# INDICATOR 13 TRAINING SCRIPT

## SLIDE 1:

Thank you for attending this training. It is designed to provide you with some additional guidance as you review IEPS and respond to the eight questions that make up Indicator 13.

You already know that the purpose of the transition focused IEP is to assist the student and family with preparing for life after FAPE. Although there are no substantial changes to Indicator 13, there is one slight change to the wording of the indicator- they have added pre-employment transition services to the indicator wording, so I thought it would be a good idea to revise the training to include the additional wording. The format of our document and the addition of some prompts to guide you as you look for the elements in the IEP that will lead you to a response are the same. Let’s get started.

## SLIDE 2:

If you are also responsible for pulling IEPs to review, the document with directions is found on the Data Collection site. Actually, pretty much everything you need regarding the data collection is found at this web address on this slide.

## SLIDE 3:

You will see on this slide, the precise wording for I.13.

Most divisions will be reporting on a percentage of their students who have IEPs, are ages 16 through 21; and this is likely to include some students who are 22. You will identify the age appropriate assessment(s) that were used to identify the student’s strengths, preferences, and interests and guided the development of the student’s postsecondary goals. You will report on the postsecondary goals themselves. You will also identify the transition services your division has provided or will implement that are likely to assist the student in reaching their identified postsecondary goals. You will also review annual goals, both academic and functional, that relate to the student’s transition services needs, and are deemed likely to help the student reach stated postsecondary goals. In other words, you are looking at this transition focused IEP and you can see and identify elements of coordination among post school goals, annual goals, transition services, and course of study. The goals and services are based on assessment and the combination and coordination of all these elements will likely move the student closer to the stated post school goals.

You must see evidence that the student received meeting notice. You will also look to ensure sure that when an outside agency or organization is invited to an IEP meeting, by the school division; there is evidence of prior consent from a parent or guardian and/or the eligible student. When I say eligible student I mean a person who has reached age 18 and education rights have transferred to that person. We often also use the term age of majority.

## SLIDE 4:

**Question 1** **- Are there appropriate postsecondary goals in the areas of employment, education, training, and where appropriate, independent living skills?**

You must be able to identify a postsecondary goal in the following three areas, Employment, Education, and Training. If one is missing, you cannot count this question as a YES. Independent Living is the only postsecondary goal that is not required to be in every IEP. If there is not a postsecondary goal for Independent Living, can you determine that the team made a decision not to include it? All postsecondary goals in the IEP must be measurable. This means you can see or count an outcome. These goals must contain Who- that is the person or student; What- measurable and remember “process words” like “think about,” “consider,” “work with,” are not measurable. The goal must also contain When- this happens after high school has ended. If you cannot see Who, What and When in each postsecondary goal, you cannot answer YES to this question. It is likely that you will need to look in more than one place in the IEP to determine that the goals are appropriate for the student. Sometimes you will also see the condition under which the goal is achieved. This is fine; it adds additional information that often helps a reader better understand the needs of the student. Sometimes the postsecondary education and training goals overlap. This often happens when a student identifies an employment goal that requires education- a classroom component where we read, respond to questions, and participate in class discussion- is directly tied to the Training or hands on component. This is the hands on part and is when the person will be practicing the skills learned in the classroom component. Examples are found in some health occupations such as CNA and LPN. Another good example is teaching; there is a classroom part and a training part. Hands-on training might be required so the student can sit for the industry certification or state licensure exam.

## SLIDE 5:

**Question 2 - Are the postsecondary goals updated annually. Is there evidence that the IEP is reviewed and updated on an annual basis?**

The date on the IEP is one indicator. You might see that a new assessment or experience provided additional information, and should prompt a revision. Maybe the academic and career plan changed and that information is found in the IEP. You might see evidence in the present level or under transition assessment information. If the dates are not annual, your answer should be NO. A best practice is to review the goals and any updated assessment information with the student before the IEP meeting. Ask the student if these goals are still correct; then write a statement in the Present Level or somewhere on the IEP and I have provided you with some examples on the slide.

## SLIDE 6:

**Question 3 - Is there evidence that the measurable postsecondary goals are based on age appropriate transition assessment(s)?**

These assessments can be formal and informal. Examples might be observations, interviews, checklists, inventories, SOL scores, a speech and language assessment, even a vocational evaluation from an evaluator at WWRC, etc. The assessment information helps the student and team understand the student’s preferences, interests, and strengths. You could find information from the academic and career plan (ACP) or a Pre-Employment Transition Services (Pre-ETS) experience, a PERT assessment. The student might have had a work based learning experience or an informational interview with a person in a career of interest. All contribute to the development of postsecondary goals. Does the assessment information align with the goal? Can you find “student voice” in the IEP and does that help confirm the postsecondary goals? In short, assessment provides information that aligns with postsecondary goals.

## SLIDE 7:

**Question 4 - Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?**

What activities might the student need to help them meet their stated postsecondary goals? Services include instruction, related services, a community experience, the development of employment and adult living objectives, if it is appropriate daily living skills, and maybe a functional vocational evaluation. If one of Bill’s postsecondary goals is to be competitively employed part time, in a retail store, what services might he need? Well, that depends on his unique needs and your transition assessment information should help identify that. You might note that the student receives a related service such as Speech and Language, Occupational or Physical Therapy; in addition, counseling might be present, or a work experience. Also, consider whether the student received a Pre-ETS service. If the service(s) assist the student in moving closer to a stated postsecondary goal, you should mark this question as Yes.

## SLIDE 8:

**Question 5 - Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?**

In many cases, the courses of study will align very closely with a particular diploma. Diplomas also align with certain career choices. You might find everything you need to answer YES based on the alignment of the postsecondary goals and courses of study.

Other IEPs will indicate the Applied Studies Diploma or maybe even two diplomas might be indicated in the IEP. The key is finding evidence that there is alignment. Ask yourself; will the content being taught in the courses the student takes, assist the student to reach their stated postsecondary goals?

Here is a scenario.

When interviewed Jamie states, she wants to be a police officer after graduation from high school. Reading the record, you discover that this student has taken the VAAP throughout her school career and is working for an Applied Studies Diploma. The general education classes she has taken are Art, Music, Drama, Health and PE. The student has volunteered in her church’s nursery school program. She does has annual goals for reading, practical math applications, and citizenship. Do her courses of study reasonably support the attainment of her career goal?

If the stated postsecondary employment goal requires college, you must see evidence that the student is preparing for a 2-year or 4-year degree. If you need to learn more about courses of study go to the VDOE website and search for college and career ready, as well as courses of study that align with diplomas options.

Only when the courses of study align with the postsecondary goal can you check YES.

## SLIDE 9:

**Question 6 - Are the annual IEP goal(s) related to the student’s transition services needs?**

After reviewing the annual goals, consider how they address transition services needs. What are the areas of weakness or need? How do those areas effect the student’s movement closer to stated post school goals? Look for both academic and functional goals. Will progress in those areas move the student closer to their post school goals? There are some examples on the slide.

Here is a short scenario. Mario’s goal is to become a veterinary technician. He will attend the local community college and complete the Vet Tech program. What might be some annual goals that push Mario closer to his post school goal? This depends on his unique needs. There is evidence in the Present Level that Mario does not ask for assistance when he needs it. He tends to put things off to the last minute, rushing to complete assignments and they are often incomplete. Mario’s academic weakness is reading. A goal on self-determination that covers self-advocacy is appropriate to help Mario ask for assistance or for his accommodations when needed. He might also need to work on time management or organization skills to improve his grades. You should see standards based goal that relates to reading. These are all skills he will definitely need to be successful in pursuit of his post school goals.

Sometimes the transition services needs require us to look at services the student had when they were young and we were focused on life in the schoolhouse. Now we are focused on getting ready for life outside of K-12 and FAPE.

## SLIDE 9

**Question 7 - Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?**

Look for a copy of meeting notice dated prior to the meeting with the student’s name on the notice.

Look for a communication log that indicates the student received notice.

Look for the student’s signature on the IEP, especially when the student’s signature is required to implement the IEP. Look at the date.

Look for evidence that the student participated.

Sometimes, parents do not want their child to attend the IEP meeting. This does not negate the requirement to provide notice to the student. Remember the purpose of meeting notice is not just to include the student; it’s also to provide advanced notice so the student can prepare for the meeting.

## SLIDE 11

**Question 8 - If appropriate, is there evidence that a representative of any participating agency or organization likely to pay for or provide transition services, including, if appropriate pre-employment transition services, was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?**

The answer is YES**,** when an outside agency or organization representative, to include pre-employment transition services, is invited to the IEP meeting (receives notice) **after** the parent or guardian and/or eligible student (18 years old and education rights have transferred to the student) has given prior consent.

The answer is NO if an outside agency or organization representative, to include pre-employment transition services, receives meeting notice before there is prior consent, or an outside agency/ organization representative attends an IEP meeting, signs an IEP, when there is no evidence of prior consent.

You can mark NOT APPLICABLE if it is determined that the student is too young to include an outside agency or organization representative, the student has not received pre-employment transition services, the parent or guardian and/or eligible student do not want the outside agency or organization person, to include a provider of pre-employment transition services to attend, or the parent or guardian and/or eligible student invites the agency or representative of an organization, including a provider of pre-employment transition services to attend.

Look at the meeting notice, the attendee list on the IEP, the signature page, and meeting notes.

This concludes the training. Please contact me if you have additional questions.

My contact information is on this last slide.

## SLIDE 12:

Marianne Moore

[Marianne.Moore@doe.virginia.gov](mailto:Marianne.Moore@doe.virginia.gov)

(804) 225-2700