at which transition services are discussed; whichever may come first.</p> <p>Date of consent must occur prior to the date of the invitation.</p>	<p>For any outside agency that is likely to provide or pay for any transition services for the current and next IEP year the adult agency personnel are invited.</p> <p>The consent form should explain to the parent, or student who has reached the age of majority, with some specificity, why the outside agency is being invited – beyond “discussing transition services”. (e.g., to discuss employment and career readiness, post-secondary education options, etc.).</p> <p>The IEP team understands the services the participating agencies may provide and has determined this is a possible match for the identified transition needs of the student. This is clearly explained to the parent(s) and the student.</p>

Item 3: Participating Agency Invitation

Question: 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 Options: Yes No N/A

Yes (Compliant – meets IDEA requirements):

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

N/A (Compliant – meets IDEA requirements):

- 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 member district decided that an outside agency was not likely to provide or pay for services.

No (Not compliant – does not meet IDEA requirements):

- 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.

Requirements and Best Practices for Participating Agency Invitation

Required	Best Practice
<p>The meeting invitation must indicate the time, purpose, and location of the meeting.</p> <p>Date of consent must occur prior to the date of the invitation.</p>	<p>Participating agency representative(s):</p> <ul style="list-style-type: none"> • are invited to a student’s IEP team meeting if it is likely to provide or pay for any transition services during the current and next IEP year. • attending the IEP team meeting, participates in the development of the needed transition services including the identification of the transition service activities for which they will provide and pay. <p>The invitation states the name(s) of the agency personnel invited to the IEP team meeting.</p>

Items 4a-d: Postsecondary Goals based on Assessment

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

Goal Area	Response Options
a. Training	<input type="checkbox"/> Yes <input type="checkbox"/> No
b. Education	<input type="checkbox"/> Yes <input type="checkbox"/> No
c. Employment	<input type="checkbox"/> Yes <input type="checkbox"/> No
d. Independent Living Skills, where appropriate.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

Yes (Compliant – meets IDEA requirements):

- Transition assessment(s) data source was named.

N/A (Compliant – meets IDEA requirements):

- Independent Living Skills were not applicable.

No (Not compliant - does not meet IDEA requirements):

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

Requirements and Best Practices for Postsecondary Goals Based on Assessment

Required	Best Practice
<p>Transition assessment(s) must be completed prior to the first IEP meeting where transition services will be discussed.</p>	<p>Transition assessment is an on-going process which includes a variety of sources and instruments.</p> <p>All assessments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> are available for review (either in the record/file or at the school). <input type="checkbox"/> results demonstrate a clear connection to measurable post-secondary goals, transition services, course of study, and annual goals. <input type="checkbox"/> results are documented in the Present Level of Academic Achievement and Functional Performance (PLAAFP) in the IEP along with the name of the assessment used and the date the assessment was given or reviewed.

Additional Comments

A student or parent interview alone is not sufficient.

Parent consent, or consent of the student who has reached the age of majority, must be obtained prior to administering transition assessments. Please refer to the MDE OSE memo dated 8/23/2018.

Items 5a-d: Appropriate Measurable Postsecondary Goals

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

Goal Area	Response Options
a. Training	<input type="checkbox"/> Yes <input type="checkbox"/> No
b. Education	<input type="checkbox"/> Yes <input type="checkbox"/> No
c. Employment	<input type="checkbox"/> Yes <input type="checkbox"/> No
d. Independent Living Skills, where appropriate.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

Yes (Compliant – meets IDEA requirements):

- There are documented measurable postsecondary goals in the areas of training, education, employment and where appropriate independent living skills that will be achieved after completing high school or secondary program.
- If postsecondary training and education goals are combined into one goal, mark yes for each.

N/A: (Compliant – meets IDEA requirements if not applicable):

- Independent Living Skills were not applicable.

No (Noncompliance – Does not meet IDEA Requirements):

- 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 skills.

Requirements and Best Practices for Appropriate Measurable Postsecondary Goals

Required	Best Practice
The postsecondary goal must be written in terms of what will occur after the student completes high school or secondary program.	There is a transition service or activity identified for each postsecondary goal.

Additional Comments

There is no requirement to measure the progress or acquisition of the postsecondary goals once a student has graduated or completes school.

Measurable means that the goal can be counted or measured. Some **possible** verbs that meet this requirement are "will" or "is going to".

Item 6: Postsecondary Goals Annual Update

Question: Are the postsecondary goals updated annually?

Response Options: Yes No

Yes (Compliant – meets IDEA requirements):

- Documentation that the postsecondary goals for education, training, employment and, where appropriate independent living skills were reviewed and updated annually.
- The student’s IEP is current and indicates that the student’s preferences and interests have changed or remained the same since the last IEP.

No (Not compliant- does not meet IDEA requirements):

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

Requirements and Best Practices for Postsecondary Goals Annual Update

Required	Best Practice
<p>Postsecondary goals must be updated annually.</p> <p>The IEP must be current.</p> <p>The postsecondary goals must address education/training and employment after high school.</p> <p>A postsecondary goal for independent living is optional, if the IEP team determines it is appropriate in meeting the needs of the student.</p>	<p>If the previous year’s postsecondary goals have not changed, a statement that postsecondary goals continue to be current and appropriate must be included.</p> <p>Although not required, a goal for independent living skills should be considered for all students.</p>

Item 7: Transition Services

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

Response Options: Yes No

To meet IDEA requirements, the following must be provided:

Yes (Compliant – meets 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, and provision of a functional vocational evaluation that will enable the student to meet his or her postsecondary goals.

No (Not compliant - does not meet IDEA requirements):

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

Transition services may include:

- **Instruction:** Teaching specific skills in both formal and informal educational settings and in the community.
- **Related Services:** Supports needed for students to access more integrated work, education, and living environments. Related services, within the context of transition services, is to help students (and families) determine if related services are needed beyond high school, help identify who or what agency might provide those services, help identify how the student (parent) can access those services and make the connections to needed services prior to the student leaving school.
- **Community Experience:** Includes participation in community work experiences, recreation/leisure activities, residential and community engagement activities, volunteering and training in accessing community settings, or joining a team/club/organization.
- **Development of Employment:** Includes job seeking skills, career exploration, skill training and actual employment opportunities. Volunteer work also provides important skills and experiences that could lead to integrated employment.

- **Other Post-School Adult-Living Objectives:** Includes those services that support activities such as access to employment support agencies, establishing a bank account, registering to vote, filing taxes, renting a home, accessing medical services, filing for insurance, or accessing adult services, college information, or Social Security Income (SSI).
- **Acquisition of Daily Living Skills (when appropriate):** Creating opportunities at school and in the community to learn skills to live independently or with support(s). These skills may 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:** An in-depth look at the career and vocational interests and skills of a student with disabilities within the context of authentic work experiences. This includes situational assessments or community-based assessments in the setting where the actual skills and/or job are performed. The evaluation provides specific data regarding general work behaviors across a variety of job sites.

Requirements and Best Practices for Transition Services

Required	Best Practice
<p>Transition services are individualized based identified areas of need.</p> <p>Transition services are a coordinated set of activities that will occur during the current IEP year, as well as long-range.</p> <p>Each transition area listed above must be “considered” when planning the transition services. However, there is no requirement to “write” an activity for each area.</p> <p>The transition services (and annual goals) must be related to and in support of the student’s measurable postsecondary goal so that the student is actively working towards the attainment of his/her postsecondary goal.</p>	<p>Transition services is the “action plan” or “steps” that help the student reach his or her postsecondary goals.</p> <p>When developing transition services, consider the need for intentional instruction in a variety of areas, such as social skills and networking supports.</p>

Item 8: Courses of Study

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

Response Options: Yes No

Yes (Compliant – meets 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.

No (Not compliant - does not meet IDEA requirements):

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

Requirements and Best Practices for Courses of Study

Required	Best Practice
<p>The IEP must address the courses the student needs to take to reach his or her post-school goals.</p> <p>The course of study is a multi-year description of coursework from the student's current year to their anticipated exit year.</p> <p>Courses of study outline the academic requirements the student needs to complete in order to accomplish his or her postsecondary goals.</p> <p>Courses of study must align with the student's postsecondary goals.</p> <p>The course of study is reviewed and updated annually.</p>	<p>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.</p> <p>Courses of study should:</p> <p>focus on all courses and educational experiences.</p> <p>List specific courses/electives that assist the student in being prepared upon graduation to achieve the postsecondary goals.</p> <p>Transition planning involves helping the student plan his or her courses of study (such as advanced placement or vocational education) so that the classes the student takes will lead to his or her post-school goals.</p>

Item 9: Annual IEP Goals

Question: Are there annual IEP goals related to the student's transition services needs?

Response Options: Yes No

Yes (Compliant - meets 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.

No (Not compliant- does not meet IDEA requirements):

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

Requirements and Best Practices for Annual IEP Goals

Required	Best Practice
<p>An annual goal must identify:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a skill or behavior to be achieved. <input type="checkbox"/> current levels of skill. <input type="checkbox"/> a target for achievement. <input type="checkbox"/> a method of measurement. <p>At least one annual goal must support the student's transition services needs.</p> <p>The above information can be found in the goal itself or in other areas throughout the IEP.</p>	<p>Formula for writing an annual goal: current level(s) + skill + target+ method of measurement.</p> <p>Each of the transition services need has a corresponding annual goal that supports the student's movement to meeting his or her postsecondary goals.</p> <p>Students should assist with developing and measuring progress toward their annual goals.</p>

Additional Comments

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 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 and solve the problem, increasing his accuracy from 65% to 80% as measured by class work and tests by June 7, 2019.

Item 10: Documentation of the Student's Needs

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

Response Options: Yes No

Yes (Compliant - meets 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.

No (Not compliant - does not meet IDEA requirements):

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

Requirements and Best Practices for Documentation of the Student's Needs

Required	Best Practice
Any documentation in the student's IEP that addresses the student's strengths, preferences and interests. This includes formal and informal tests, interest inventories, or written documents containing a discussion/interview with the student.	<p>The student is actively involved in the development of his or her IEP and transition plan.</p> <p>The student conducts the IEP team meeting and is able to identify his or her strengths, preferences and interests.</p>