



Opportunity Through Education

Transition Planning and Indicator 13

Wyoming Department of Education
Special Education Programs Division
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Transition Planning & Indicator 13

What Is Transition?

According to IDEA, transition:

- Is designed to be within a **results-oriented process** that is focused on improving the **academic and functional achievement** of the child with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

[34 C.F.R. §300.43 (a) 20 USC Section 1401 (34)]
Underlined sections added to IDEA 2004

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What Is Transition?

IDEA says a secondary transition plan:

- Is based on the individual child's needs, taking into account the child's **strengths, preferences, and interests**, and
- Includes **instruction, related services, community experiences**, the development of **employment** and other post-school **adult living objectives**, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

[34 C.F.R. §300.43 (a) 20 USC Section 1401 (34)]
Underlined sections added to IDEA 2004

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When Should Transition Planning Start?

IDEA says:

- “Beginning not later than the first IEP ***to be in effect when the child is 16***, and updated annually thereafter.”

[34 C.F.R. §300.320 (b) and (c)] [20 USC Section 1414 (d)(1)(A)(i)(VIII)]

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What Is Included?

- Postsecondary education/training goal
- Postsecondary career/employment goal
- Independent living/community participation goal, if appropriate
- Transition activities
- Course of study

[34 C.F.R. §300.320 (b) and (c)] [20 USC Section 1414 (d)(1)(A)(i)(VIII)]

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Who Must Attend?

In addition to the other required IEP team members, IDEA also states:

- “The public agency must invite a child with a disability to attend the child’s IEP meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals.”
- With the consent of the parent or child who is of age, “the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.”

*[34 C.F.R. §300.321 (b)] [20 USC Section 1414 (d)(1)(B)]
[34 C.F.R. §300.321 (b)(1) and (3)] [20 USC Section 1414 (d)(1)]*

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Who May Be Involved?

- Division of Vocational Rehabilitation (DVR) representative
- Adult service providers/community living professionals
- Behavioral Health representatives
- Transition specialist
- Job Coach
- Independent living agency representatives
- Vocational training representatives
- Higher education representatives
- Advocates
- Other professionals involved with the child (i.e. related service providers, assistive technology specialists, mental health workers, etc.)
- Others relevant to the child and his/her future goals

Transition Planning Considerations

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Postsecondary Education/Training Considerations

- What classes does the child need to take in high school in order to apply for the higher education/training he/she will need to accomplish goals?
- What will he/she need to have in order to apply for higher education/training?
- What supports are available in the higher education setting?
- Which schools offer more for students with disabilities?
- What kinds of vocational services and supports are available?
- Are scholarships or financial aid available?

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Career/Employment Considerations

- How can the child's interests be used in planning for life after high school?
- What choices does he/she have for classes that will enable the use of strengths and acquisition of new skills?
- What job skills/training will the child need to do the kind of work he/she wants?
- What kinds of experiences are available now to prepare the child for what he/she wants to do after high school?
- What kinds of jobs can be done at school or in another arena that will allow the child practice at real life work?

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Independent Living/Community Participation Considerations

- Where will the child live as an adult?
- Where will he/she spend time in the community? (work, recreation, volunteer, medical/health services, church, shopping, etc.)
- How will he/she get where they needs to be?
- What supports and services will he/she need?
- What does he/she need to learn, and how will this happen?
- Does the child need a guardian? Are there alternatives to this?

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Age-Appropriate Transition Assessments

The requirements of 34 C.F.R. §300.320(b)(1) states;

- Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills

Sources of assessment information include, but are not limited to:

- Formal interest surveys, aptitude tests, other surveys
- Current psychological assessment data indicating areas of strength and weakness
- Student interviews
- Student completion of interest inventories
- Questionnaires to establish student interests and preferences
- Functional vocational evaluations
- Interviews with the family

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Transition Planning Process Suggestions

- Begin with age-appropriate transition assessments
- Set goals for after high school
- Discuss classes that are available, and consider the skills the child will need upon graduation
- What kinds of transition activities will prepare the child for life after high school?
- What additional supports, modifications, and services will the child need?
- Who will be involved in implementing the transition activities? Are they at the table?
- Draft the transition plan

Wyoming Indicator 13 Monitoring Process

NSTTAC checklist

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Wyoming Indicator 13 Monitoring Process

- 10 randomly-selected student files per district are reviewed each year (if a district has fewer than 10 transition-age students, all of their transition-age student files will be reviewed)
- WDE reviews and determines compliance on each selected file using the 8 questions on the NSTTAC Indicator 13 Checklist
- If 100% compliance across all reviewed student files is not found, necessary individual corrections will be indicated to the district and tiered training and support will be provided

*Note- Be sure you are checking the box on the Notice of Team Meeting indicating that the purpose of this meeting will be to develop post-secondary transition services

NSTTAC Indicator 13 Checklist Questions

1. Is there a measurable postsecondary goal or goals for education/training, career/employment, and independent living, if appropriate?

- Can the goal be measured (as either having occurred or not occurred)?
- Will the goal occur *after* the student graduates from school or completes their educational program?
- Is the goal specific to a training and career field (not “The student will enroll in a degree program of their choice” or “The student will be employed in a career field of interest”)?
- Are the goals different for education/training and career/employment?
- Based on the information available about this student, does the goal seem *appropriate* for this student?

Best Practice

- Use *active* verbs, rather than passive verbs (the student *will...*)
- Make sure the goal is a goal, not a transition activity (activities occur during the school year, goals occur after program completion)

NSTTAC Indicator 13 Checklist Questions

2. Are the postsecondary goals updated annually?

- Is the student's IEP current?
- Is there evidence that the postsecondary goals were developed and/or reviewed as part of the annual IEP review?

NSTTAC Indicator 13 Checklist Questions

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

- Do the goals relate directly to the results of the age- appropriate transition assessment(s)?
- Be sure to attach the results of transition assessments if you check the box that says “Results Attached.”

Best Practice

- Summary statements for each area, even if you attach results of transition assessments, can help provide clarity for the team and the decisions being made.
- Student/family interviews should be used in conjunction with other transition assessments, unless the student’s disability prevents reliable data from being obtained from other sources.

NSTTAC Indicator 13 Checklist Questions

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

- Are the transition activities listed specific to transition, not activities that are already part of the student's programming (such as "continue to take required classes for graduation" or "participate in a modified English curriculum")?
- If there is evidence that the student will need the support of outside agencies to be successful postsecondary, there are transition activities to support this need.
- Are the transition activities individualized and specific to the student's IEP and postsecondary goals?

NSTTAC Indicator 13 Checklist Questions

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

- Is the course of study listed by specific course (not just “elective” or “math”)?
- The course of study must span from the current academic year, through the student’s anticipated graduation/program completion year.
- Do the courses of study align with the student’s postsecondary goals?

NSTTAC Indicator 13 Checklist Questions

6. Are there annual IEP goals related to the student's transition service needs?

- Is there evidence of an IEP goal or goals that can directly be linked to the transition needs?

Best Practice

- Use the “See Measurable Annual Goal(s)” line within the transition section goals to indicate which annual goals are related to the student's transition service needs

NSTTAC Indicator 13 Checklist Questions

7. Is there evidence that the student was invited to the IEP team meeting where transition services were discussed?

Common places that evidence of invitation is found:

- Notice of Team Meeting
- IEP Team Member Participation page of the IEP
- Discussion of student participation in PWN
- Other evidence that the student was invited, dated prior to the date of the IEP meeting

*Note- the student must be *invited*, however, there is no requirement that he/she *attend*

NSTTAC Indicator 13 Checklist Questions

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 there is evidence in the IEP record (PWNs, PLAAFP, transition section, etc.) that an outside agency is, or will be, involved with the student, prior consent should be obtained and the agency should be listed on the Notice of Team Meeting
- Consent to invite the outside agency must be obtained *prior* to the date listed on Notice of Team Meeting
- Consent is valid for one year from the date provided
- Parent or student who has reached the age of majority may refuse to provide consent

*Note- the Consent to Invite form is different than a Release of Information form

Examples of Compliant Transition Plans

Student 1



MEASURABLE POSTSECONDARY GOALS

Based on age-appropriate transition assessments related to training and education, employment, and if appropriate, independent living skills. Clearly specify the activities, desired level of achievement and the timeline for achievement.

Postsecondary Education/Training Goal

Measurable Postsecondary Goal:

See Measurable Annual Goal(s): **1 & 2**

After high school, Tim will participate in on-the-job training at the local recycling facility.

Transition Service Activities:

- Participate in recycling practice activities within the school
- Initiate contact with DVR
- Create a list of potential on-the-job training locations

Party(s) Responsible:

SPED Staff
Student
Parents
DVR

Time Frame:

2/1/22- 1/31/23

Career/Employment Goal

Measurable Postsecondary Goal:

See Measurable Annual Goal(s): **1 & 2**

After high school, Tim will be employed at the local recycling facility.

Transition Service Activities:

- Tour local recycling facility
- Safety skills practice
- Explore potential job opportunities within the facility

Party(s) Responsible:

SPED Staff
Student

Time Frame:

2/1/22- 1/31/23



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Independent Living Goal		N/A
Measurable Postsecondary Goal:		See Measurable Annual Goal(s): <u>1 & 2</u>
<div>After high school, Tim will be able to independently access public transportation for work and leisure activities.</div>		
Transition Service Activities:	Party(s) Responsible:	Time Frame:
<div>-Set up an account with <u>ParaTransit</u></div> <div>-Explore local public transportation options</div> <div>-Practice reading a map of routes and stops</div>	<div>SPED Staff</div> <div>Student</div>	<div>2/1/22- 1/31/23</div>

Courses of Study

Proposed courses of study to assist the student in reaching the measurable postsecondary goals.

School Year: 19-20	School Year: 20-21	School Year: 21-22	School Year: 22-23
Life Skills English 9	Life Skills English 10	Life Skills English 11	Life Skills English 12
Life Skills Math 9	Life Skills Math 10	Life Skills Math 11	Life Skills Math 12
Physical Science	Biology	Earth Science	Ceramics I
World Geography	World History	American History	American Government
Drawing I	Drawing II	Wood Shop II	Work Study- Recycle
Wood Shop	Auto Tech	Weights	Work Study- Recycle
PE/Health	Weights	Work Study- Recycle	Work Study- Recycle

Student 2



MEASURABLE POSTSECONDARY GOALS

Based on age-appropriate transition assessments related to training and education, employment, and if appropriate, independent living skills. Clearly specify the activities, desired level of achievement and the timeline for achievement.

Postsecondary Education/Training Goal

Measurable Postsecondary Goal: See Measurable Annual Goal(s): 1 & 2

After high school, Shelly will attend college to obtain a degree in health sciences.

Transition Service Activities:

- Participate in CNA prep course
- Take the ACT
- Select and research 3 potential colleges she'd like to attend

Party(s) Responsible:

SPED Staff
Student
Parents

Time Frame:

2/1/22- 1/31/23

Career/Employment Goal

Measurable Postsecondary Goal: See Measurable Annual Goal(s): 1 & 2

After obtaining her degree, Shelly will be employed as a labor and delivery nurse.

Transition Service Activities:

- Obtain CNA licensure
- Select and research 3 potential job positions in the healthcare field
- Job shadow 3 positions at the local hospital for a day

Party(s) Responsible:

SPED Staff
Student

Time Frame:

2/1/22- 1/31/23



Opportunity Through Education

Independent Living Goal		N/A
Measurable Postsecondary Goal:		See Measurable Annual Goal(s): <u>1 & 2</u>
<div>After high school, Shelly will be able to transport herself independently to college, work, and recreational activities.</div>		
Transition Service Activities:	Party(s) Responsible:	Time Frame:
<div>-Obtain driver's permit -Take Driver's Education course -Obtain driver's license</div>	<div>SPED Staff Parent Student</div>	<div>2/1/22- 1/31/23</div>

Courses of Study

Proposed courses of study to assist the student in reaching the measurable postsecondary goals.

School Year: 19-20	School Year: 20-21	School Year: 21-22	School Year: 22-23
English 9	English 10	English 11	English 12
Intro to Algebra	Algebra I	Geometry	Algebra II
Physical Science	Biology	<u>Anat</u> & Phys	Medical Terminology
World Geography	World History	American History	American Government
Human Growth	Photography II	Spanish II	Spanish III
Photography	Spanish I	CNA Prep	Lifetime Fitness
PE/Health	Food Science I	Food Science II	Business Essentials

Student 3



MEASURABLE POSTSECONDARY GOALS

Based on age-appropriate transition assessments related to training and education, employment, and if appropriate, independent living skills. Clearly specify the activities, desired level of achievement and the timeline for achievement.

Postsecondary Education/Training Goal

Measurable Postsecondary Goal: See Measurable Annual Goal(s): 1 & 2

After high school, Alex will participate in daily instruction on social skills, self-advocacy skills, and self-care skills by attending classes at the local center-based adult education program.

Transition Service Activities:

- Initiate contact with DVR
- Investigate SSI, SSDI, Medicaid, Medicare, and other disability benefits that may be available.
- Identify community rehabilitation programs and other employment service providers in our area

Party(s) Responsible:

SPED Staff
Student
Parents
DVR

Time Frame:

2/1/22- 1/31/23

Career/Employment Goal

Measurable Postsecondary Goal: See Measurable Annual Goal(s): 1 & 2

After high school, Alex will obtain supported employment as an event ticket taker at the local college.

Transition Service Activities:

- Establish guardianship
- Participate in work study at the local college once per week to practice job skills
- Develop a list of needed accommodations to give to potential employers

Party(s) Responsible:

SPED Staff
Student
Parents

Time Frame:

2/1/22- 1/31/23



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Independent Living Goal

N/A

Measurable Postsecondary Goal:

See Measurable Annual Goal(s): 1 & 2

After graduation, Alex will use an augmentative communication device at home and the center-based program to communicate his wants and needs and to interact with his environment more independently.

Transition Service Activities:

- Continue to work with augmentative communication device to build vocabulary.**
- Use the device regularly within the school environment**
- Work with parents to begin integrating the device into home life**

Party(s) Responsible:

**SPED Staff
Parent
Student**

Time Frame:

2/1/22- 1/31/23



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Courses						
School Year: 19-20	School Year: 20-21	School Year: 21-22	School Year: 22-23	School Year: 23-24	School Year: 24-25	School Year: 25-26
Life Skills English 9	Life Skills English 10	Life Skills English 11	Life Skills English 12	Transition Skills	Transition Skills	Transition Skills
Life Skills Math 9	Life Skills Math 10	Life Skills Math 11	Consumer Math	Independent Living	Independent Living	Independent Living
Life Skills Physical Science	Life Skills Biology	Life Skills Animal Science	Food Science I	Lifetime Fitness	Lifetime Fitness	Lifetime Fitness
Community Based Instruction	Community Based Instruction	Community Based Instruction	Community Based Instruction	Work Study	Work Study	Work Study
Freshman Health/ PE	Life Skills World History/Geography	Lifetime Fitness	Community Based Instruction	Work Study	Work Study	Work Study
Art I	Art II	Ceramics I	Ceramics II	Work Study	Work Study	Work Study

Questions?

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