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

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Michigan Department of Education
Office of Special Education

Contents

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

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

The Individuals with Disabilities Education Act (IDEA) requires each state to develop a state performance plan/annual performance report (SPP/APR) that evaluates the state's efforts to implement the requirements and purposes of the IDEA and describes how the state will improve its implementation.

The SPP/APRs include 17 indicators that measure child and family outcomes and other indicators that measure compliance with the requirements of the IDEA.

A state is required to submit a state performance plan (SPP) at least every six years. Each year, states must report against the targets in its SPP in an annual performance report (APR).

The Office of Special Education Programs (OSEP) uses information from the SPP/APR, information obtained through monitoring visits, and any other public information to annually determine if the state:

- Meets requirements and purposes of the IDEA

- Needs assistance in implementing the requirements of Part B or Part C of the IDEA

- Needs intervention in implementing the requirements of Part B or Part C of the IDEA

- Needs substantial intervention in implementing the requirements of Part B or Part C of the IDEA

SPP Indicator B-13 addresses secondary transition and specifically requires data collection on:

Percent of youth with individualized education program (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 Janet Timbs at 517-241-6299 or timbsj@michigan.gov.

- Questions relative to the student sampling plan or APR reporting can be addressed to Jerry Cullum at 517-241-0786 or cullumj@michigan.gov.

Collecting the Data

Who collects this data? Each intermediate school district (ISD) is responsible for making sure the Indicator B-13 checklist data are collected. Choose 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

- Directors of special education/designees

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

This manual can be viewed electronically on the Catamaran Training site under B-13 Secondary Transition, Data Collection Resources (B-13 Secondary Transition).

Indicator B-13

Data is collected to facilitate the quality improvement process needed to ensure compliance with SPP Indicator B-13. There are nine questions designed to assess compliance; each one explores a specific element of Indicator B-13 and IDEA requirements.

1. Was the student invited to the IEP Team meeting where transition services were discussed?

2. Was there prior written consent of the parent, or student who has reached the age of majority, to invite an agency?

3. Was a representative of any participating agency likely to be responsible for providing or paying for transition services invited prior to the IEP Team meeting?

4. Were the postsecondary goals based on age appropriate transition assessment?

5. Did the IEP include a measurable postsecondary goal?

6. Were the postsecondary goals updated annually?

7. Did the IEP include transition services that will reasonably enable the student to meet his or her postsecondary goals?

8. Did the IEP include courses of study that will reasonably enable the student to meet his or her postsecondary goals?

9. Were there annual IEP goals related to the student's transition services needs?

Instructions for Completing the Indicator B-13 Checklist

Item 1: Student Invitation

Question: Was the student invited to the IEP Team meeting where transition services were discussed?

Response Options: ☐ Yes   ☐ No

Yes (Compliant – meets IDEA requirements):

- Evidence an invitation to the IEP Team meeting was addressed specifically to the student (may be co-addressed with parent).

- Evidence the student was invited to the IEP Team meeting (note with the date of verbal invitation; dated phone log or invitation; etc.).

- Student attendance at the IEP Team meeting.

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

- No evidence the student was invited to the IEP Team meeting.

Requirements and Best Practices for Student Invitation

Required	Best Practice
Students of transition age must be invited to attend their IEP Team meeting where transition services will be discussed. Evidence the student was invited to the IEP Team meeting. Examples: • Written invitation with the student's name in the salutation. (Can be co-addressed with the parent).	Students are formally invited to the IEP Team meeting prior to the IEP Team meeting date. 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. Students attend their IEP Team meeting and actively participate in the discussions and decisions beginning no later than junior high/middle school. Invite vs. Inform: "Invite" suggests active participation, preparation and occurs with enough 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 video (https://www.youtube.com/watch?v=HDGm0ZOKCxE)

Required	Best Practice
• Verbal invitation is logged with date of the invitation, method of invitation (phone, in person) and by whom. • Student is signed in as a participant of the IEP Team or evidence of participation in the IEP Team meeting if there is no sign-in.	

Additional Comments

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 IEP Team must take other steps to ensure the student's strengths, preferences, and interests are considered. This may include a documented interview, student's statement of plans, or their transition assessment.

Item 2: Prior Consent to Invite an Agency

Question: Was there prior written consent of the parent, or student who has reached the 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 for or provide transition services, a request for written consent to invite the agency was provided to the parent, or student who has reached the age of majority, prior to inviting the agency to the IEP Team meeting.

N/A (Compliant – meets IDEA requirements):

- Documentation the member district decided that a participating agency was not likely to provide or pay for services.
- Documentation the parent, or student who has reached the age of majority, denied consent, or did not respond to requests for consent.

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

- No documentation, if an agency is likely to pay for or provide transition services and was invited to the IEP Team meeting, that prior written consent was provided by the parent, or student who has reached the age of majority.

- No documentation the IEP Team determined there was no agency likely to pay for or provide transition services.

Requirements and Best Practices for Consent to Invite an Agency

Required	Best Practice
The school must obtain written parental consent (or written student consent if he or she has reached the age of majority, which in Michigan is 18) before a community agency representative can be invited to an IEP Team meeting. 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 occurs first. Date of consent must not be after the date of the invitation. Consent is always in writing and must include a written signature from the person granting the consent.	For any participating agency that is likely to provide or pay for any transition services for the current IEP year an agency representative is invited. The consent form should explain to the parent, or student who has reached the age of majority, with some specificity, why the agency is being invited – beyond "discussing transition services." (e.g., to discuss employment and career readiness, postsecondary education options, etc.). 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.

Item 3: Participating Agency Invitation

Question: Was a representative of any participating agency likely to be responsible for providing or paying for transition services invited prior to the IEP Team meeting?

Response Options: ☐ Yes   ☐ No   ☐ N/A

Yes (Compliant – meets IDEA requirements):

- Documentation of an invitation to a 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 the parent, or student who has reached the age of majority, denied consent, or did not respond to request for consent.

- Documentation the member district decided a participating agency was not likely to provide or pay for services, even if the member district had previously obtained consent to invite an agency.

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

- Consent was provided, but there is no documentation of agency invitation nor a decision that an agency was not likely to provide or pay for transition services.

- 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 but an agency was invited to the meeting.

Transition services includes Pre-Employment Transition Services.

Requirements and Best Practices for Participating Agency Invitation

Required	Best Practice
The meeting invitation must indicate the time, purpose, and location of the meeting. Date of consent must not be after the date of the invitation. Acceptable evidence of invitation includes an invitation not specifically addressed to the agency, but the agency is listed as a participating member in the IEP Team meeting.	Participating agency representative(s): • 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 years. • 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. The invitation states the name(s) of the agency personnel invited to the IEP Team meeting.

More information regarding the invitation of participating agencies, can be found on the Catamaran Training site using the following link.

Inviting participating agencies clarification Feb. 2018
(https://training.catamaran.partners/wp-content/uploads/2018/02/Inviting-participating-agencies-clarification-Feb.-2018.pdf)

Item 4: Postsecondary Goals Based on Assessment

Question: Were the postsecondary goals based on age appropriate transition assessment?

Response Options: ☐ Yes   ☐ No

Yes (Compliant – meets IDEA requirements):

- Transition assessment(s) *or* data source was named or described.

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
Transition assessment(s) must be completed prior to the first IEP meeting where transition services will be discussed. Acceptable evidence or transition assessments include listed transition assessment(s) or description of the assessment process (e.g., Discovery, Positive Personal Profile).	Transition assessment is an on-going process which includes a variety of sources and instruments. Transition assessments are updated annually. All assessment results: ☐ are available for review (either in the record/file or at the school). ☐ demonstrate a clear connection to measurable post-secondary goals, transition services, course of study, and annual goals. ☐ 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/questionnaire alone is not sufficient.

Item 5: Appropriate Measurable Postsecondary Goals

Question: Did the IEP include a measurable postsecondary goal?

Response Options: ☐ Yes   ☐ No

Yes (Compliant – meets IDEA requirements):

- There are measurable postsecondary goals that will be achieved after completing high school or secondary program.

No (Noncompliance – Does not meet IDEA Requirements):

- A postsecondary goal that is not measurable.

- There is no documentation of a postsecondary goal.

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. *The use of the word "will" is not required.	There are 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. Although not required, a goal for independent living skills should be considered for all students. The postsecondary goal begins with a lead in statement such as, "After High School, the student will (do what behavior, where and how)." Using "will" or "is going to" as verbs in the postsecondary goals.

Additional Comments

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

Measurable means that the goal can be counted or measured.

Item 6: Postsecondary Goals Annual Update

Question: Were the postsecondary goals updated annually?

Response Options: ☐ Yes   ☐ No

Yes (Compliant – meets IDEA requirements):

- Documentation postsecondary goals were reviewed and updated annually.

- The student's IEP is within one (1) year from the previous IEP

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

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

- The IEP was not reviewed within one-year from the previous IEP.

Requirements and Best Practices for Postsecondary Goals Annual Update

Required	Best Practice
Postsecondary goals must be updated annually. The IEP must be within one (1) year from the previous IEP	If the previous year's postsecondary goals have not changed, a statement that postsecondary goals continue to be current and appropriate should be included.

Item 7: Transition Services

Question: Did 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):

- List 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. Transition services also includes Pre-employment transition services (Pre-ETS).

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, are to help students and families determine if services are needed beyond high school, help identify who or what agency might provide those services, help identify how the student and family 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 opportunities, 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
Transition services are based on the individual's areas of need.	There is a transition service or activity identified for each postsecondary goal.
There is at least one transition service or activity.	Transition services is the "action plan" or "steps" that help the student reach his or her postsecondary goals.
Each transition area listed above must be "considered" when planning the transition services. However, there is no requirement to include an activity for each area.	When developing transition services, consider the need for intentional instruction in a variety of areas, such as social skills and networking supports.
The transition services 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.	If any of the transition services listed above are considered but not needed, the IEP Team provides an explanation as to why it is not needed.
	Transition services are a coordinated set of activities that will occur during the current IEP year, as well as long-term.

Item 8: Courses of Study

Question: Did 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 courses of study (Michigan Merit Curriculum or curriculum based on alternate achievement standards) enable the student to achieve his or her postsecondary goals.

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
The IEP must include the courses of study required for the student to reach his or her post-school goals. (Michigan Merit Curriculum or Certificate of Completion).	The IEP Team should consider the entry-level requirements of postsecondary educational programs, training, or employment to ensure the student is on track to meet the entry-level requirements. Courses of study should: • focus on all courses and educational experiences. • list specific courses/electives that assist the student in being prepared upon graduation to achieve the postsecondary goals. Transition planning involves helping the student plan his or her courses of study (such as advanced placement or vocational education), so the classes the student takes will lead to his or her post-school goals.

Additional Comments

Courses of study should align with and support the student's postsecondary goals. If the Courses of Study do not align with the student's postsecondary goals, the transition services should include activities to align the course of study and the postsecondary goals.

Item 9: Annual IEP Goals

Question: Were 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 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.

Requirements and Best Practices for Annual IEP Goals

Required	Best Practice
At least one annual goal is developed to support the student's transition services needs/postsecondary goal.	Each of the transition services needs has a corresponding annual goal that supports the student's movement to meeting his or her postsecondary goals. Students should assist with developing and measuring progress toward their annual goals. Annual goals contain the baseline data, a skill of set of skills to be taught, a target, and a method of measurement.

Additional Comments

The annual goal(s) related to transition services needs does not replace the need or requirement to develop measurable annual goals related to the student's disability.

Best Practice Examples:

Example 1: Alex

Postsecondary goal for Education: After graduation, Alex will enroll at the community college and take a business math class to advance his career in business.

Transition Service/Activity: Special education instruction in math.

An appropriate related annual goal might be: When given a two-step word problem from his Algebra text, Alex will determine 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, 2020.

Example 2: Tanya

Postsecondary goal for Employment: After exiting the public school system, Tanya will work in supported or competitive employment.

Transition Service/Activity: Job shadowing at retail stores. Work experience at Ernie's.

An appropriate related annual goal might be: Tanya will initiate greetings when entering a classroom or other setting on 4 of 5 opportunities, as measured by teacher logs. Currently she responds to but does not initiate greetings.

Contact MDE OSE

- Questions on how to complete the checklist, contact Janet Timbs at 517-241-6299 or timbsj@michigan.gov.

- Questions regarding the student sampling plan or APR reporting, contact Jerry Cullum at 517-241-0786 or cullumj@michigan.gov.

- General questions, contact the MDE-OSE Information Line at 1-888-320-8384 or mde-ose@michigan.gov