

The Indiana Transition IEP Rubric

2021-2022



INDIANA INSTITUTE ON DISABILITY AND COMMUNITY

CENTER ON COMMUNITY LIVING AND CAREERS

Indiana Secondary Transition Resource Center

The Indiana Transition IEP Rubric

2021-2022

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The Center on Community Living and Careers (CCLC) is one of seven centers at the Indiana Institute on Disability and Community addressing issues across the lifespan.

By promoting partnerships between Indiana schools, state agencies, and other support organizations and through its research, education, and service, CCLC is committed to bringing positive change to people with disabilities as they work and participate in their communities.

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INDIANA INSTITUTE ON DISABILITY AND COMMUNITY

CENTER ON COMMUNITY LIVING AND CAREERS

Indiana Secondary Transition Resource Center



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The Indiana Transition IEP Rubric

2021-2022

The Indiana Transition IEP Rubric is a guide to help you create quality IEPs for your transitioning students. *Quality* Transition IEPs are those that:

1. meet students' needs,
2. outline an implementation plan to address those needs,
3. result in improved academic outcomes that will prepare students to achieve their postsecondary goals.

Using this rubric can help you with the development of Transition IEPs as well as with self-monitoring for compliance with Indicator 13.

Postsecondary Goal Definitions

Employment: Full- or part-time integrated, competitive employment (including supported or customized employment); or military service

Education and Training: Continued education or training that supports a student's postsecondary employment goal. Can include:

- Community/technical college (2-year)
- College/university (4-year)
- Compensatory or continuing education
- On-the-job training
- Adult Basic Education, GED
- Apprenticeship
- Vocational technical school of less than two years
- Job Corps
- WorkOne training programs or classes
- Entrepreneurship classes

Independent Living Skills, if needed: Competencies that facilitate independence in major life activities, such as those found in the definition of "functional performance" found in Article 7. These include the following:

- Maintaining a household
- Managing health needs
- Using tools
- Shopping
- Budgeting
- Practicing safety
- Accessing transportation
- Recreation
- Accessing community resources
- Employment

Features of the Indiana Transition IEP Rubric

- Screenshots indicating where to locate the information in the Indiana IEP system and to help you align Indicator 13 components to the IEP.
- Examples of written statements that illustrate quality, compliance, and noncompliance for each part of the transition IEP.

A Quality Transition IEP:

- is both federally and state compliant.
- includes postsecondary goals aligned to the current transition assessment findings.
- contains skill-based and measurable annual goals.
- provides an in-depth focus on the student's unique needs.
- includes individualized transition services and activities that support a student's postsecondary goals.

How to Use the Transition IEP Rubric

1. Read the Guiding Questions and other information listed beneath each of the nine rubric questions.
2. To ensure a quality transition IEP, read the examples of written statements for that component of the IEP and create your own entries. *Do not copy and paste!*
3. Using the Indiana IEP (IIEP) screenshots, locate where to enter your new information.

1. Student Participation: Is there evidence that the student was invited to the case conference committee meeting when transition services were discussed?

Guiding Question:

Have you listed the student's name on the Notice of Case Conference?

Case Conference Committee Meeting Information	
Date:	05/15/2018
Time:	3:30
Place:	School - Room 104
Date Document Sent to Parent:	05/01/2018

IEP Dates	
IEP Proposed Initiation Date:	05/16/2018
IEP Annual Review Date:	05/16/2019

Invited Individuals						
Position	Name	Additional Title	Requesting Excusal?	Consent to Excuse?	Consent to Invite Needed?	Consent to Invite Granted?
Student	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public Agency Rep	Ima U. Boss	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent	Joan Luck	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current Teacher of Record (TOR)/Case Manager	R. Mike Nevins	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General Ed Teacher	Phil Osophy	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Screenshot, Schedule CCC Meeting tab, Indiana IEP (IIEP) on Learning Connection. Arrow points to the dropdown where you select the student's name.

Quality Transition IEP

- The student invitation is generated by Indiana IEP (IIEP) system.
- The student name is listed as a participant.
- If student did not attend the conference, the reason for his/her absence and the student's input is obtained and included in the Transition IEP and in the conference notes.

Quality—Examples (found in the conference notes)

- Kyle led his meeting today. He handed out the agenda, introduced team members, and reported on his performance and accomplishments. He told the IEP team what he would like to do in the next year and provided input into his goals.
- It was Dakota's choice not to attend today's Case Conference. Her Teacher of Record reviewed her skills, preferences, interests, needs, and postsecondary goals prior to the meeting and included them in the development of the Transition IEP.

Student Participation, *continued*

11/15/2016	Notice of Case Conference (Evaluation)	Final		
11/08/2016	Notice of Case Conference (Evaluation)	Final		

Add Parent Contacts

There are no contacts for this student in the last six months.

Conference Notes

Andy led his meeting today. He handed out the agenda, introduced team members, and reported on his performance and accomplishments. He told the IEP Team what he would like to do in the next year and provided input into his goals.

<< Back Save Save & Continue >>

IEP Process Dashboard

Enter any of the links below to move throughout the IEP Process

Meeting Create Schedule Eligibility Social Considerations and State Assessments and

Screenshot, Schedule CCC Meeting tab, IIEP. Arrow points to conference notes section box where teachers can document additional information about attendance at the conference.

Noncompliant Transition IEP

- The student's name is not listed on the Notice of Case Conference, nor is it included on the attendance list at the IEP case conference.

2. Transition Assessments: Does the IEP include evidence that the measurable postsecondary goals are based on age-appropriate transition assessments?

Guiding Questions:

- Did the student/Did you/Did the parent or guardian complete an assessment that addresses the postsecondary goal areas (Employment, Education/Training, Independent Living)?
- Have you listed the names of the assessments and the dates they were administered?
- If an independent living postsecondary goal is not listed, did you cite evidence as to why one is not needed and identify the assessment that supports that evidence?
- Have you summarized each assessment's results, including information about the student's strengths, preferences, interests, and needs (SPIN)?
- Do the postsecondary goal statements match the information found in the summary of findings from the age-appropriate transition assessments?

Transition Assessments, *continued*

- Did you include all current transition assessments in the assessments list section of the IEP with dates and in the summary of findings (including authentic assessments: e.g., interviews, observations, task analyses, or other teacher-created assessments)?
- When case conference decisions/changes are made with student input that affect the postsecondary goals occur during a case conference meeting, have you documented this conversation as an authentic assessment in the IEP?
- Are there new transition assessments completed within a year of the indicated IEP date range?
- Are the transition assessments age-appropriate?

Transition Student: Andy Luck116

Instruction -
511 IAC 7-43-4 The CCC must develop a transition IEP when the student: (1) enters into grade 9; or (2) becomes 14 years of age, whichever occurs first, or earlier if determined appropriate by the CCC.

Transition

Student will be 10 years old on the IEP Proposed Initiation Date. Student will be 11 years old on the IEP Annual Review Date.

The age of the child does not require a transition IEP be completed at this time. Would you like to address transition needs at this time? Yes ▾

Transition Assessments

Del	Pos	New Pos	Date Completed	Assessment
<input type="checkbox"/>	1000	<input type="checkbox"/>	04/17/2018	Student Transition Planning Interview
<input type="checkbox"/>	1000	<input type="checkbox"/>	05/01/2018	Vocational Interest /Type Search
<input type="checkbox"/>	1000	<input type="checkbox"/>	04/02/2018	Work Personality Profile

[Add Transition Assessment](#)

Screenshot, Transition tab, IIEP on Learning Connection. Click the Add Transition Assessment button to enter each age-appropriate transition assessment title and dates administered.

Quality Transition IEP

- One or more age-appropriate transition assessments has been administered to address postsecondary employment, education/training, and independent living, including name, date given, and summary of results.
- The transition assessments need to have taken place no earlier than one year prior to the onset date of the current IEP (the first date in the date range). Likewise transition assessments must not occur later than the onset of the current IEP date range.

Transition Assessments, *continued*

- Parent and student input regarding postsecondary goals is included in the summary of findings from age-appropriate transition assessments.
- Transition assessment is an ongoing process. Assessments are completed throughout the school year not just in the days before an IEP meeting.
- The student's choice directs the postsecondary goals.
- If an independent living goal is not needed, supporting evidence is included with assessment name, date, and data from assessment, and two to three examples of demonstrated age-appropriate skills.
- The summary of findings from age-appropriate transition assessments addresses the individual student's strengths, preferences, interests, and needs (SPIN) that align with the student's postsecondary goals.
- The assessments given are individualized, based on the student's needs and current career path.
- The assessments can assist the student in finding their path, staying on their path, or even choosing a new path.
- Transition assessment should tell a rich student "story" that leads to the development of measurable postsecondary goals, course of study, transition services, annual goals, and agency linkages.

Quality—Examples of Findings of Age-Appropriate Transition Assessments

The screenshot displays a software interface for managing transition assessments. At the top, there is a notification bar with a question: "Would you like to address transition needs at this time?" with a "Yes" button. Below this is a table titled "Transition Assessments" with columns for "Del", "Pos", "New Pos", "Date Completed", and "Assessment". The table lists four assessments:

Del	Pos	New Pos	Date Completed	Assessment
<input type="checkbox"/>	4	<input type="checkbox"/>	04/17/2018	Student Transition Planning Interview
<input type="checkbox"/>	5	<input type="checkbox"/>	05/01/2018	Vocational Interest Type Search
<input type="checkbox"/>	6	<input type="checkbox"/>	04/22/2018	Work Personality Profile
<input type="checkbox"/>	1000	<input type="checkbox"/>	05/22/2018	Community Job Site - Task Analysis

Below the table is a green "Add Transition Assessment" button. A large black arrow points from this button to a detailed view of an assessment. The detailed view shows a text area with the following text:

Monique participated in a Vocational Interest Type Search assessment on May 1, 2018. Results of the assessment indicated that she is interested in the career areas of being socially interactive and enterprising. Monique identified three jobs she might like to pursue: joining the National Guard, working as an LPN or working as a RN. A Task Analysis was completed to determine her ability and needs at

Screenshot, Transition tab, IIEP on Learning Connection. The summary of findings examines the student's strengths, preference, needs, and interests in the areas of employment, education/training, and independent living. The assessment summary, for an assessment administered in the past year, should help a student either: find a path, stay on a path, or find a new path.

Transition Assessments, *continued*

Employment

Monique completed the “Career Comparison” authentic assessment on April 5, 2021. Results of the assessment indicated that she is **INTERESTED** in the career areas identified: “joining the National Guard” or “working as an RN.” She **PREFERS** to make a base salary of \$50,000. She mentioned that she would work nights and/or weekends, with no preference to shift work. She feels as though she has the following **STRENGTHS** that would be needed for either job: critical thinking skills, communication, and teamwork. She has identified **NEEDS** as being able to increase her stamina for either career option.

Education/Training

Monique has updated her four-year plan after completing an on-site college visit at Ivy Tech and completing the “College Campus Visit Reflection” authentic assessment on 05/14/2021. Monique enrolled in Health Science at the Career Center for the upcoming school year. She has expressed **INTEREST** in being an RN or being a member of the National Guard. Monique’s **STRENGTHS** include being able to communicate her wants and needs as well as complete all needed requirements on time. Monique identified her **NEEDS** as being on a routine and consistency. She identified **PREFERENCES** of staying at a local community college or enlisting in the National Guard in her own town, which would be close to her family.

Independent Living

Monique completed the “Community Planning Worksheet” on 02/20/2021. Monique is able to identify her health care providers and inform her parents when she needs appointments. A self-identified **STRENGTH** is asking for help when needed. She **NEEDS** help with identifying recreational activities and **INTERESTS** as an adult. Monique continues to have age-appropriate social skills and would like to maintain her relationships. Regarding living arrangements in the future, Monique’s **PREFERENCE** is to live in an apartment with her friends.

Monique has worked through her freshman year and continues to have self-sufficient independent living skills. The Case Conference Committee agreed at the Annual Case Review held on 05/25/2020 that Monique continues to demonstrate age-appropriate independent living skills. Monique is interested in obtaining a driver’s license for transportation to and from school. Her parents said that she has been engaged in volunteer activities during her leisure time and is able to maintain a positive and consistent schedule.

At the Annual Case Review held on 03/01/2021, the Case Conference Committee reviewed and agreed that Monique has age-appropriate independent living skills. She has a driver’s license and checking account with a debit card. She budgets her weekly money for lunch, gas, and necessities. She continues to volunteer and is now attending dance classes at the YMCA.

Transition Assessments, *continued*

Other Relevant Information

Monique does a great job keeping a schedule. She does need assistance if there is a change in her schedule. She likes to review her schedule at the beginning of the week and at the end of each day to prepare for the upcoming day. Initial Armed Services Vocational Aptitude Battery (ASVAB) test results showed that she was able to achieve a passing score for the National Guard.

Keep in Mind...

Not all assessments come in the form of a paper/pencil survey. Authentic assessments capture what is already happening in the student's life that supports moving toward their long-term goals. For more information on using authentic assessments:

<https://www.youtube.com/watch?v=d48vGvmW5xw&feature=youtu.be>

Compliant Transition IEP

- Each year, the Transition IEP includes new transition assessments that best match the student's age and long-term goals.
- The assessments given are individualized and based on the student's needs and career interests or current postsecondary goals.
- If it has been determined that a postsecondary independent living goal is not needed, an independent living assessment has been cited and evidence garnered from the assessment summarized in the cite evidence box and/or the summary of findings from age-appropriate transition assessments.

Compliant—Example

On the employment inventory titled, "This Is How I See Myself," Dan reported that he would like to work inside, with people, and move around a lot. He would like the environment to be neat, clean, and busy. Task analysis assessments and the "Essential Skills Key Life Domains Assessments" were completed to determine Dan's ability in daily living, vocational, education and training, personal care, community participation, social, and transportation skills. Assessments indicate Dan has strengths in communicating basic wants and needs and following one-step directions. With supports, Dan can complete work with three or fewer prompts. He also needs support following his work schedules, assistance with personal restroom issues, and handling criticism. Dan has chores at home that include mowing the

Transition Assessments, *continued*

lawn, picking up sticks, and cleaning his room. Dan’s mom completed the “Life Skills Inventory.” According to the results, Dan needs to acquire basic skills in transportation and interpersonal skills including listening. He needs some support and reminders with his grooming and hygiene.

Noncompliant Transition IEP

- The Transition IEP does not include an assessment that addresses postsecondary employment, education and training, and/or independent living.
- The summary of findings from age-appropriate transition assessments indicates an assessment was not completed because of COVID-19 or another issue.
- The transition assessment summary is written about the assessment tool rather than the student’s results.
- The student is listed as having sufficient independent living skills, but no supporting evidence is provided.
- The Transition IEP lists the dates of an assessment but does not include the name of the assessment.
- The Transition IEP lists the name of the assessment but does not include the date it was given.
- An assessment is cited, but results are not summarized.
- The assessment is not age-appropriate and/or updated within the last year.

Noncompliant—Examples

Employment

- Trey does not have the skills needed to keep employment.
- The IEP does not need to include transition assessments because of the student’s disability-related behavioral issues.

Education/Training

- LaShaun will take a transition assessment when he gets to high school.
- Damon has taken the “Scans Skills Assessment,” which assesses the skills and talents employers’ value. These skills are in reading, writing, speaking, and listening as well as creative thinking, decision-making and problem solving, personal responsibility, and managing time and money. It also assesses interpreting and communication information.

Transition Assessments, *continued*

- This will be addressed in high school. This is not currently applicable.
- It was difficult to get Claire to complete the assessments, so they may not be accurate.
- **Independent Living**
- Thomas has all the skills to be independent.
- Carlos can be independent and gets around school fine.
- This student will never be independent and requires total care.

Keep in Mind...

Once you make the determination that a student's IEP does not need an independent living postsecondary goal, your citation must indicate when you made that decision and what assessment supports that decision.

3. Postsecondary Goals: Are there postsecondary goals written for Employment, Education and Training, and Independent Living (if needed)?

Postsecondary Goal—Employment

Guiding Questions

- Is the goal measurable?
- Can you tell/observe whether it happened?
- Is the goal a long-term competitive, integrated employment goal?
- Will the goal occur after the student graduates/transitions from school?
- Is the goal based on the student's strengths, preferences, interests, and needs (SPIN)?
- Do the postsecondary goal statements seem appropriate for the student by aligning back to the information in the summary of findings from age-appropriate transition assessments?

Postsecondary Goals, continued

Quality—Examples

Quality postsecondary employment goals must come from employment-related information in the summary of findings from annual age-appropriate transition assessments. The assessment findings must be clearly summarized, relate to the student’s SPIN, and indicate what the student actually wants as their long-term career goal. The “I will” statement must be clear, without any ambiguity, to be measurable.

- I will work full-time at a garage as a mechanic.
- I will work as an interior designer.
- I will obtain a job in the retail industry with supports from an adult employment provider.
- I will obtain a job that will enable me to use a push button switch for 30 minutes a day.
- I will be employed in a job that involves using a head pointer to activate a machine.

The screenshot shows a software interface for the Indiana IEP. On the left, there is a sidebar with several sections: a blue box with a yellow question mark icon and text about transition assessments; a section asking 'Is there evidence that this student has achieved sufficient skills for independent living?' with a dropdown menu; a section for 'Regarding Employment after high school, I will' with a text entry box; a section for 'Regarding Education and Training after high school, I will' with a text entry box; and a section for 'The postsecondary goals were updated annually' with a dropdown menu. At the bottom of the sidebar is a green bar labeled 'Conference Notes'. The main area of the interface has a toolbar with icons for undo, redo, bold, italic, underline, and list, followed by a large empty text entry box. A large black arrow points from the 'Regarding Employment after high school, I will' section in the sidebar to the main text entry box.

Screenshot, Transition tab, Indiana IEP through Learning Connection. The box illustrates where to enter the Postsecondary Employment “I Will” statement.

Compliant—Examples

Compliant postsecondary employment goals must also align back to employment-related information in the summary of findings from age-appropriate transition assessments. Although these examples lack clarity, specificity, and direction, they can be compliant if they match information in the summary of findings from transition assessments.

- I will obtain a job working with my hands.

Postsecondary Goals, continued

- I will get a job.
- I will work part-time.
- I will work a job outdoors.

Noncompliant—Examples

Noncompliant postsecondary employment goals often have one of the following elements: ambiguous language, which cannot be measured; lack of alignment with the summary of findings from annual age-appropriate transitions assessments; or they occur in a non-integrated, segregated setting like a sheltered workshop.

- I will **look for a job** working with cars.
- I **don't know** what I want to do.
- I will **seek a job** in the medical field.
- I will **possibly** work part-time with supports.
- I will **not be involved in employment because of my disability**.
- Shane **is interested** in working. He **is considering** being a mechanic.
- I will work **in a sheltered workshop**.
- Student will be involved **in a community day program**.
- I will not work.

Postsecondary Goal—Education/Training

Guiding Questions

- **Is the goal measurable?**
- **Can you tell/observe whether it happened?**
- **Will the goal occur after the student exits from secondary school?**
- **Does the postsecondary education and training goal support the long-term employment goal?**
- **Is the goal based on the student's strengths, preferences, interests, and needs (SPIN)?**

Postsecondary Goals, continued

- Does the postsecondary goal statement align back to the information you acquired through the annual age-appropriate transition assessments and explained clearly and thoroughly in the summary of findings?

Quality—Examples

Quality postsecondary education goals must come from education/training-related information in the summary of findings from annual age-appropriate transition assessments. The assessment findings must be clearly summarized, relate to the student’s SPIN, and indicate what the student plans to do educationally that supports their long-term employment goal. The “I will” statement must be clear without ambiguity to be measurable.

- I will enroll at Ivy Tech to study early childhood education.
- I will obtain an associate degree in interior design.
- I will obtain a degree in the nursing field.
- I will obtain on-the-job training from my employer and supports from the supported-employment provider.
- I will participate in rehabilitative education and training to obtain a job with supports.
- I will enroll in a graphics art class in the community with support, using an adapted computer and head switch.

Discuss the findings of age-appropriate transition assessments that have been conducted, the indication of need for future transition assessments, and any curricular connections that support that development of transition skills. Summarize these discussion points.

Is there evidence that this student has achieved sufficient skills for independent living? No

Regarding Independent Living after high school, I will

Regarding Employment after high school, I will

Regarding Education and Training after high school, I will

Screenshot, Transition tab, Indiana IEP on Learning Connection. The box illustrates where to add the postsecondary education and training “I Will” statement.

Postsecondary Goals, continued

Compliant—Examples

Compliant postsecondary education goals, which occur after the student exits secondary education, must align back to the specific education/training-related information from the summary of findings from annual age-appropriate transition assessments. Although these examples lack clarity, specificity, and direction, they can be compliant if they match information in the summary of findings from transition assessments.

- I will enroll in a college.
- I will complete a 2-year degree in my chosen career path.
- I will receive on-the-job training.

Noncompliant—Examples

Noncompliant postsecondary education/training goals often have one of the following elements: ambiguous language, which cannot be measured; lack of alignment to the summary of findings from annual age-appropriate transitions assessments; or they occur in a non-integrated, segregated setting.

- Jasmine **is considering** college.
- **Maybe I will go** to a trade school or Ivy Tech.
- I **may want** to go to college.
- **Hopefully**, I will get on-the-job training.
- I **am thinking about** going to college.
- I will participate **in a day program**.
- I will **not participate in postsecondary education because of my disability**.

Postsecondary Goal—Independent Living

Guiding Questions

- Is the goal measurable?
- Will the goal occur after graduation or transition from school?
- Is the goal based on the student’s strengths, preferences, interests, and needs (SPIN)?
- Do the postsecondary goal statements align back to the information you acquired through the age-appropriate transition assessments and explained clearly in the summary of findings?

Postsecondary Goals, continued

Quality—Examples

Quality postsecondary independent living goals must come from independent living-related information in quality and compliant assessments. The assessment findings must be clearly summarized, relate to the student’s SPIN, and indicate what the student intends to do to support their Independent Living goal. The “I will” statement must be clear, without ambiguity.

- I will use a visual checklist to purchase needed items.
- I will independently prepare for work each day, including dressing myself, making my lunch, and getting to the bus.
- I will participate in my daily routine with hand-over-hand support.

The screenshot shows the IIEP software interface. On the left is a sidebar with navigation options. The main area is titled 'Transition' and contains a text box with assessment findings: 'Monique participated in a Vocational Interest/Type Search assessment on May 1, 2018. Results of the assessment indicated that she is interested in the career areas of being socially interactive and enterprising. Monique identified three jobs she might like to pursue: joining the National Guard, working as an LPN or working as a RN. A Task Analysis was completed to determine her ability and needs at...'. Below this is a dropdown menu for the question 'Is there evidence that this student has achieved sufficient skills for independent living?' with 'Yes' selected. To the right of this dropdown is a large text box for 'Cite evidence to support the decision that an Independent Living Skills goal is not applicable'. Below that are two more text boxes for 'Regarding Employment after high school, I will...' and 'Regarding Education and Training after high school, I will...'. At the bottom, there is a dropdown for 'The postsecondary goals were updated annually' with 'YES - postsecondary goals were reviewed and discussed and remain the same.' selected. A 'Conference Notes' section is visible at the very bottom.

Screenshot, Transition tab, IIEP on Learning Connection. If you select “yes” for “Is there evidence that this student has achieved sufficient skills for Independent Living?” Use the box to cite evidence supporting the decision. The box beneath the evidence box is where to add the student’s “I will...” statement.

Compliant—Examples

Compliant postsecondary independent living goals, occurring after high school, must align back to independent living-related information from compliant age-appropriate, annual assessments that are measurable without having any ambiguous language.

- I will dress myself independently.
- I will get an apartment.
- I will live independently with support.
- I will access community resources.

Noncompliant—Examples

Noncompliant postsecondary independent living goals often have one of the following elements: ambiguous language which cannot be measured; lack of alignment to the summary of findings from annual age-appropriate transitions assessments; or they occur in a non-integrated, segregated setting.

- I **cannot live** independently.
- I **need to learn** to manage money and care for myself.
- I **may want** to live in my own place or maybe with a roommate.
- I will **need continual support** and supervision for adult living.
- Daniel is **capable** of living on his own.

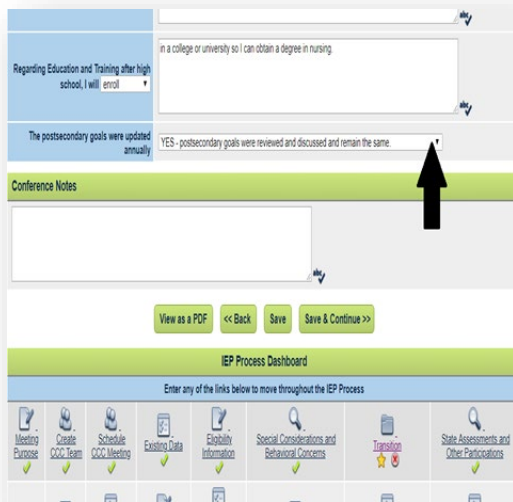
4. Annual Update: Are the postsecondary goals updated annually? Is there evidence that the postsecondary goals have been discussed/updated and continue to be relevant in conjunction with the current IEP?

Guiding Questions

- Is there evidence that the case conference committee discussed the student's postsecondary goals annually and they were either updated accordingly or remained the same?
- Do the postsecondary goals continue to be relevant based on the information within the current Transition IEP?

Quality Transition IEP

- IEP contains a statement indicating that the case conference committee discussed the student's postsecondary goals and that they remain the same. *(If so, check box on the IIEP.)*
- If the case conference committee discussed a need for goal changes, they have indicated those changes on the IEP.



Screenshot, IEP on Learning Connection, postsecondary goals question. A dropdown menu selection indicates if postsecondary goals were updated annually.

Noncompliant IEP

- The box indicating that the postsecondary goals are updated annually was not selected as “Yes.”

5. Diploma Decision: Is there documentation regarding whether the student will pursue a high school diploma or Certificate of Completion?

Guiding Question

Is there documentation regarding the type of diploma or certificate the student will pursue?

Quality Transition IEP

- The IEP specifies the student’s choice of which diploma or certificate they will pursue.
- The Case Conference Committee facilitates informed decision-making regarding diploma or certificate track for the student.

Noncompliant Transition IEP

- The IEP does not document the student’s choice to pursue either a diploma or certificate of completion.

LRE Placement Student: Andy Luck116

Choose a course of study from the list (these courses focus on improving the academic and functional achievement of the student in order to support the attainment of post secondary goals). Core 40 Diploma

Education Setting

Total Instructional Minutes (minutes per week)	(-) Special Education Setting (minutes per week)	(+) General Education Setting (minutes per week)
9550	- 225	= 1425

Age 6 plus as of December 1, 2018 (Age: 11)

Special Education Service Minutes

Service Type	Service	Service Dates	Number of Sessions	Session Length
Special Ed Services	Special Education Services	10/25/2016 - 10/25/2017	5 per week	45 minute(s)

Dates	Percent of time in General Education	Percent of time in Special Education
10/25/2016 - 06/30/2017	86.36%	13.64%
08/01/2017 - 10/25/2017	86.36%	13.64%
10/25/2017 - 06/30/2018	100.00%	0.00%

Screenshot, LRE Placement tab, IIEP on Learning Connection. Dropdown menu selection indicates the course of study/ choice of diploma type.

6. Transition Services and Activities: Are there transition services and activities in the Transition IEP that will enable the student to confirm, refine, or change their postsecondary goals?

Guiding Questions for Employment, Education/Training, and Independent Living

- Are services and activities aligned with the postsecondary employment, education/training, and independent living goals?
- If you have written a transition service/activity that supports more than one postsecondary goal, have you indicated that in the To Support section?
- Does the school share responsibility for provision and implementation of services and activities?
- Do the services and activities listed fall within the duration of the IEP?
- Do the services/activities help the student to identify, move toward, or refine their postsecondary goals?
- Does the narrative include a descriptive explanation of how the service will support the postsecondary goals?
- If you have listed a class as a transition service/activity, have you noted an individualized connection to the postsecondary goal?

Transition Services and Activities, continued

Keep in Mind...

Completing transition assessments is not an individualized activity and is not a compliant transition service. Once the assessment is completed, it belongs in the transition assessment section of the IEP.

Del	Description	Frequency	By Whom	Date of Completion	To Support
	Enroll in career orientation class	4 per wk	Teacher of Record	05-16-2019	<input type="checkbox"/> Employment Skills <input type="checkbox"/> Education/Training Skills <input type="checkbox"/> Independent Living Skills
	Develop resume	1 per day		05-16-2019	<input type="checkbox"/> Employment Skills <input type="checkbox"/> Education/Training Skills <input type="checkbox"/> Independent Living Skills
	Practice job interview	2 per rep pd	Teacher of Record / Resc	05-16-2019	<input type="checkbox"/> Employment Skills <input type="checkbox"/> Education/Training Skills <input type="checkbox"/> Independent Living Skills
	College visit	2 per year-transition	Teacher of Record / Resc	05-16-2019	<input type="checkbox"/> Employment Skills <input type="checkbox"/> Education/Training Skills <input type="checkbox"/> Independent Living Skills

Screenshot, Provisions tab, IIEP on Learning Connection. Transition services should take place during the year of the IEP, support each postsecondary goal, and be supported by school personnel.

Transition Services and Activities—Examples


The following examples illustrate how to document both a description of the transition services/activities and the accompanying narrative. Transition services must be aligned with the student's specific postsecondary goals. The postsecondary goals are included with each of the following examples to help show why they are quality, compliant, or noncompliant. Remember that these are individual examples of transition services and activities. A quality IEP will have multiple transition services. For compliance, there must be transition services and activities that address each of the student's postsecondary goals.

See Appendix A for more examples of quality, compliant, and noncompliant transition services and activities. See also, "[Transition Services & Activities: Making the Connection](#)" (INSTRC, 2018).

Transition Services and Activities, continued

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Education and Training: I will go to a cosmetology school.</p> <p>Employment: I will work in a job in the cosmetology field.</p> <p>Independent Living Skills: I will learn to use public transportation so I can be more independent while living in a supported living home.</p>	<p>Description: Learn to use public transportation.</p> <p>Narrative: Ali will use the city bus for transportation to and from a job site.</p> <p>To Support:</p> <ul style="list-style-type: none"> • Employment • Education and Training • Independent Living Skills 	<p>Learning to use different forms of transportation is important for students to have access to their employment and education choices. Since this student will need to use public transportation to get to their job and school, this service supports all three postsecondary goal areas. The narrative should be more thorough and include a direct connection to cosmetology to be a quality example.</p>

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Education and Training: I will attend a college majoring in a social service field.</p> <p>Employment: I will obtain employment in a social service career.</p>	<p>Description: Volunteer at local agency.</p> <p>Narrative: Maryann will volunteer at Habitat for Humanity, where she will gain experiences working in a social service environment.</p> <p>To Support:</p> <ul style="list-style-type: none"> • Employment • Education and Training 	<p>Volunteering at a social service agency would give this student good experience that aligns with their postsecondary goals. A volunteer experience offering an opportunity for learning aligns with both education and training and employment.</p>



7. Outside Agencies: Is there evidence that representatives from outside agencies that were mentioned in the Transition Services and Activities section were invited to the Transition IEP meeting?

Guiding Questions

- Have you invited agencies that are providing or paying for a service that is included in the IEP?
- Did you obtain parental consent or student consent (once student has reached the age of majority) to invite an outside agency?
- Are there any current service delivery providers (employment or residential) that need to be invited to participate at the IEP team meeting?
- Have you considered inviting individuals or agencies with expertise (e.g., assistive technology, behavior, Medicaid Waiver)?
- Have you indicated Pre-Employment Transition Services (Pre-ETS) in the narrative or the By Whom section of a transition service? Is a representative from the agency that is providing this service invited?

Quality Transition IEP

Possible adult service (non-school) invitees:

- Vocational Rehabilitation Counselor
- Employment Provider (e.g., employment consultant, job coach, Pre-ETS provider).
- Case Manager
- Mental Health Representative
- Behavior Consultant
- Residential Service Provider
- Assistive Technology Consultant

Outside Agencies, continued

Invited Individuals						
Position	Name	Additional Title	Requesting Excusal?	Consent to Excuse?	Consent to Invite Needed?	Consent to Invite Granted?
Student						
Public Agency Rep	Ima U. Boss					
Parent	Joan Luck					
Current Teacher of Record (TOR)/Case Manager	R. Mike Nevins					
General Ed Teacher	Phil Osophy					
Multidisciplinary Team Member	Mary Heid					
Add Additional Attendees from Team						
Father	Jason Luck					
Guidance Counselor	Sy Kology					
Add Additional Attendees						
Requesting Excusal Options						

Screenshot, Schedule CCC Meeting tab, IIEP on Learning Connection. You should invite any representatives from outside agencies that the student is currently working with or that he/she may be involved with in the future.

Compliant Transition IEP

When the IEP does not include an agency that will pay for or provide a service, you do not need to invite an agency representative.

Noncompliant Transition IEP

The IEP specifies transition services and activities assigned to agencies that you have not invited to the case conference.

8. Annual Goals: Are there annual goals written to support each postsecondary goal?

Guiding Questions

- Have you written a measurable annual goal that supports each postsecondary goal statement? (*Employment, Education/Training, and Independent Living if needed*)

Annual Goals, continued

- Are the annual goal statements skill-based and supported by baseline data found in present levels of performance?
- Do the annual goals address the student's most significant barriers?
- Are you able to determine how the goal will be measured? (*criteria/mastery and progress monitoring*)

Measurable Annual Goals...

- must be related to the Present Levels of Academic Achievement and Functional Performance (PLAFP).
- should be able to stand on their own (includes annual goals and short-term objectives or benchmarks).
- identify what knowledge, skills, and/or behaviors a student is expected to **demonstrate or do** within the period of time the IEP is implemented.
- address the skills the student needs in order to make educational/behavioral progress.

Well-Written Annual Goal Components

Given What—Describes **the conditions** that will need to be in place for the goal (or benchmark) to be completed.

Who—The student.

Does What—Describes **observable behavior** (specific action or target behavior) that the student will do to complete the goal (or benchmark).

Criteria for Mastery—Describes the **performance level expected** during the life of the IEP.

Quality Goal Statement

Quality goal statements are measurable, skill-based, and address an individual student's main barriers to academic success. Writing quality annual goal statements should be the goal for all teachers.

Annual Goals, continued

Compliant Goal Statement

A goal statement that is minimally compliant is measurable but could be missing one of the following:

- A specific skill to monitor
- Additional information about measurement, explaining how the skill identified in the goal statement will be tracked

Noncompliant Goal Statement

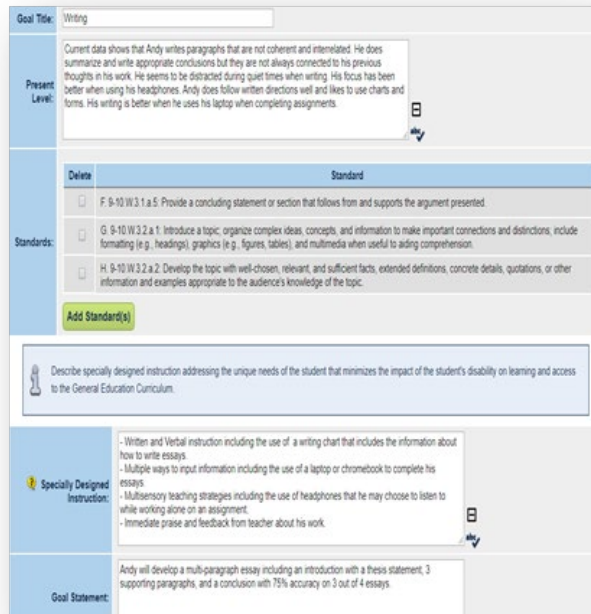
Goal statements that are not compliant are not measurable. Reasons for noncompliance may include that the statement:

- does not include a measurement
- includes an incomplete measurement
- includes multiple unrelated skills, or
- is written in a way that makes the skill or measurement unclear.

Goal Statement:	Andy will develop a multi-paragraph essay including an introduction with a thesis statement, 3 supporting paragraphs, and a conclusion with 75% accuracy on 3 out of 4 essays.
Method / Instrumentation for Monitoring Progress:	Teacher review of written essays - Data Collection
If Transition, Indicate if Goal is to Support:	<input checked="" type="checkbox"/> Employment Skills <input checked="" type="checkbox"/> Education / Training Skills <input type="checkbox"/> Independent Living Skills
Progress Monitoring:	<input type="radio"/> Descriptive Documentation The measurement of the goal depends on the ability of the author to articulate performance in measurable terms. <input type="radio"/> Single Point The measurement of the goal depends on counting a number of instances or recording a score. <input checked="" type="radio"/> Single Rubric The measurement of the goal depends on the articulation of progressive criteria intended to define increments of success. <input type="radio"/> Collection of Indicators The measurement of the goal is based on the direct assessment of one or more objectives and/or benchmarks. Rubrics may be created for each objective and/or benchmark. These are data points that permit longitudinal analysis based objectives and/or benchmarks. Edit Progress Monitoring

The annual goal should relate to the most significant barrier preventing the student from being successful in the area(s) you are addressing.

Annual Goals, continued



Goal Title:	Writing								
Present Level:	Current data shows that Andy writes paragraphs that are not coherent and interrelated. He does summarize and write appropriate conclusions but they are not always connected to his previous thoughts in his work. He seems to be distracted during quiet times when writing. His focus has been better when using his headphones. Andy does follow written directions well and likes to use charts and forms. His writing is better when he uses his laptop when completing assignments.								
Standards:	<table border="1"><thead><tr><th>Delete</th><th>Standard</th></tr></thead><tbody><tr><td><input type="checkbox"/></td><td>F.9-10.W.3.1.a.5 Provide a concluding statement or section that follows from and supports the argument presented.</td></tr><tr><td><input type="checkbox"/></td><td>G.9-10.W.3.2.a.1 Introduce a topic, organize complex ideas, concepts, and information to make important connections and distinctions, include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</td></tr><tr><td><input type="checkbox"/></td><td>H.9-10.W.3.2.a.2 Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</td></tr></tbody></table> <p>Add Standard(s)</p>	Delete	Standard	<input type="checkbox"/>	F.9-10.W.3.1.a.5 Provide a concluding statement or section that follows from and supports the argument presented.	<input type="checkbox"/>	G.9-10.W.3.2.a.1 Introduce a topic, organize complex ideas, concepts, and information to make important connections and distinctions, include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	<input type="checkbox"/>	H.9-10.W.3.2.a.2 Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
Delete	Standard								
<input type="checkbox"/>	F.9-10.W.3.1.a.5 Provide a concluding statement or section that follows from and supports the argument presented.								
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<input type="checkbox"/>	H.9-10.W.3.2.a.2 Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.								
Specially Designed Instruction:	<ul style="list-style-type: none">- Written and Verbal instruction including the use of a writing chart that includes the information about how to write essays.- Multiple ways to input information including the use of a laptop or chromebook to complete his essays.- Multisensory teaching strategies including the use of headphones that he may choose to listen to while working alone on an assignment.- Immediate praise and feedback from teacher about his work.								
Goal Statement:	Andy will develop a multi-paragraph essay including an introduction with a thesis statement, 3 supporting paragraphs, and a conclusion with 75% accuracy on 3 out of 4 essays.								

Screenshot, Goals tab, IIEP on Learning Connection. Present levels should identify a need and include the current level the student is performing. Annual goals address what skills or process the student needs to increase the chances of meeting the goal. Specially designed instruction describes the specialized instructional methods or strategies that will be used to support the student in achieving their goals.

9. Course of Study: Does the IEP include a course of study that focuses on improving the academic and functional achievement of the student to facilitate their transition from school to post-school?

Guiding Questions

- Does the LRE section of the IEP include a course of study that aligns with the student's postsecondary goals?
- Is the multi-year course of study (4-year plan) specified in the IEP (e.g., Core 40, General Diploma, or Certificate of Completion)?
- Does the indicated course of study match the chosen diploma or certificate?

Course of Study, continued

Quality Transition IEP

- The IEP identifies the specific diploma type (e.g., General, Core 40, Academic Honors) or Certificate.
- The course of study aligns with the student’s postsecondary goals.

Noncompliant Transition IEP

- The IEP does not contain information about the course of study.
- The course of study does not align with the student’s postsecondary goals.
- The IEP only lists semester classes or other classes in which the student is currently enrolled.

Keep in Mind...

For more information about Graduation Pathways, diplomas, and the Certificate of Completion, refer to the following Indiana DOE resources:

Graduation Pathways

<https://www.doe.in.gov/graduation-pathways>

Certificate of Completion Resources

<https://www.doe.in.gov/student-services/student-assistance/coc>

Appendix A

Quality, Compliant, and Noncompliant Transition Services and Activities—Examples

Transition Services and Activities—Examples

The following examples illustrate how to document both a description of the transition services/activities and the accompanying narrative. Transition services must be aligned with the student’s specific postsecondary goals. The postsecondary goals are included with each of the following examples to help show why they are quality, compliant, or noncompliant. It is important to remember that these are individual examples of transition services and activities. A quality IEP will have multiple transition services. For compliance, there must be transition services and activities that address each of the student’s postsecondary goals.

Quality—Examples

Quality transition services and activities are individualized, aligned to the student’s specific postsecondary goals, and include a thorough narrative explaining what the service is and how it is connected to the postsecondary goals.

Compliant: Practicing Social Skills for Employment

Postsecondary Goals	Transition Service/Activity	Compliance Explanation
<p>Education and Training: I will enroll in a postsecondary education program that will give me the skills needed to work in the medical field.</p> <p>Employment: I will obtain a full-time career in an area of my interest.</p>	<p>Description: Practice work skills.</p> <p>Narrative: With support from her Pre-Employment Transition Services (Pre-ETS) job coach, Kayla will practice the work ethic, responsibility, and social skills she learned in her career orientation class during her work experience.</p> <p>To Support:</p> <ul style="list-style-type: none"> • Employment 	<p>Practicing soft skills such as work ethic, responsibility, and social skills would be beneficial for any career. Some students do not know the specific career they want, yet. Since this student has a postsecondary goal of simply working full time, this is a compliant service. If the student had a more specific postsecondary goal, the service would need to be aligned to the more specific goal.</p>

Compliant: Comparing Careers

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Education and Training: I will participate in on-the-job training.</p> <p>Employment: I will get a job as either landscaper or a maintenance technician.</p>	<p>Description: Compare two community work experiences.</p> <p>Narrative: After completing a 6-week work experience at both a landscaping job and a maintenance job, James will complete a reflective journal comparing and contrasting each experience.</p> <p>To Support:</p> <ul style="list-style-type: none"> • Employment • Education and Training 	<p>A service such as this would be great for a student trying to decide between two careers. The narrative is thorough and explains the direct connection to working as a landscaper or maintenance technician making this a quality transition service and activity.</p>

Compliant: Learning About Adult Service Providers

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Education and Training: I will obtain employment training from an adult services provider.</p> <p>Employment: I will obtain a part-time job with full support from an adult services provider.</p> <p>Independent Living Skills: I will live in my own apartment with support from an adult agency provider.</p>	<p>Description: Connect with adult service agencies that provide assistive technology.</p> <p>Narrative: Ed will meet with two community job coordinators from local adult agencies and, using pre-written questions, will learn about services they provide.</p> <p>To Support:</p> <ul style="list-style-type: none"> • Employment • Education and Training • Independent Living Skills 	<p>Students with high support needs may require ongoing support from an adult service provider for employment. Since this student has the goal to receive support from an adult provider in the future, the listed transition service is compliant. The thorough information in the narrative makes this a quality example.</p>

Compliant: Participating in SAT Prep Course

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Education and Training: I will go to college and major in engineering.</p> <p>Employment: I will work as an engineer.</p>	<p>Description: Complete the SAT.</p> <p>Narrative: To support the postsecondary education goal of going to college, Tyler will take the SAT prep class and sign up for the SAT with appropriate accommodations.</p> <p>To Support:</p> <ul style="list-style-type: none"> • Education and Training 	<p>Taking the SAT would not be a compliant transition service for all students. Since this student wants to go to college, it is compliant. The narrative is thorough and explains that the student will need accommodations during the test.</p>

Compliant: Exploring Military Career Options

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Education and Training: I will enroll in one of the branches of the military.</p> <p>Employment: I will work in the military.</p>	<p>Description: Interview military branch officers.</p> <p>Narrative: During a meeting with the armed forces recruiter at school, Juan will write down information about the differences in and requirements for joining the various branches of the military.</p> <p>To Support:</p> <ul style="list-style-type: none"> • Education and Training • Employment 	<p>Students can further their education while working in the military. This student is not sure which branch of the military they want to join. Meeting with each branch would help the student learn about a career in the military and learn what education possibilities are available.</p>

Compliant: Practicing Self-Advocacy for Postsecondary Education

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Education and Training: I will go to college.</p> <p>Employment: I will obtain a career in the business field.</p>	<p>Description: Contact college offices of disability services.</p> <p>Narrative: To pursue postsecondary education, Jennifer will use self-advocacy skills to contact the coordinator of disability services at the colleges she is interested in.</p> <p>To Support:</p> <ul style="list-style-type: none"> • Education and Training 	<p>Learning skills related to self-advocacy are important for all students. This service connects to the student's postsecondary education and training goal.</p>

Compliant: Learning About Area Art Programs

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Education and Training: I will participate in an art program.</p> <p>Employment: I will work as an artist.</p>	<p>Description: Learn about community art programs and classes.</p> <p>Narrative: With support from the TOR, Jared will visit and obtain information about art programs and classes available in the area.</p> <p>To Support:</p> <ul style="list-style-type: none"> • Employment • Education and Training 	<p>Since this student's postsecondary goal is to participate in an art program, this is a good transition service for the student. Learning about art programs would connect to the education and training and employment postsecondary goals.</p>

Compliant: Researching Supported Decision-Making

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Education and Training: I will go to college to major in psychology.</p>	<p>Description: Practice supported decision-making.</p> <p>Narrative: Jeremy will identify a team of support people to assist him with informed choice</p>	<p>This is a very thorough narrative that explains an activity that connects directly to the stated independent</p>

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Employment: I will obtain employment as a counselor.</p> <p>Independent Living Skills: I will manage my own health needs so I can live independently.</p>	<p>related to health care decisions, such as selecting a personal care provider, developing a personal care schedule, or identification of medicine.</p> <p>To Support:</p> <ul style="list-style-type: none"> • Independent Living Skills 	<p>living postsecondary goal. Supported decision-making may be beneficial for anyone with complex life challenges.</p>

Compliant: Learning About Child Care

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Education and Training: I will participate in on-the-job training.</p> <p>Employment: I will work in a home-based career involving children.</p> <p>Independent Living Skills: I will learn about child development and child behavior so I can be independent while raising a family and living on my own.</p>	<p>Description: Take childcare classes.</p> <p>Narrative: To support Melinda’s interest in becoming a parent and to connect to her career goals, she will take the Family and Consumer Science course, Child Development.</p> <p>To Support:</p> <ul style="list-style-type: none"> • Employment • Education and Training • Independent Living Skills 	<p>All students must have education and training and employment postsecondary goals. Some may prefer working at home and raising children. This transition service is a good service for students with these goals. The service is individualized and aligned to all three postsecondary goals.</p>

Compliant: Applying for the Medicaid Waiver

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Education and Training: I will participate in employment training with full support from an adult agency provider.</p> <p>Employment: I will work with full support from a job coach.</p> <p>Independent Living Skills: I will live in a supported home environment.</p>	<p>Description: Apply to Bureau of Developmental Disabilities Services (BDDS) and/or Area Agency on Aging for Medicaid Waiver.</p> <p>Narrative: Student and parents will obtain waiver option information, select a preferred</p>	<p>Some students may benefit from applying for a Medicaid Waiver to support their long-term care needs, including residential supports and community participation.</p>

Postsecondary Goals	Transition Service	Transition Service Explanation
	<p>option, and complete Medicaid Waiver application.</p> <p>To Support:</p> <ul style="list-style-type: none"> • Employment • Education and Training • Independent Living Skills 	

Compliant—Examples

Compliant transition services and activities are individualized and aligned with the student’s specific postsecondary goals.

Keep in Mind...

- Transition services and activities must occur within the effective dates of the IEP.
- All services must have a school representative listed in the By Whom section. Students/families cannot be solely responsible for any services and activities.
- You must include an explanation of the service/activity in the narrative.

Compliant: Job Shadowing with No Specific Career Noted

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Education and Training: I will participate in postsecondary education in either a college or tech school.</p> <p>Employment: I will obtain employment in an area of interest.</p>	<p>Description: Participate in job shadowing.</p> <p>Narrative: Jamie will job shadow in a career of choice.</p> <p>To Support:</p> <ul style="list-style-type: none"> • Employment 	<p>Job shadowing is a good transition service and activity for students. Since this student does not have a specific career choice, this service is compliant. If the student had a specific career indicated in the postsecondary goals, it would</p>

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Independent Living Skills: I will learn basic cooking skills so I can live independently after high school.</p>		not be compliant. The narrative could include a more thorough explanation to make it a more quality example of a transition service.

Compliant: Attending a Career Fair

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Education and Training: I will enroll in a college or university.</p> <p>Employment: I will obtain a career as a nurse.</p>	<p>Description: Attend a transition fair.</p> <p>Narrative: Fiona will obtain information about her indicated career of choice from local providers.</p> <p>To Support:</p> <ul style="list-style-type: none"> • Employment • Education and Training 	<p>This is a compliant transition service. A quality service would include “about the nursing field” instead of “career of choice.” A more thorough narrative would include what specific information (e.g., education requirements, salary, work schedules) the student needs about a career in nursing.</p>

Compliant: Exploring Career and Technical Education Options

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Education and Training: I will enroll in a technical school.</p> <p>Employment: I will obtain a career in a field involving maintenance and repair.</p> <p>Independent Living Skills: I will learn to use a banking account so I can manage my own money.</p>	<p>Description: Participate in a program at the Career and Technical Education Center.</p> <p>Narrative: Michelle will choose a program to participate in, at the local Career and Technical Education Center.</p> <p>To Support:</p> <ul style="list-style-type: none"> • Employment • Education and Training 	<p>This student knows that they want a career involving maintenance and repair but is not sure what that specific job will be. This service may help the student determine a specific career. Since this service only supports employment and education and training, there would need to be at least one more service that addresses independent living skills.</p>

Compliant: Researching Nursing Careers

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Education and Training: I will go to a four-year college to study nursing.</p> <p>Employment: I will obtain employment as a nurse.</p>	<p>Description: Research careers in nursing.</p> <p>Narrative: Arnetta will look up information about nursing during Family Consumer Science class.</p> <p>To Support:</p> <ul style="list-style-type: none"> • Employment • Education and Training 	<p>This student wants to be a nurse. Since there are many types of nurses, it would benefit the student to research the field as well as investigate colleges with a nursing program. A more quality narrative would explain exactly what information the student is investigating while researching the career. Notice that the activity of research is the service. Just taking a Family Consumer Science Class alone would not be a compliant transition service.</p>

Compliant: Practicing Budgeting Skills at a Reality Store

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Education and Training: I will participate in on-the-job training.</p> <p>Employment: I will work in a restaurant.</p> <p>Independent Living Skills: I will learn banking skills so I can manage my own money.</p>	<p>Description: Participate in the Reality Store.</p> <p>Narrative: Angel will practice budgeting skills learned at the reality store.</p> <p>To Support:</p> <ul style="list-style-type: none"> • Independent Living Skills 	<p>To just participate in a reality store is not enough to be a compliant transition service. The narrative explains that the student will learn budgeting skills at the Reality Store, which does connect to the stated independent living postsecondary goal. If the narrative included more information about the student learning employment-related skills, it may also have connected to the education and training and/or employment postsecondary goals.</p>

Compliant: Learning About Nursing Programs at a College Fair

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Education and Training: I will enroll in a local college.</p> <p>Employment: I will work as a nurse.</p>	<p>Description: Attend college fair.</p> <p>Narrative: Aimee will learn about local schools that offer nursing classes.</p> <p>To Support:</p> <ul style="list-style-type: none"> • Employment • Education and Training 	<p>Attending a college fair alone is not a compliant transition service for a student that has a specific career goal. The narrative indicates the student will learn about schools that offer nursing program, making the service compliant.</p>

Compliant: Meeting with a Vocational Rehabilitation Counselor

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Education and Training: I will obtain training from Indiana Vocational Rehabilitation (VR) to learn job skills.</p> <p>Employment: I will work in a full-time job with support from Vocational Rehabilitation.</p> <p>Independent Living Skills: I will learn basic home maintenance skills so I can live on my own.</p>	<p>Description: Make an appointment with a VR counselor.</p> <p>Narrative: Meet with VR to sign up for services.</p> <p>To Support:</p> <ul style="list-style-type: none"> • Employment • Education and Training 	<p>Even though the narrative does not include much information, this is a compliant transition service. It aligns to the student’s postsecondary goals and is a good activity for the student to do before they exit special education.</p> <p>Remember! Since this service indicates that VR will be involved, they must be invited to the case conference meeting. When an outside agency is indicated in either the description and/or the narrative, they must be invited to the case conference in which that service will be discussed.</p>

Compliant: Visiting a College

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Education and Training: I will go to a 4-year college.</p> <p>Employment: I will obtain employment in a career that require a college degree.</p>	<p>Description: Visit a college.</p> <p>Narrative: Attend a college visit to learn about how it fits my needs.</p> <p>To Support:</p> <ul style="list-style-type: none"> • Employment • Education and Training 	<p>Some students know they want to go to college but are not yet sure of what they want to do as a career. Participating in college visits is a good service for any student who is considering college. A more quality example would include what information the student wants to learn on the visit in the narrative.</p>

Compliant: Practicing Self-Advocacy Skills by Discussing Accommodation Needs

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Education and Training: I will enroll in a computer technology training program.</p> <p>Employment: I will work as an informational technology specialist.</p> <p>Independent Living Skills: I will learn to state my accommodation and support needs to employers and other relevant people so I can be independent while living and working on my own.</p>	<p>Description: Speak with teachers about accommodation and support needs.</p> <p>Narrative: Identify, discuss, and develop accommodation needs with teachers.</p> <p>To Support:</p> <ul style="list-style-type: none"> • Independent Living Skills 	<p>This student’s independent living postsecondary goal indicated that they need to communicate their support needs to others. The listed transition service would be a good activity to help the student learn this skill. This transition service/activity supports all three postsecondary domains. Both employment and education and training could have also been added to the To Support section.</p>

Compliant: Learning About Banking

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Education and Training: I will participate in on-the-job training.</p> <p>Employment: I will obtain employment in a job where I can work outside.</p> <p>Independent Living Skills: I will setup a checking account and balance it each month, so that I can monitor my finances independently.</p>	<p>Description: Learn about banking skills.</p> <p>Narrative: Jennie will go to a local bank on community trips.</p> <p>To Support:</p> <ul style="list-style-type: none"> Independent Living Skills 	<p>This student needs to learn how to use a bank. This service connects to the specific independent living postsecondary goal. A more quality example would explain in the narrative the specific skills the student will be working on while on community trips to the bank.</p>

Compliant: Developing Social Skills

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Education and Training: I will take an online metal forging training course.</p> <p>Employment: I will work in a metal forging business.</p> <p>Independent Living Skills: I will learn social skills so I can participate in community sports leagues.</p>	<p>Description: Join a service club for socialization.</p> <p>Narrative: Pat will join a club of their choosing.</p> <p>To Support:</p> <ul style="list-style-type: none"> Independent Living Skills 	<p>Social skills are sometimes overlooked as a needed independent living skill for some students. Joining a club while in high school would help support this postsecondary goal. The narrative includes minimal information. A more complete narrative would include more information about what skills the student will learn in the service club that will improve their ability to participate independently in the community.</p>

Compliant: Improving Organizational Skills

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Education and Training: I will go to a college or university to major in environmental studies.</p> <p>Employment: I will obtain employment in environmental management.</p> <p>Independent Living Skills: I will keep my daily schedule organized while living independently.</p>	<p>Description: Increase organization skills.</p> <p>Narrative: Sarah will participate in a basic skills class where she will learn methods to stay organized.</p> <p>To Support:</p> <ul style="list-style-type: none"> • Employment • Education and Training • Independent Living Skills 	<p>Learning methods to stay organized is important for every student before they graduate. This service connects to all three postsecondary goals because it is needed in each area. To be a quality narrative, the narrative should also include the direct connection to going to college and finding employment.</p>

Noncompliant—Examples

The following examples of transition services and activities examples are considered noncompliant. They are either not individualized, not aligned to the student specific postsecondary goals, or both.

Keep in Mind...

Participating in or completing an annual transition assessment is not a compliant transition service!

Noncompliant. Discuss Core 40 Requirements

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Education and Training: I will enroll in a 4-year college.</p> <p>Employment: I will obtain employment as a journalist.</p>	<p>Description: Complete Core 40 requirements.</p> <p>Narrative: Student will meet with guidance counselor to talk about Core 40.</p>	<p>There is nothing individualized about this transition service. All students should be meeting with guidance to discuss the requirements for graduation. This student should have individualized transition services connected to going to college and becoming a journalist.</p>

Noncompliant. Resource Room

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Education and Training: I will obtain training in the computer field.</p> <p>Employment: I will obtain employment as a computer coder.</p>	<p>Description: Resource room.</p> <p>Narrative: Student will come to resource room.</p>	<p>This is more of a special education service than a transition service. Nothing in this narrative connects to the specific postsecondary goals.</p>

Noncompliant. Pass Academic Classes

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Education and Training: I will attend a state university.</p> <p>Employment: I will work as a teacher.</p>	<p>Description: Pass all academic classes.</p> <p>Narrative: Student will pass classes so they can go to a university.</p>	<p>There is nothing individualized in the listed transition service. All students should be working to pass their classes. This student should have a specific activity that is connected to going to a university and/or working as a teacher.</p>

Noncompliant. Complete Transition Portfolio

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Education and Training: I will obtain training from an adult service provider.</p> <p>Employment: I will work with the support of an adult service provider.</p> <p>Independent Living Skills: I will live in an apartment with the support of adult service agencies.</p>	<p>Description: Complete transition portfolio.</p> <p>Narrative: Student will complete the required transition portfolio in the Career Opportunities class.</p>	<p>Completing a portfolio is something all Certificate of Completion (COC) students will do. As such, to complete a transition portfolio is not a compliant service for a COC student. For students obtaining a diploma with an IEP, creating a transition portfolio can be a strategy to support employment, education and training, and independent living goals.</p>

Appendix B

Quality, Compliant, and Noncompliant Annual Goal Statements—Comparison Examples

Noncompliant Annual Goal Statement	Compliant Annual Goal Statement	Quality Annual Goal Statement	Explanation
Chris will write a multi-paragraph essay by May 2022.	Chris will use a graphic organizer to write a multi-paragraph essay on three out of four instances in a 9-week period.	Given instruction on using a graphic organizer, Chris will use the graphic organizer to develop a multi-paragraph essay, including an introduction with a thesis statement, three supporting paragraphs, and a conclusion, moving from introduced to achieved on the writing rubric.	The quality goal statement includes more information explaining the conditions of the goal. In the noncompliant example, the skill and measurement are not clear.
When Gavin becomes upset, frustrated, or angry, he will use the self-regulation strategy of requesting a quiet space break to reduce the number of office referrals from five a month to three a month by December 2022.	When Gavin becomes angry, he will use a self-regulation strategy with one verbal reminder on four out of five opportunities.	When Gavin becomes angry, he will use the self-regulation strategy of requesting a quiet space break, with one verbal reminder on four out of five opportunities.	The compliant goal statement does not identify a specific strategy. Therefore, responding to a verbal prompt is the skill. The quality example includes a specific strategy as the skill. The non-compliant example is not measuring the specific skill. Tracking office referrals is actually measuring the teachers' response, not the identified skill.
Juan will stay on task with one verbal prompt on eight out of 10 observations.	Juan will use a visual task list to stay on task with one verbal prompt on eight out of 10 observations.	While on the job site, Juan will use a visual task list to stay on task (during a 45-minute period), with one verbal prompt on eight out of 10 observations.	It is not possible to measure staying on task without more information. The noncompliant example includes no skill to measure.

Noncompliant Annual Goal Statement	Compliant Annual Goal Statement	Quality Annual Goal Statement	Explanation
When given a geometric figure, Christy will know how to solve for angles on eight out of 10 instances by May 2022.	When given a geometric figure, Christy will identify the formula needed to determine the angle on eight out of 10 instances.	When given a geometric figure, Christy will write the formula needed to determine the angle on eight out of 10 instances.	To “know how to solve” is not measurable. Words like “identify” should be explained in the annual goal statement.
Matt will answer comprehension questions accurately.	Given a grade-level reading passage and instruction on using context clues, Matt will use context clues to answer eight out of 10 comprehension questions accurately.	Given a grade-level reading passage and instruction on using context clues, Matt will use context clues to answer eight out of 10 comprehension questions accurately on 75% of opportunities.	The quality goal statement is thorough and clear. In the compliant example, the goal would be met if the student answered eight out of 10 questions correctly just once. It is measurable but may not be as complete as the teacher intended it to be. The noncompliant example does not include a specific skill or measurement.
Monique will solve equations eight out of 10 times.	Monique will solve linear equations eight out of 10 times.	Using a calculator and a list of steps, Monique will solve linear equations using the correct steps eight out of 10 times.	Solving an equation is not a skill. The type of equation that will be targeted in the goal statement makes it skill based.
Brian will report to English and math classes with all materials each class.	Using a materials checklist, Brian will report to English and math classes with all materials, four out of five days per week.	Brian will use a materials checklist to gather needed materials for English and Math classes four out of five days per week.	Using the checklist is the skill that will be targeted in the goal statement. There is no measurement in the noncompliant example.
Henry will make eye or head movement on two out of five trials.	Henry will make eye or head movement toward a preferred object upon a verbal request on two out of five trials	Henry will make eye or head movement toward a preferred object upon a verbal request, moving from introduced to demonstrated on the communication rubric.	Making eye or head movement alone is not a specific skill. For a student with high support needs, responding to a request and using a preferred object targets a specific skill. Measuring the process of related skills using a rubric makes it a quality statement.

Noncompliant Annual Goal Statement	Compliant Annual Goal Statement	Quality Annual Goal Statement	Explanation
Tom will pass five of his classes with a C or better.	In order to stay on task, Tom will create a daily schedule on four out of five days, which includes a list of tasks in three consecutive weeks.	In order to stay on task, Tom will create a daily schedule of classes he wants to work on in his online program on four out of five days in three consecutive weeks.	Passing classes is not a skill-based annual goal statement. Creating a schedule of what work a student wants to complete in a day is a skill. The quality example includes more specific information than the compliant example.
Dakota will obtain a score of 28 (50 th percentile) on the 8 th grade level M-Comp by spring.	Dakota will communicate with the teacher, asking what work was missed on seven out of 10 days when absent.	Dakota will email the teacher requesting missed work on seven out of 10 days when absent.	Measuring testing scores is an outcome, not a skill. There is nothing to measure in the noncompliant example. The quality statement clarifies by what means the student is expected to communicate.
Steven will correctly answer comprehension questions.	Steven will answer comprehension questions with 80% accuracy.	Given a grade-level text, Steven will cite evidence from the text to support answers to comprehension questions with 80% accuracy on three out of four occasions.	Citing text evidence is a good skill for students to learn. While the compliant example is measurable, the quality example gives more complete information, including a specific skill (citing evidence from the text). Explaining that the student will score 80% on assessments and including more specific measurement (three out of four occasions) also makes the statement a quality example.
Trey will improve his written application skills, Standard 5, from grade 4.5, demonstrating 75% accuracy at grade 5.5 with the accommodation of extra time by 12/3/21.	Trey will write a paragraph with a main idea and three supporting sentences on four out of five instances.	Given a writing prompt, Trey will write a paragraph in response to the prompt with a main idea and three supporting sentences on four out of five instances.	The noncompliant example here does not include a skill that can be measured. Improving a grade level is an outcome not a skill. The compliant and quality examples are skill-based and measurable.

Noncompliant Annual Goal Statement	Compliant Annual Goal Statement	Quality Annual Goal Statement	Explanation
Sheri will access the community with supports from home.	When shown a household item, Sheri will identify three businesses in her community where shown item can be purchased on five consecutive instances.	When shown a household item and pictures of businesses in her community, Sheri will point to three businesses in her community where shown item can be purchased on five consecutive instances.	The quality example is a thorough example that is skill-based and measurable. Words like “identify” should be explained in annual goal statements. The noncompliant example does not include a skill or a measurement.
Using a calculator and a list of steps, Shanice will solve linear equations using the correct steps.	Using a calculator and a list of steps, Shanice will solve linear equations with 75% accuracy.	Using a calculator and a list of steps, Shanice will solve linear equations with 75% accuracy on three out four occasions on two consecutive grading periods.	There is no measurement in the noncompliant example. The quality example includes a very thorough description of how the goal will be measured.
Given a grade level reading text, Ariaiah will use context clues, inferences, and citing text evidence to answer comprehension questions with 75% accuracy.	Given a grade level reading text, Ariaiah will use inferences to answer comprehension questions with 75% accuracy.	Given a grade-level reading text, Ariaiah will use inferences to answer comprehension questions with 75% accuracy on nine out of 10 opportunities.	The noncompliant example includes multiple skills, making the goal statement not measurable. A single skill or a process of related skills should be targeted for each annual goal statement.

Appendix C

Resources

2020 Transition IEP Training: Building Bridges to Quality-Transition IEP

https://www.youtube.com/watch?v=XfJWte0YZ_0

Authentic Assessment: A Blueprint for Quality Transition

<https://www.youtube.com/watch?v=d48vGvmW5xw&feature=youtu.be>

Sample IEPs

<https://instrc.indiana.edu/resource-collections/sample-ieps.html>

Transition Assessment Matrix

<https://instrc.indiana.edu/transition-resources/transition-matrix.html>

Transition IEP Mini-Series

<https://expand.iu.edu/browse/iidc/instrc/programs/transition-iep-miniseries>

Transition Resource Collections (e.g., health, career videos, for educators new to transition)

<https://instrc.indiana.edu/resource-collections/index.html>

Transition Services and Activities: Making the Connection

<https://instrc.indiana.edu/pdf/resources/TransitionServicesandAcvitiesMakingtheConnection.pdf>

Using Authentic Assessment for Age-Appropriate Transition Assessments

<https://www.youtube.com/watch?v=QE5paAqQNQA&feature=youtu.be>

Writing Quality IEPs

<https://instrc.indiana.edu/resource-collections/writing-ieps.html>

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812-855-6508

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