

# Indicator 13

# Compliance Tips

Secondary Transition Services  
Colorado Department of Education  
Exceptional Student Services Unit

**Colorado Department of Education  
Secondary Transition Services  
Indicator 13 Compliance Tips**

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### ***What is Indicator 13?***

The Individuals with Disabilities Education Act (IDEA) was reauthorized on December 3, 2004, and its provisions became effective on July 1, 2005. In conjunction with the reauthorization, the U. S. Department of Education, through the Office of Special Education Programs (OSEP), required states to develop six-year State Performance Plans (SPP) around 20 indicators, on which data will be submitted annually in Annual Performance Reports (APR). The CDE collects data for Indicator 13 (transition plan requirements) through the use of a sampling plan. The sampling plan expired at the conclusion of FFY 2010. The CDE will continue to sample AUs by repeating the first two years of the approved sampling plan in 2012 and 2013.

### ***Current Measurement Language for Indicator 13***

“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.” (20 U.S.C. 1416(a)(3)(B)). **There is an exception to this age requirement in Colorado.** ECEA Rules 4.03(6)(d)(i) states that a transition plan is required, “beginning with the first IEP developed when the child is age 15, but no later than the end of 9<sup>th</sup> grade, or earlier if deemed appropriate by the IEP Team, and updated annually.”

### ***Who is the intended audience for the Compliance Tips?***

The *Compliance Tips* are designed to be used primarily by those who actually write IEPs for transition aged students.

### ***How are the Compliance Tips organized?***

The *Compliance Tips* follow the National Secondary Transition Technical Assistance Center’s (NSTTAC) *Indicator 13 Checklist*, which is available on their website:

<http://www.nsttac.org/>

The *Tips* are organized so they can readily be printed/copied front to back. The front section for questions 1, 2, 3, 4, 5, 6, and 8 lists bulleted “Key Points” that highlight guidance for practitioners to assure compliance and lead toward writing meaningful transition plans for students with disabilities that will increase the odds for positive postsecondary outcomes. The examples model compliance and lead to best practice. Question 7 simply defines compliance requirements.

### ***How does this version of the Compliance Tips differ from previous ones?***

**Question 2 has been updated to reflect NSTTAC’s guidance.** Some of the key points and examples have been updated to more clearly highlight and model compliance expectations.

The contents of this handout were developed under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

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## QUESTION 1

### Are there appropriate measurable postsecondary goals that cover education or training, employment, and, as needed, independent living?

#### KEY POINTS:

- Postsecondary Goals (PSG) are required in the areas of education/training and career/employment. The decision as to whether or not to include a PSG in the area of independent living skills rests with the IEP Staffing Team (check with your Director for district/BOCES policy) and should be based on transition assessment. If no goal is needed for independent living skills, it is best practice to indicate, “Based on assessment data, no goal is needed.”
- The PSG must focus on what the student will do after exiting the public school system. A Transition Program for 18-21 year old students is part of the public education continuum and still provides a free, appropriate public education (FAPE) to students with disabilities. For those students, the PSG must address what will occur after the student completes that program.
- Use the word “**will**” when describing the PSG. “Wants,” “wishes,” “hopes to,” and other similar words are not measurable and will not meet compliance.
- The PSG must be an actual outcome and *not* an activity or process. “Will Seek,” “will pursue,” “will continue,” “will learn,” and “will apply” are processes, not outcomes. “Applying” to a college or “seeking” employment is therefore **not** considered a measurable postsecondary outcome and will not meet compliance.
- Best practice is to use active rather than passive voice; e.g., “The student will participate in on the job training,” rather than, “Will receive on the job training.”
- The use of one word such as “military,” “nurse,” or “college,” is not a measurable PSG. The outcome must be stated as an end result; “The student **will** enlist in the Army.”
- The PSG should succinctly state what the student will do and be based on findings from transition assessment conducted with the student.
- **On very rare occasions**, the IEP team, after carefully considering the severity of the student’s condition and his/her unique needs, may determine that a postsecondary goal in education/training and/or career/employment would be inappropriate. In such a case, it would be acceptable to state, “Due to the significant support needs of this student, the student will not be employed and/or attend postsecondary training.” In this rare instance, the student must have an independent living skills PSG, and the IEP would strongly focus on independent living skills based on the student’s unique and individual needs.
- PSGs in education/training, career/employment, and if appropriate, independent living, must have corresponding annual goals and transition services.

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## QUESTION 1

Are there appropriate measurable postsecondary goals that cover education or training, employment, and, as needed, independent living?

EXAMPLES
<b>PSG EDUCATION/TRAINING (required)</b>
After graduation, Henry <b>will attend</b> Bel-Rea Institute of Animal Technology in Denver to become a Vet Tech.
After high school, Jackie <b>will participate in</b> on the job training at Wellington Animal Clinic.
Following exit from the district's 18-21 year old program, Maria <b>will complete</b> vocational training at the Denver Culinary Institute.
Following high school, Troy <b>will attend</b> a four year college for business management.
Damian <b>will attend</b> a community based employment program after he ages out of school.
<b>PSG CAREER/EMPLOYMENT (required)</b>
Carl <b>will work</b> as a manager of a McDonalds.
Because of the significance of Max's support needs, the IEP team has determined that he <b>will not</b> be employed after aging out of district services.
Following graduation, Ashley <b>will have</b> volunteer positions in the community with support of the local community center board, but not paid employment.
While attending a two-year college I <b>will work</b> part-time at PetSmart. After graduating from a two-year college with my associate's degree, I will work full-time as a vet tech.
Following high school, Paul <b>will work</b> at the local hospital with a job coach.
<b>PSG INDEPENDENT LIVING SKILLS (when appropriate)</b>
After graduation, Bill <b>will live</b> at home and participate to the maximum extent possible in his daily routines (e.g., feeding, dressing, bathing, etc.).
After completion of the 18-21 year old program, Jackie <b>will prepare</b> for each day by dressing and feeding herself with assistance.
Barry <b>will live independently</b> in his own home, direct his own supports, schedule medical and work appointments, pay his own bills, acquire various types of insurance, and access services in his community.
Following Devon's aging out of the school system, <b>he will live semi-independently</b> with a roommate in an assisted living environment and utilize public transportation to access his community.
N/A- Based on TPI assessment data, June has the skills to live independently.

## QUESTION 2

### Are the postsecondary goals updated annually?

*An IEP that is compliant in the area of annually updating measurable postsecondary goals will meet the following criteria:*

#### KEY POINTS:

- The postsecondary goals for education/training, career/employment, and as needed, independent living skills, are documented in the student's current IEP.
- The postsecondary goal is clearly stated and updated in the Present Level of Academic and Functional Performance (PLAAFP) of the IEP document.
- The PLAAFP statements should have some connection to the student's identified postsecondary goal(s).
- Transition assessment is meant to be a continuous process which should inform the identification of, development of, fine-tuning of postsecondary goals each year.
  - **Example:** The statement of Present Level of Academic and Functional Performance (PLAAFP) indicates that the student's postsecondary goals were considered and reviewed, then updated, if appropriate, based on transition assessment information used to develop the IEP.
  - **Non-example:** Measurable postsecondary goals were evident but current PLAAFP only indicates "student passed all classes" or only lists grades received and does not address the PSGs. In addition, the transition assessment data documented in the IEP are two and three years old.

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## QUESTION 2

### Are the postsecondary goals updated annually?

*An IEP that is compliant in the area of annually updating measurable postsecondary goals will meet the following criteria:*

EXAMPLES
<p>Based on the assessment analysis, Lissette’s postsecondary goals for attending the community college and working in the child care field are attainable. She has achieved her annual goals this past year and is on track to meet her graduation requirements. In addition, Lissette has indicated these identified PSGs continue to be her focus for post school plans.</p>
<p>Based on the academic and career assessments, it is evident that Tyler’s career choice is attainable and realistic. Tyler will need to continue to build his reading and writing skills and learn to use assistive technology to support written expression. These skills will enable him to experience success in college classes and later as a construction operations manager.</p>
<p>Results of the most recent assessment data indicate Paul’s health and behavioral needs have increased which has affected his academic and functional performance in the school and community settings. Due to these behavioral and health related needs, Paul’s skill gaps have increased and attainment of the supported employment postsecondary goal of working as a custodian assistant is uncertain. Further assessment will be conducted to determine health and behavior in relation to future work environments. At this time, Paul’s PSG for career/employment will be updated to state “Due to health and behavioral needs, at this time the team has determined Paul will not work.”</p>
<p>The most recent T-CAP results combined with the district assessment data as well as curriculum-based measures indicate David, a junior has a four year gap in his math skills. David has identified attending the School of Mines to study engineering as his education and training PSG. Transition services and annual goals will address the skill development needed to narrow the gap in math. Related careers in the field of engineering will be explored so David will have other options to consider if his gaps are not closed prior to high school graduation. David’s PSG for education/training and career will be revised to state, “Will attend a college to study engineering” and “Will work in the field of engineering.”</p>

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### QUESTION 3

#### **Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessment?**

The Division on Career Development and Transition (DCDT) of the Council for Exceptional Children defines transition assessment as an “...ongoing process of collecting data on the individual’s needs, preferences, and interests as they relate to the demand of current and future working, educational, living, and personal and social environments. Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the Individualized Education Plan,” (Sitlington, Neubert, Leconte, 1997). Age-appropriate means a student’s chronological age, rather than developmental age.

#### KEY POINTS:

- Transition assessment should tell a rich student “story” that leads to the development of measurable postsecondary goals, course of study, transition services, annual goals, agency linkages, and the Summary of Performance (SOP). It is to be the foundation of the entire IEP. An analysis of transition assessment data could identify potential gaps between a student’s current skill level and the skill/knowledge required to attain the PSGs.
- The IEP must always (each year) be based on newly administered or reviewed age appropriate transition assessment.
- The student’s strengths, interests, and preferences must be considered. For some students, this information may be obtained through an interview, situational assessment and/or observation. It is not sufficient to interview only the parent(s).
- As with all assessment, transition assessment documentation should include the name of the assessment, the date of the administration/interpretation, who administered/interpreted it, including credentials and a summary of the findings.
- Transition assessment could include academic achievement, aptitude, behavior, skills, and personality evaluations, as well as interest and preference inventories. Transition assessment can include a review of existing assessments, including state, district and/or school wide assessment and documented classroom progress data as well as assessment completed by related service providers. Review those assessments through a “*transition lens*” to answer the questions “so what does this mean?” and “now what are the next steps?”
- Transition assessment should be comprehensive and more than a single “snapshot.” Questions that should be answered through the assessment process include: Where is the student presently? Where is the student going? How will the student get there?
- Transition assessment data can be gathered through a combination of methods, including computer or web-based assessments; paper and pencil tests; structured student and family interviews; observational school, community or work-based assessments (situational or environmental); and curriculum-based assessments. They can be formal or informal.
- Access additional assessment information and resources through the Counseling Office or Career Center in your district, the local Workforce Center or DVR. With parent permission and assistance, you may be able to access information about the student’s participation in outside activities such as 4-H, Scouts, church, or volunteer activities.
- When the assessment is specific and individualized to a student AND impacts a student’s eligibility for special education and related services or changes those services, it is an evaluation under IDEA and requires written parental consent.

## QUESTION 3

**Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessment?**

EXAMPLES
<p>11/02/12, <i>Independent Living Skills Postsecondary Goal Worksheet</i>, informal interview, and review of 09/06/12 <i>BASC</i> results, by case manager. Chris identified he would like to work as a chef. He has helped on jobs involving cooking with his uncle, has his driving permit, has taken a foods class, and regularly does chores at home. He prefers on the job training over a culinary arts program. He struggles to work collaboratively with peers. Chris, under the direction of the case manager, researched various careers in food services on <i>O*NET</i> to determine how to directly enter that field after high school. He determined food prep would be a good starting point and learned that establishing and maintaining strong interpersonal relationships is an important requirement for this job.</p>
<ul style="list-style-type: none"> <li>• <i>Transition Planning Inventory</i> (TPI), Case Manager, updated 4/11/12</li> <li>• <i>The Life Skills/Career/Transitional Planning Check Sheet</i>, Transition Class Teacher, 1/16/13</li> <li>• Informal interview, Joe Smith, 1/10/13</li> <li>• Review of <i>Accuplacer</i>, Dan Dunn, 2/1/13</li> </ul> <p>Assessments indicate that Erin, a junior, has adequate and age appropriate independent living, career awareness, and community skills. She is interested in a job where she can work with her hands and with tools. She likes working by herself and building things. Cars are her primary interest. She plans to attend a community college for auto tech. She took the <i>Accuplacer</i> 01/22/13; currently, her skills are not at the college readiness level and would require remedial classes. Reading score was 57, college level range 78-120; English 74, college level range 86-120; and arithmetic 65, college level range 71-120. Erin does have three semesters to continue to improve her basic skills and will re-take the <i>Accuplacer</i> as part of the college application process.</p>
<p>During an interview with the case manager 9/8/12, Alicia, a junior, stated that she wants to attend Colorado State University to eventually become a veterinarian. 10<sup>th</sup> grade <i>TCAP</i> scores were reviewed with Alicia at that time. [Math 482 (unsatisfactory range 370-561), Reading 612 (partially proficient range 607-662), and Writing 561 (partially proficient range of 459-577)]. Alicia and her case manager reviewed the CSU admission requirements on the <i>College in Colorado</i> website and discussed the gap between those requirements and her current skill level. They also used <i>O*NET</i> to explore other careers in the animal care field. Attendance records indicate that spring semester of her sophomore year, she was late to her first period math class 2-3 times per week.</p>
<p>Michael completed the <i>Casey Life Skills Inventory</i> 2/9/13 to assess his independent living skills. His life skills teacher completed three <i>situational assessments</i> with Michael in January, 2013, one each in the classroom, cafeteria, and community during transit training. These assessments indicate that he can follow multiple step directions, demonstrate safety awareness, and maintain eye contact during interactions with others. He has needs in following directions without prompts, recognizing boundaries, and independently asking for assistance. His life skills teacher has also observed that he typically chooses to work with peers rather than alone.</p>

## QUESTION 4

**Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?**

## KEY POINTS:

- Transition services are a “coordinated set of activities” leading toward the measurable postsecondary goals. Transition services are not annual goals; they are the activities/strategies/steps/actions that the **community of adults**, including special/general education teachers, related service providers, counselors, school club advisors, outside agencies, parents, community members, etc., provides to help the student achieve his/her postsecondary goals.
- Do not confuse the *Transition Services* described in Section 8 with the *Special Education and Related Services* identified in the service delivery grid. The grid identifies **ONLY** the services that will be provided by a special educator or related services provider. Transition services are much broader.
- Related services (defined in ECEA 2.37) include physical and occupational therapy, psychological services, etc. and must be linked to the PSGs. This linkage must be documented in the IEP in either *Transition Services* (preferred), the *Service Delivery Statement*, or in a directly linked annual goal.
- Transition services must be stated as, “The \_\_\_\_\_ (e.g., special education teacher, case manager, OT, reading teacher, counselor, parents, etc.) will provide...” and not stated as what the student needs or what the student will do. Identify service providers by title, not name. Avoid the generic “staff” or “team” will provide....
- Transition services must be **specific and individualized** for the student. What are the unique needs for this student with disabilities that must be addressed to help him/her reach the PSGs? They should not include what every other student is also receiving (e.g., access the Career Counseling Center, receive accommodations and/or modifications). “Support” is too general to be a compliant transition service. The “support” must be more clearly defined (e.g., support in life skills to include direct instruction in cooking, making purchases, and completing household chores). “Encouragement” does not qualify as a transition service.
- One way to help determine appropriate transition services is to read the annual goals. Who will provide what specific service(s) to help the student master the annual goal(s) within one year? (Keep in mind that not all of the activities described under *Transition Services* will have a corresponding annual goal/objective.)
- A school may provide the active facilitation of linkages and referral to an adult agency; however, it may not commit another agency to providing services without the involvement and approval of that agency.

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## QUESTION 4

Are there **transition services** in the IEP that will reasonably enable the student to meet his or her postsecondary goals?

EXAMPLES
<b>TRANSITION SERVICE: INSTRUCTION (EDUCATION/TRAINING)</b>
<b>The case manager will</b> assist Brian in researching the eligibility requirements and services provided by the college disability access center. <b>Brian's parents will</b> take him to tour the college, including the access center. <b>The special education teacher will</b> provide instruction and modeling in how to advocate for his learning needs in college courses.
<b>The general education teacher will</b> provide direct instruction in reading comprehension and written expression to Marty. <b>The special education teacher will</b> provide sample Accuplacer questions in order to help him successfully score above 70 in arithmetic and above 77 in reading comprehension, the scores needed to enter the auto body program without remediation. <b>The case manager will</b> provide Marty with support in organization to include daily planner checks and creation of a filing system to track work assignments and completion.
<b>TRANSITION SERVICE: RELATED SERVICES</b>
<b>The occupational therapist will</b> provide modeling and direct instruction in self-help activities, to include teeth and hair brushing and self-feeding, to help facilitate semi-independent living.
<b>The school psychologist, as part of the weekly anger management group, will</b> provide the student with opportunities to learn and practice conflict resolution, coping strategies for managing frustration and stress, and impulsivity control, to support the student to be successful in the college classroom and the workplace.
<b>TRANSITION SERVICE: COMMUNITY EXPERIENCES</b>
<b>The case manager will</b> provide Emily with practice in learning how to locate transportation resources and learn transportation routes to and from an automotive training school. <b>The transition specialist will</b> provide Emily with job shadow experiences in the community.
<b>The transition specialist will</b> provide instruction and modeling in community access skills to include grocery shopping, public transit skills training, and using the community recreation center.
<b>TRANSITION SERVICE: EMPLOYMENT/ADULT LIVING</b>
<b>The consumer math teacher will</b> provide direct instruction in real world application of practical math skills, including creating a budget, understanding taxes, balancing a checking account, and determining interest charges on credit cards in order to live independently in the community.
<b>The special education teacher will</b> provide Chris with activities to explore training options as a veterinary technician. Chris has been found eligible for DVR/SWAP services. <b>The SWAP staff will</b> work with Chris to further explore jobs working with animals, provide assistance with applications and resumes, and practice interviewing skills.
<b>TRANSITION SERVICE: DAILY LIVING</b>
<b>The Family Studies class teacher will</b> provide instruction in budgeting and health and safety issues in the home and community. <b>The family will</b> work with the special education teacher to create a system in the home where Cecile practices budgeting for specific household needs, cooking meals, using safety precautions, and being aware of strangers.
<b>The special education teacher will</b> provide modeling and/or direct instruction in following a hygiene routine (brushing teeth, hair, washing hands, etc.) and table manners (using utensils, a napkin, etc) to learn the skills to live in an assisted living environment.

## QUESTION 5

**Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?**

## KEY POINTS:

- A course of study that meets compliance must include a **multi-year description** of coursework from the student’s current to anticipated exit year, be **specific and individualized** to the student taking into account the student’s preferences and interests, and **link to the postsecondary goals**.
- A course of study that exemplifies best practice should, in addition to being **multiyear, specific and individualized**, and **linked to the PSGs**, stand up to the “Stranger Test” – is this clear and transferable to another school; e.g., can another school build a **class schedule** based solely on this information?
- The course of study describes the classes needed by this particular student to align with the identified postsecondary goals. The description may be an individualized list of courses and/or a narrative focusing on specific skills/knowledge to be learned in a class.
- It is acceptable to address where the student is in terms of meeting graduation requirements as long as the course of study also meets the requirements stated above. Simply stating “Will complete graduation requirements” or attaching a list of credit requirements will not meet compliance. If the district provides an **individualized** four year plan for each student, then that could be acceptable if it provides a clear description of course needs leading to identified postsecondary goals.
- The course of study could reflect skills rather than just course titles to be obtained through classes; e.g., “skills to develop a resume will be included in English III.”

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## QUESTION 5

**Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?**

## EXAMPLES

**During his Junior and Senior years**, Joseph will take courses required to meet graduation requirements and prepare for entrance into the Air Force. In addition to the math and science courses he will need for military skills, Joseph will take Microsoft Office and Tech Lab classes to learn about basic technology for technological and electronic skills needed in the military. Joseph will take Language Arts classes both years to develop reading and written communication skills for the military. In addition to this general education class, Joseph will continue in the resource class for study skill strategies and reading skill development. Joseph will take an additional PE class to prepare for the physical demands of the military. He will continue to meet weekly with the speech language pathologist for auditory memory skills.

**Sophomore through Senior years:**

In order for Harrison to be prepared to meet the entrance requirements for college credit at Bel-Rea Institute of Animal Technology, he will take courses in the following:

- Language arts, PE, algebra, geometry, biology, and chemistry.

In addition to the general education requirements for graduation, Harrison will receive instruction in the following:

- Elements of Reading II for basic reading skills and reading comprehension.
- Transition I and II for self determination skill development to learn to advocate for his academic needs and better understand his own learning strengths.
- ACE (Alternative Cooperative Education) program his senior year where he will have an opportunity to gain credit and experience within the veterinarian field by either volunteering or completing an unpaid work experience or internship.

In addition to the general education courses needed for graduation, as a **Senior**, Bonnie will take business II and a health class that will assist in preparing for her career goal of working in the health care field. She will also receive instruction in organizational strategies and frustration coping skills in the senior level transition class.

**Throughout his high school career**, Darren will receive instruction in a modified curriculum which will include life skills classes that focus on daily living, self-care, basic communication, and basic job readiness.

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## QUESTION 6

**Is (are) there annual IEP goal(s) related to the student's postsecondary goals/transition services needs?**

## KEY POINTS:

- Annual goals state what the student will do or learn within the next year that will move the student toward achieving his/her postsecondary goals (PSG) and link to the student's transition services. Be cautious that the goal does not inadvertently communicate a false reality; i.e., "In order to be successful in college, the student will read at a 4.0 GL."
- The linkage between the annual goals and the PSG/transition services must be direct, specific, and genuine. If someone were to pick up the IEP and go directly to the annual goals, he/she should be able to predict the PSG/transition services needs with a high degree of accuracy.
- It is not enough to simply state that a linkage exists, e.g., "In order to be an auto mechanic, the student must read and write for a variety of purposes." The linkage must be direct, specific, and genuine, e.g., "In order to be an auto mechanic, the student must be able to read automotive theory and skills manuals, which are written at an 8.0 GL."
- Adding the words "for life" or "for work" after a goal is not enough to demonstrate linkage. Writing an annual goal that genuinely links to the PSGs requires a thorough understanding of the skills, knowledge, and admission/job requirements for the specific PSG.
- Annual goals should link to an academic standard, but a standard is not, by itself, an annual goal.
- Academic goals most readily link to the PSG in education/training.
- Behavioral goals can readily link to any of the PSGs.
- Related service goals must link to the PSG and transition services.
- At least one annual goal must show direct, specific, and genuine linkage to *each* PSG. Best practice is that each and every annual goal directly, specifically, and genuinely links to the PSGs and is supported by a specific transition service.
- All annual goals/objectives should be SMART:
  - Strategic and Specific
  - Measurable (may be measurable by objectives)
  - Attainable (use Action words--you should be able to literally see what's happening)
  - Results Driven (Realistic and Relevant)
  - Time Bound

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## QUESTION 6

Is (are) there annual IEP goal(s) related to the student's PSGs/transition services needs?

EXAMPLES
<b>ANNUAL GOAL EDUCATION/TRAINING</b>
<b>In preparation for the academic demands of auto mechanics training in a community college</b> , Paul will improve his reading comprehension by answering literal and inferential questions after reading a non-fiction passage at the 8th grade level with 85% accuracy.
<b>In order to be successful at college level academics</b> , Hal will write using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling with 80% accuracy based on the district grade level rubric.
<b>In order to be successful in on the job training</b> , Frankie will practice self-advocacy skills by discussing his disability, learning characteristics, and needed accommodations with all his general education teachers, without prompting 100% of the time, based on teacher report.
<b>ANNUAL GOAL CAREER/EMPLOYMENT</b>
<b>In order to be successfully employed</b> after she graduates from high school, Gina will improve her ability to follow through with tasks, to be measured by the following objectives: <ul style="list-style-type: none"> <li>a. Use a planner to track projects and manage her work load 90% of the time</li> <li>b. Complete activities/projects assigned to her 95% of the time</li> </ul>
Kyle will improve his reading comprehension skills to an 8.0 grade level <b>in order to gain entry into and successfully complete a training program in welding.</b>
Susan will complete two step picture directions using a picture chart 95% of the time <b>in order to succeed in a community based employment program.</b>
<b>ANNUAL GOAL INDEPENDENT LIVING SKILLS</b>
Donell will improve his emotional regulation, coping, and problem solving skills <b>in order to be successful in dormitory living</b> , by demonstrating the following objectives: <ul style="list-style-type: none"> <li>a. Following classroom and school rules 95% of the time without a prompt and 100% with a prompt.</li> <li>b. Naming personal difficulties and 1-2 ways to appropriately cope with each of these difficulties 8 out of 10 times.</li> </ul>
<b>In order to independently communicate information about himself while in the community</b> , Juan will write his first and last name and phone number with 100% accuracy.
<b>In order to participate in a supported living setting</b> , Samantha will respond to questions and make choices using alternative communication methods. <ul style="list-style-type: none"> <li>a. When given a choice between two activities or objects, Samantha will indicate her preference using eye gaze 90% of the time as measured by progress monitoring.</li> </ul>



## QUESTION 7

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

*An IEP that is compliant in the area of student invitation will meet the following criteria:*

There is documented evidence in the IEP file that the student was invited to participate in his/her IEP meeting prior to the day of the meeting.

- Notice of Meeting addressed specifically to student (may be co-addressed with parents); or
- Copy of a separate invitation to the student; or
- Documentation of verbal invitation.

The inclusion of the student's name on the list of who will be invited on the parental Notice of Meeting does not constitute an invitation to the student.

A student's signature of attendance on the participants' page of the IEP will not meet this compliance requirement. There must be documentation of an invitation that specifically names the student and is dated prior to the date of the meeting.

*Please be advised that meeting federal requirements ensures compliance. Administrative Units may set their standards higher. Consult with your Director of Special Education for clarification about your local requirements.*

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## QUESTION 8

**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?**

### KEY POINTS:

- **You must have written consent from parents before you invite an agency representative to attend any IEP meeting. This written consent must be obtained each and every time you invite an outside agency.**
- An adult agency representative is only required to be invited to the IEP meeting when that agency is likely to provide and/or pay for transition services within the next year. Typically in CO, that's the local Community Center Board, DVR, or Mental Health. You may choose to invite agency representatives earlier in the planning process.
- **Exception:** If an agency (e.g., DYC, DHS) has a custodial role with the student, parental consent to invite the agency representative is not required.
- SWAP providers are district/BOCES employees so parental consent is not required for them to be invited to an IEP meeting. However, written parental consent is required to invite the DVR counselor or for the SWAP provider to share any information with the DVR counselor.
- Additional documentation is required only if the parental Notice of Meeting indicates that an outside agency was invited. Evidence that this area is compliant will be determined by reviewing the student's IEP file for both **WRITTEN PARENTAL CONSENT** and the **AGENCY INVITATION**. That is the only way to document that the parental consent was obtained prior to the agency invitation. Please note that there are no specific requirements as to what the agency invitation must include; it could be an email, documentation of a phone call, or a letter.
- Compliance requirements around parental consent do not apply to linkages. Actively facilitate linkages to appropriate agencies. Linkages could be an appropriate transition service. Linkages can be effectively facilitated outside of the IEP meeting. Work with your local agency partners to establish relationships and to develop strategies.
- If an adult service agency is not currently needed, a simple description reflecting why should be included as best practice.
- The State recommended IEP form has a specific prompt for agency linkages to record information regarding adult agencies.

*Please be advised that meeting federal requirements ensures compliance. Administrative Units may set their standards higher. Consult with your Director of Special Education for clarification about your local requirements.*

## QUESTION 8

**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?**

If an adult service agency is invited, that should be stated in the IEP. That agency must also be included on the parents' *Notice of Meeting*.

If outside agencies attend a meeting at the invitation of the parents, that should be documented somewhere on the IEP. For example, it could be noted on the *IEP Participants* section, "attended per parent invitation."

If an adult service agency is not invited to an IEP meeting, this would be explained in: *Post-Secondary Transition Plan* under *Agency* with one of the following statements:

- *Name of student* is not eligible for adult agency services at this time.
- *Name of student* has applied for CCB services and is on the wait list.
- *Name of student* and family have been informed of agency resources and potential benefits of eligibility, but they have declined to pursue services at this time.
- *Name of student* is too young for services from adult agencies at this time.
- *Name of student* and family have been provided contact information for *name of agency* and will have the opportunity to meet with them at the Agency Fair.

***An IEP that is compliant in the area of agency invitation will meet the following criteria:***

**Was an outside agency invited to the IEP meeting, as evidenced by indication on the *Notice of Meeting*?**

<b>YES</b>	<b>NO</b>
Is written parental consent to invite an agency in the file?	Nothing further is required.
Is there dated evidence the agency was invited?	
Is written parental consent dated <u>prior</u> to the agency invitation?	The IEP will be reviewed as N/A, which counts as meeting compliance in this area.
If YES to the questions above, the IEP meets compliance requirements in this area.	
If NO to any question above, the IEP does <u>not</u> meet compliance requirements. It will be reviewed as noncompliant.	