Transition Manual
Conduct Assessments: Formal and Informal

Use assessment information to:

Develop Post-Secondary Outcomes/Goals (for continuing students update annually)**

Outcomes/goals determine how you should:

Start process again next year.

**Assessments are chosen with consideration of post-secondary outcomes/goals

Develop Related Annual Transition Goals and Objectives (for continuing students update annually)

Indicate 13

Determine Anticipated Transition Services

Demonstrate Coordination Between LEA and Post-Secondary Services as applicable

Develop Course of Study that is Aligned to Post-Secondary Outcomes/Goals

Exiting? Is this the student’s last IEP?

Yes

Summary of Performance/Post-School Data Collection Survey Permission Request

Student Receives Diploma / Certificate

Wait One Year

No

Indicator 14 Post-School Data Collection Survey

Please Remember!! Student should be invited to all IEP team meetings where transition services will be discussed
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Section 1 - Conduct Assessments: Formal and Informal:

A student needs to have a transition in place by age 14 1/2, so start this process at age 13 1/2. The first step in the transition process would be to conduct age-appropriate assessments based on student’s strengths, preferences, and interests.

Information provided by the National Secondary Transition Technical Assistance Center (NSTTAC)

Why Conduct Transition Assessments?
Transition assessments may be undertaken for several reasons. These reasons include: to develop IEP goals and objectives for the transition component of the IEP, to make instructional programming decisions, and to include information in the present level of performance related to a student’s interests, preferences, and needs. In addition, the indicator 13 of Part B of the State Performance Plans (SPPs), as required by OSEP, stipulates that all students age 16 and up have an IEP based on information from an age appropriate transition assessment. Finally, transition assessment is an excellent way to learn about individual students, especially their strengths outside of academics and their career ambitions.

Purpose
The results of transition assessments should be used in making recommendations for instructional strategies, accommodations in instruction, and environments to meet the student’s strengths and needs. The results also should help students make a connection between their individual academic program and their post school ambitions.

How Do I Select Instruments?
First, become familiar with the different types of transition assessments and their characteristics. Again, it is recommended that you use multiple evaluations and do them on an ongoing basis.

Second, select assessment instruments that assist in answering the following questions with the student:

- Who am I?
- What do I want in life, now and in the future?
- What are some of life’s demands that I can meet now?
- What are the main barriers to getting what I want from school and my community?
- What are my options in the school and community for preparing me for what I want, now and in the future?
Third, select an instrument that is appropriate for your students. Key considerations include the nature of their disability, their post-school ambitions, and community opportunities. For example, students with more involved disabilities would be best served by a person centered planning approach. The nature of their disability may preclude the relevancy of most standardized assessments, notable exceptions include interest inventories that do not require reading (e.g., Beck’s Reading Free Interest Inventory, Wide Range Interest and Opinion Test- Revised) and other instruments that require minimal reading levels (Career Decision Making System, Self-Directed Search Form E). Similarly, some students may need special accommodations during the assessment.

By selecting instruments and procedures that will answer these questions, you will be able to select informative and useful transition assessment tools.

**How Do I Conduct An Age Appropriate Transition Assessment?**

Transition assessments will vary depending on the actual instrument(s) and procedures being used and various student characteristics. However, Sitlington, Neubert, and Leconte (1997) suggest that the following guidelines may be followed when selecting methods to be used in the process.

1. “Assessment methods must incorporate assistive technology or accommodations that will allow an individual to demonstrate his or her abilities and potential.

2. Assessment methods must occur in environments that resemble actual vocational training, employment, independent living, or community environments.

3. Assessment methods must produce outcomes that contribute to ongoing development, planning, and implementation of “next steps” in the individual’s transition process.

4. Assessment methods must be varied and include a sequence of activities that sample an individual’s behavior and skills over time.

5. Assessment data must be verified by more than one method and by more than one person.

6. Assessment data must be synthesized and interpreted to individuals with disabilities, their families, and transition team members.

7. Assessment data and the results of the assessment process must be documented in a format that can be used to facilitate transition planning.

Finally, selected methods should be appropriate for the learning characteristics of the individual, including cultural and linguistic differences.

**Sample Instruments**

**Informal Transition Assessment Methods**

*Interviews and Questionnaires*
Interviews and questionnaires can be conducted with a variety of individuals for the purpose of gathering information to be used to determine a student’s needs, preferences, and interests relative to anticipated post-school outcomes. In other words, what is currently known about a student, and her family that can be used to help develop post-school outcomes and to plan a course-of-study that will help the student reach her goals? Examples include:

- Employment related questions questionnaire
- Dream Sheet

**Direct Observation**

Direct observation student performance should be conducted within the natural or school employment, postsecondary, or community setting. Sometimes called “situational assessment”, direct observations are often done by an “expert” in the environment such as a job coach, co-worker, recreation specialist, and/or general/vocational educator. Direct observation data typically includes task analytic data of steps in completing a task, work behaviors (e.g. on-task, following directions, getting along with co-workers), and affective information (e.g., is student happy, excited, frustrated, or bored?).

**Curriculum-based Assessments (CBA)**

CBA’s are typically designed by educators to gather information about a student’s performance in a specific curriculum and to develop instructional plans for a specific student. To gather (these) data… an educator might use task analyses, work sample analyses, portfolio assessments, and/or criterion-referenced tests.

**Formal Transition Assessment Methods**

**Adaptive Behavior Assessment information**

Adaptive behavior assessment helps determine the type and amount of special assistance that people with disabilities may need. This assistance might be in the form of home-based support services for infants and children and their families, special education and vocational training for young people, and supported work or special living arrangements such as personal care attendants, group homes, or nursing homes for adults. Examples of tests include:

- The Scales of Independent Behavior- Revised (SIB-R)
- The Vineland Adaptive Behavior Scale
- AAMR Adaptive Behavior Scales (ABS)
- The Inventory for Client and Agency Planning (ICAP)

**General and Specific Aptitude Tests**

An aptitude test is a measure of a specific skill or ability. There are two types of aptitude tests: multi-aptitude test batteries and single tests measuring specific aptitudes. Multi-aptitude test batteries contain measures of a wide range of aptitudes and combinations of aptitudes and provide valuable information that can be used in career decision making. Single aptitude tests are used when a specific aptitude needs to be measured, such as manual dexterity, clerical ability, artistic ability, or musical ability. Examples include:

- Differential Aptitude Test (DAT)
• Armed Services Vocational Aptitude Battery (ASVAB)
• Inventory of Work- Relevant Abilities (IWRA)
• Oasis-III Aptitude Survey
• ONET Ability Profiler
• Wiesen Test of mechanical Aptitude
• Bennett’s Mechanical Comprehension Test

**Interest and Work Values Inventories**

Interest inventories provide the opportunity for individuals to compare their interest with those of individuals in specific occupational groups. Examples of interest inventories include:

- Career Interest Inventory- Levels one and two
- The Strong Interest Inventory

**Helpful Links**

http://transitionassessment.northcentralrrc.org/MethodsTools.aspx

www.dol.gov/odep/pubs/publicat.htm

www.jan.wvu.edu

www.caseylifeskills.com

www.Careercruising.com

**Section 2 - Development and/or Annual Review of Post-Secondary Outcomes / Goals:**

• Based on assessments, post-secondary goals should be determined. These drive the rest of the IEP; they are the centerpiece of the IEP. Post-Secondary Goals are measurable, clear, action and results-oriented statements of what the student would like to achieve after high school. While annual transition goals and objectives are expected to be met within one year, PSGs are expected to be review annually and achieved after high school completion.
• A goal statement will need to be provided in Employment and one in Education and/or Training.
One is not required for the Independent Living areas of Living Arrangements and Community Participation/Recreation. If this is not applicable, you need assessment documentation to verify that goals are not necessary at that time.

Examples of Measurable Post-Secondary Outcomes

**EDUCATION / TRAINING GOALS**

Acquired / adapted from NSTTAC

John will attend community college full-time.

Upon completion of high school, John will enroll in courses at Ocean County Community College.

Allison will obtain a four-year degree from a liberal arts college with major in Child Development.

Tommy will enroll in the general Associates Degree program at….”

The fall after high school, Jodi will enroll in courses (non-degree) at Gaston Community College.

After high school, Alex will take a business math class at Kings College (a technical school).

Upon graduation from high school, Jamarreo will successfully complete welding courses at Central Piedmont Community College to attain the Entry Level Welding Certificate.

After graduation, Rolanda will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports.

After high school, Jeremy will improve his social, self-advocacy, and self-care skills by attending instruction at a center-based adult program.

After graduation, Paulo will participate in training to improve his work skills in his job at a grocery store.

Immediately after graduation, Kevin will participate in habilitative and functional skill training through CAP services and will attend courses designed to provide specialized academic, functional, and occupational preparation for individuals with disabilities 2 times per week at the community college.

Upon completion of high school, Bob will enroll in an Emergency Technician training program.
Notes:

- Make it measurable
- Do not use words “plans to”, “wants to”, “needs to work on”, but instead use “will”
- Be specific, “will learn” is not objective and measurable
- If the goal is college, be sure to state the purpose of going to college.
- Do not include what a student must do now in order to achieve a post-school outcome
- Will enroll is better than will apply (apply is an activity or process…not an outcome)

**EMPLOYMENT GOALS**  
Acquired / adapted from NSTTAC

Susie will work full-time at a grocery or chain store.

John will work in an on-campus part-time job while in college.

After college, Allison will have a career in the field of early childhood education.

In the future Jamarreo will be a self-employed welder.

Immediately after graduation, Rolanda will receive job development services from vocational rehabilitation or a community rehabilitation program and will participate in technologically supported self-employment or volunteer work within 1 year of graduation.

The summer after leaving high school, Jodi will obtain a part-time position in a community retail environment.

After finishing high school Alex will increase his work hours in the business department of a local office supply store, contacting XYZ Adult Agency for employment support services.

After graduation, through the assistance of VR and the staff of the non-degree program, Lissette will obtain part-time employment on campus at MCC that does not interfere with the schedule for her program there.

After graduation, Jeremy will be employed part-time in the community with supports.

After graduation, Paulo will get a job at a grocery store, where he enjoyed a job shadowing experience during school.

Within three months of graduation, Kevin will obtain a supported employment position that allows him to work to his maximum stamina and incorporates the use of assistive technology.
John will work for a fire department, hospital, or ambulance service.

Notes:
- Make it measurable
- Do not use “wants to” or “hopes to”
- Do not include statements about activities that will most likely occur in high school: job fairs, applying for services/college
- Be specific: “work with children” is not specific, “Student X will get a job” is not specific

**INDEPENDENT LIVING GOALS in the areas of LIVING ARRANGEMENTS and COMMUNITY PARTICIPATION/RECREATION**
Acquired from NSTTAC

Upon completion of high school, Lissette will learn to utilize public transportation, including the public bus and uptown trolley.

Upon completion of high school, Jeremy will independently prepare for work each day, including dressing, making his bed, making his lunch, and accessing transportation.

Upon completion of high school, Paulo will play soccer in a recreational soccer league at the YMCA.

After graduation Rolanda will live at home and participate to the maximum extent possible in her daily routines (e.g. feeding, dressing, bathing, activating small appliances/media devices, choice making, etc.) and environment through the use of technology.

After graduation Rolanda will participate in community-integrated recreational/leisure activities related to music, movies, and art at movie theaters, concerts at the local community college, art and craft museums downtown, and the entertainment store at the mall.

After graduation Rolanda will effectively utilize an augmentative communication device at home and in the community that allows familiar and non-familiar individuals to communicate with her regarding needs, wants, and desires.

After graduation, Kevin will continue to live with his parents and will participate in his daily care routines to the maximum extent possible.

Immediately following graduation, Kevin will participate in 1-2 age-appropriate community and individual community-based activities per week related to horticulture, socialization with young adults, animals, and music.

After graduation Kevin will effectively utilize an augmentative communication device at home and in the community that allows familiar and non-familiar individuals to communicate with him regarding needs, wants, and desires.
Marla will live in a CILA with intermittent supports for money management, social skills, and time management.

Within 6 months of graduation, Kim will have become a member of the community recreation center.

**Section 3 - Anticipated Transition Services:**
- Based on PSGs, anticipated services are determined. Anticipated services are those agencies or support that the student would need after high school in order to achieve their PSGs.
- There should be at least one Anticipated Service listed for each of the designated PSGs.

**Anticipated Post Secondary Transition Services Needed Upon High School Completion**

This item should be completed whenever a student reaches age 141/2. Based upon the documented needs of the student, enter up to three of the codes listed below for each post-secondary goal area.

01 **Vocational Assessment** for determining vocational rehabilitation needs by qualified personnel, including, if appropriate, an assessment by personnel skilled in rehabilitation technology.

02 **Counseling and guidance** including, but not necessarily limited to, vocational, rehabilitation, social work, and psychological counseling and referrals necessary to help individuals with disabilities secure needed services from other agencies and to assist individuals in exercising informed choice.

03 **Vocational and other training services** including personal and vocational adjustment training, books, tools, and other training materials.

04 **Transportation**, including necessary travel and related expenses including, subsistence during travel (or per diem payments in lieu of subsistence) in connection with transporting individuals with disabilities and their attendants or escorts for the purpose of employment, post-secondary education and or training, daily living needs, community recreation, and deriving the full benefit of other services being provided.

05 **Services to family members** when necessary to the rehabilitation of that individual, including, but not limited to, respite care, parent training and information, child care for the children of the individual with a disability, legal advice.

06 **Deaf/hard of hearing services** including interpreter services, closed captioning and note taking services for individuals who are deaf or hard of hearing, including tactile interpreting for individuals who are deaf-blind.

07 **Blind/visual impairment services** including but not limited to, reader services, rehabilitation teaching services, note-taking services and orientation and mobility.

08 **Assistive technology** including telecommunication, sensory and other technological aids and devices.

09 **Job-related services**, including job search and placement assistance, job retention services, follow-up services, and follow-along services.

10 **Low intensity competitive employ support**: Intermittent and/or time limited job coaching support in full-time or part-time paid community employment.

11 **High intensity competitive employ support**: Daily and/or long term job coaching support in full-time or part-time community employment.

12 **Adult independent living support** provided in the person’s home, including but not limited to, services that will assist persons with disabilities to perform daily living tasks.
activities, home maker services, health care management, self advocacy training and assistance managing finances.

13 **Adult 24 hour residential care** including those services necessary to maintain individuals in residential facilities.

14 **Day Training** a program of day habilitation that focuses on the development of and enhancement of daily adaptive living skills and economic self-sufficiency. Typical activities should be functional and performed at the natural time and in the natural environment, properly sequenced, and be developmentally and age appropriate. Such activities include fine and gross motor development, attention span development, safety, problem solving, grooming, dressing skills, toileting, eating, communications, reduction of maladaptive behavior and promotion of adaptive behavior, quantitative skills, and capacity for independent living. Developmental training also enhances an individual’s ability to engage in productive work activities through a focus on professional development, which includes such habilitative goals as cooperation, attendance, productive capacity, and task completion.

15 **Sheltered Employment** provides long-term employment in a sheltered environment for individuals whose functional levels require supervision but are not precluded from future movement into a Supported Employment position or a competitive employment position. Sheltered Employment provides general work supervision, including direction and on-the-job training in such areas as work expectations, workplace behavior, compliance to workplace safety standards, and production and task completion. This program provides the opportunity to participate in productive work and to be compensated for that work in accordance with the Fair Labor Act of 1938 (29 U.S.C. 208).

16 **Military Enlistment**

17 **Case management**, person centered planning, provision of linkages to needed supports and services, assistance in learning and exercising self-advocacy.

18 **Recreational services** including but not limited to, socialization with peers, YMCA sponsored activities, and park district activities

19 **Post-secondary education/training supports** such as appropriate disability documentation, DRS status, the student’s identified need for: ADL support personnel, accessible transportation, interpreter services, CART or captioning services, readers/scribes, assistive technology, conversion of textual/graphical information to accessible alternative format, social and/or recreational programming supports, a service animal, a manual wheelchair, a motorized wheelchair, priority registration/preferential course scheduling, reduced course load/extended graduation schedule, testing under non-standardized conditions, course substitutions, specific environmental access requirements, AT/IT assessment and/or training, disability management counseling/training, ongoing personal counseling related to the student’s disability, improved self-advocacy skills, and improved interpersonal communication skills and strategies.

20 **Health and Related Services** of a type or amount beyond that required by young adults generally including an increased frequency of medical appointments, needed supports for medication administration, reminders to take medications, obtaining prescriptions, arranging medical appointments administering daily/weekly/monthly medical treatments (e.g. urinary cauterization, tracheotomy care and suctioning, gastrostomy feedings, respiratory treatments, dialysis, blood transfusions and physical therapy), ventilator support, health care skilled nursing, and health emergency plan.

21 **Monetary support for living expenses** such as food, shelter, health care and other subsistence expenses necessary to derive the full benefit of other services. May include income maintenance programs and public assistance.

22 **Other** Any other adult or community services that might be needed upon exiting high school.

23 **Accessible Environment** Reassignment of classrooms, meetings and/or other college/university sponsored events scheduled to occur in inaccessible spaces.

24 **Information Technology Assessment and Training** necessary to ensure proficiency in the use of web-based information technologies.
25 College/University On-campus Aides to assist students with activities of daily living and/or to facilitate safe, efficient campus travel. Examples of the latter on campus aide need would include a student with severe Asperger's Syndrome who may require an attendant to facilitate safe pedestrian travel around campus; or a student with a cervical spinal injury who may require restroom assistance throughout the day; or a student on a ventilator who requires an attendant to ensure that assistance is immediately available in the event of an emergency.

26 Competitive Employment without Support Paid employment at a job in the regular business community without any support

**Indicator 13 Transition Services**

The following chart denotes what transition services are appropriate for each post-secondary goal area.

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<tr>
<th>Transition Service</th>
<th>Employment</th>
<th>Education</th>
<th>Training</th>
<th>Independent Living</th>
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<tbody>
<tr>
<td>01 - Vocational Assessment</td>
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<td>02 - Counseling and Guidance</td>
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<td>03 - Vocational and Other Training Services</td>
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<td>04 - Transportation</td>
<td>X</td>
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<td>05 - Services to Family Members</td>
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<td>06 - Deaf/Hard of Hearing Services</td>
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<td>08 - Assistive Technology</td>
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<td>09 - Job-related Services</td>
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<td>10 - Low Intensity Competitive Employ Support</td>
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<td>11 - High Intensity Competitive Employ Support</td>
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<tr>
<td>12 - Adult Independent Living Support</td>
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<td>13 - Adult 24 Hour Residential Care</td>
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<td>14 - Day Training</td>
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<tr>
<td>15 - Sheltered Employment</td>
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<td>16 - Military Enlistment</td>
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Section 4 – Transition Needs, Services and Goals

Relevant Areas:

- Based on PSGs, high school transition services need to be identified. The relevant areas are *instruction, related services, community experience, employment, post-school adult living arrangements, daily living skills,* and *transition evaluation.* Given that Employment and Education/Training are required PSG areas, then *instruction* and *employment* are required relevant areas; other relevant areas chosen as needed as based on post-secondary goals.
- In each relevant area chosen, a student need should be identified that leads to an annual goal.
- Then activities can be added that would not lead to annual goals.
- The beginning and end dates follow the IEP dates.
- List all parties responsible for completion of student needs.

EXPLANATIONS OF RELEVANT AREAS:

- **Instruction** - could include tutoring, employability skills training, vocational education, social skills training and college entrance exam preparation, preparation for taking state and regional proficiency tests and placement in advanced classes; could also include teacher-developed accommodations, curriculum adaptations, peer tutoring or adult basic education
- **Community experiences** - services provided outside of the school building, in community settings, by schools or other agencies; could include job shadowing, community work experiences, banking, shopping, transportation, community counseling, recreational services, tours of post-secondary settings or residential and community tours; the school or other entities could provide these services
- **Related services** - should be transition focused and could include transportation, social services, medical services, rehabilitation technology and other such developmental, corrective and other supportive services required to move the student toward post-school outcomes
· **Employment** - services that lead to a job or career including career planning, guidance counseling, interest inventories, person-centered planning, self-determination training, job placement, and job try-outs; the school or other entities could provide services described
· **Post-school adult living arrangements** - includes activities such as registering to vote, doing taxes, renting a home, the coordination of adult benefits such as SSI, etc; the school or other entities could provide services described
· **Daily living skills** - services that provide foundations for activities that adults do every day including self-care training, home repair, health care, home economics, independent living and money management; the school or other entities could provide services described
· **Functional vocational evaluation** - assessment process that provides information about job/career interests, aptitudes and skills; this evaluation process could include situational work assessments, work samples, work adjustment programs, aptitude tests and a series of job try-outs; these could be provided by the school or other entities but should always be practical; usually done by outside agencies.

**Section 5 - Annual Transition Goals and Objectives:**
· Annual transition goals are necessary to enable the student to meet their post-secondary goals. Many, if not all, annual goals that are already in place, can be considered transition goals for high school students. Additional goals may need to be written in order to ensure that the student can reasonably achieve their post-secondary outcomes.
· They will be linked to relevant areas and PSGs.

**Examples of Annual Transition (IEP) Goals**

**Employment:**

Annual goal: ~ will develop an employment plan

a. will identify short-term goals

b. will demonstrate a drug free status

Annual goal: ~will seek and apply for employment opportunities

a. will prepare a resume

b. will prepare for a job interview

c. will write job applications

d. will write interview follow-up letters
e. will complete job application forms

Annual goal: ~ will communicate on the job
   a. will communicate orally with others
   b. will prepare written communications
   c. will follow written directions
   d. will ask questions about task

Annual goal: ~ will maintain professionalism at the job
   a. will work well with others
   b. will identify the work-related terminology

Annual goal: ~ will adapt to and cope with changes of the work routines
   a. will recognize the changes of the daily work routines
   b. will react appropriately to changes in daily work routines

Annual goal: ~ will demonstrate work ethics and behavior
   a. will work to full potential at all times
   b. will communicate with boss if there is a need to be absent or tardy
   c. will terminate the employment situation in a professional manner

Annual goal: ~ will explore career options
   a. will complete the interest inventory on _________________
b. will review results of the assessment with counselor/teacher

Annual goal: ~ will indicate one career of interest
   a. will do research on the career of his/her choice
   b. will interview an adult with this career
   c. will participate in a job shadowing opportunity

Annual goal: ~ will establish a plan for joining a branch of service
   a. will meet with representatives from the various branches of the military when they are at the school
   b. will create a timeline illustrating the necessary steps to attain his/her goals

**Education/Training:**

Annual goal: ~ will complete assignments and other class work while putting forth his best efforts 90% of the time
   a. will use study time in the classroom and in resource appropriately
   b. will appropriately seek out teacher assistance when confronted with academic challenges

Annual goal: ~ will increase his motivation for academic success
   a. will identify components of school success
   b. will identify obstacles to school success
   c. will brainstorm strategies to overcome obstacles to school success
d. will implement strategies to overcome obstacles to school success

Annual goal: ~ will develop self-advocacy skills to facilitate his/her progress in regular education classes

a. will verbally list accommodations needed
b. will request accommodations as needed

Annual goal: ~ will investigate training programs offered at the local vocational center

a. will meet with counselor to discuss the requirements for entrance to the appropriate program within the vocational center
b. will tour the center and meet with representative concerning accommodations

Annual goal: ~ will become familiar with accommodations available at universities and colleges

a. will talk with a counselor about available accommodations at post-secondary institutions
b. will obtain a copy of JJC Department of Student Accommodations and Resources New Student Guidebook

Annual goal: ~ will research apprentice programs related to his/her interest

a. will meet with guidance counselor to gather information on an appropriate apprentice program
b. will research entrance requirements for the apprentice program

Annual goal: ~ will write to communicate for a variety of purposes

a. will use Standard English to edit documents for clarity; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission while completing practice writing for the PSAE
b. will write for real or potentially real situations in academic, professional and civic contests

Annual goal: ~ will investigate career / employment choices

a. will job shadow employees in field of interest at a minimum of 3 different sites
b. will state or demonstrate needed skills for job of interest after researching or job shadowing

Annual goal: ~ will investigate career options
   a. will complete an interest inventory
   b. will discuss the results of the interest inventory with a staff member

**Independent Living:**

Annual goal: ~ will make one meal per week with assistance
   a. will plan a well-balanced meal
   b. will make a shopping list of ingredients necessary for the meal
   c. will purchase the ingredients for the meal
   d. will prepare the meal

Annual goal: ~ will wash her clothes once a week with assistance
   a. will sort her clothing with assistance
   b. will use the correct amount of detergent in washing machine
   c. will fill the washing machine with the appropriate amount of clothing

Annual goal: ~ will dry her clothes once a week with assistance
   a. will remove clothes from washer and place in dryer
   b. will dry her clothing using the appropriate setting with assistance
   c. will remove clothing from dryer and fold or hang clothing on hangers
Annual goal: ~will develop money management skills

a. will develop a personal budget for her monthly needs with assistance
b. will purchase the items needed for her personal needs with assistance
c. will (use checking account computer software program in order to) balance her checkbook monthly with assistance

Annual goal: ~will develop money management skills

a. will develop shopping lists and determine amount of money needed for payment
b. will categorize items/services as luxuries and necessities
c. will list ways to save money on purchases
d. will list ways to pay for merchandise and advantages and disadvantages of payment choice

Annual goal: ~ will become familiar with unexpected additional monthly expenses

a. will list unanticipated emergencies that require additional money
b. will list seasonal services/purchases that require additional money

Annual goal: ~ will become familiar with credit cards

a. will list steps and information needed to obtain a credit card
b. will identify parts of the monthly statement
c. will understand the penalties for late payment

Annual goal: ~will develop a plan to live in a supervised apartment with one to two roommates

a. will develop a contact list of agencies that provide residential supports
b. will visit residential options in her community

c. will attend relevant daily living classes at the Will-Grundy Center for Independent Living

d. will continue communication with the PASS agency (Service, Inc)

Annual goal: ~ will become familiar with checking accounts

a. will list steps and information needed to open a checking account

b. will write checks

c. will write withdrawal and deposit slips

d. will record banking transactions in check register

e. will identify parts of the monthly statement

f. will balance the checkbook

Annual goal: ~ will develop money management skills

a. will develop shopping lists and determine amount of money needed for payment

b. will categorize items/services as luxuries and necessities

c. will list ways to save money on purchases

d. will list ways to pay for merchandise and advantages and disadvantages of payment choice

Annual goal: ~ will explore rental options in the community

a. will locate available apartments in the community listed in the newspaper

b. will identify the basic terms used in the ads (lease, utilities, studio, efficiency, security deposit, etc)

c. will determine the amount of money necessary for monthly rent and utilities for the apartment
d. will list pros and cons of a roommate

e. will calculate “start up” cost for renting (utility deposits, connection fees, security deposit, first month’s rent, purchase of furniture, household cleaning items, etc)

f. will complete a rental contract

g. will list possible consequences if the rights of other residents are not respected

h. will list the reason for a security deposit and reasons the total security deposit may not be returned when ending residency in the apartment

Section 6 - Linkages / Coordination Between LEA and Outside Agencies:
· If appropriate, there should be evidence that a representative of any participating agency was invited to the IEP with prior consent of the parent or student who has reached the age of majority. Representatives from agencies such as post-secondary education, vocational education, integrated/supported employment, continuing and adult education, adult services, independent living, community participation, or others can be invited.
· There are separate consent forms for parent and student who have reached the age of majority.
· Linkage should be determined for each of the PSGs.

· The state expresses that anticipated services should be linked “to the extent appropriate”, so if determined by the IEP team, one of the following statements can be made in the IEP:
  A) “It is too early to determine that the student will need outside agency involvement.”
  B) “No agency is likely to provide or pay for transition services.”

Examples of Evidence of Coordination / Linkages

Guidelines: The state requires that at least one of the following be completed for each PSG:

- Evidence that the IEP team discussed and listed potential post-school service providers
- Evidence of family and/or student input regarding potential post-school service providers
- Transition services listed on the IEP that are likely to be provided or paid for by an outside agency
- Parent consent given (or child gives consent once the age of majority is reached) to invite any outside agencies
• Evidence in the IEP or the student’s file that any of the following agencies/services were invited to participate in the IEP development: post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation
• For those invited post-school service providers who declined and/or were unable to attend the IEP meeting, there is evidence that alternate forms of communication and information gathering were used to support networking/access for the IEP team and specifically the family and/or student

Examples:

Based on the expert recommendations and state/federal guidelines, some examples of Evidence of Coordination/Linkages for students at ages 14 1/2 – 16 are:
• Documentation on file of conversation between Vocational Coordinator and parent about how to contact Service, Inc in order to get student on PUNS list.
• In his freshman year of high school Mark will need linkage to two potential landscaping businesses for job shadowing experiences.
• By March, 2013 of Mark’s senior year, Mark will need to be linked to the STAR program at Joliet Junior College to arrange for reading support services for the 2013-14 school year at JJC

Based on the expert recommendations and state/federal guidelines, some examples of Evidence of Coordination/Linkages for students at ages 16-22 are:
A consent form signed by the guardian or student who has reached the age of majority, indicating that the LEA may contact…
• the Vocational Rehabilitation office and the Down Syndrome Association (DSA)
• the YMCA
• vocational rehabilitative(VR) services to make a referral for services
• Social Security Administration (SSA) to schedule a meeting with the family regarding the student’s benefits
• Medicaid to coordinate referrals to outside agencies therapy referrals
• the four employment training centers in the county
• the disability services office of the local community college
• employers to coordinate job shadowing

An invitation to conference in the file…
• for a rehabilitation counselor and a representative of the DSA
• for an occupational therapist from VR
• for a representative of inclusive programming from the YMCA
• for a representative from each of the four employment training centers
• mailed to professional staff in the disability services office the local community college
• mailed to an individual in the disability services office of the university to which the student has been conditionally accepted
• for a representative of the job training program
• for four local employers

Notes on file from conversation between LEA physical therapy (PT) and private practice PT provider

Summary of evaluation completed by vocational rehabilitation with recommendations for the IEP team

**Non-examples:**
Meeting notes from a meeting with the transition support teacher and vocational rehabilitation counselor documenting the routes and destinations in the community that meet ADA accessibility guidelines

Notes in a phone log documenting the phone conversation between the transition support teacher and the outside agency on available curricula to teach travel training

A bus schedule from the transit authority attached to the IEP.

A signature from the student’s transition support teacher documenting that she will be responsible to provide all of the transition services associated with teaching the student to travel in the community independently

A statement documenting that the student researched the Yellow Pages for contact information

Notes from a phone call with outside PT provider by the LEA PT (without consent on file)

Indication on the IEP that the transition coordinator will arrange orientation visits with the agreement of the four employment training centers and the assistance of the student’s assigned rehabilitation counselor

**Section 7 - Course of Study**
Best practices suggest that a 4-7 year plan should be designated so as to spell out how the student will achieve their desired results.

**Section 8 – Home-Based Support Services**
This area is addressed for those students who are 18 years old and whose IQ is 40 or below.
After determining the student’s eligibility for these services an explanation of steps necessary for the student to be eligible for Home Based Support Services need to be written.
Secondly, an explanation for how the student will be enrolled needs to be documented. Lastly a plan needs to be outlined to address how the student will most effectively use these services after high school.

Section 9 - Case Study Examples of Transition Plans

9A: Student example for Learning Disabilities:

Background information:
Mark is an 8th grade student who will be turning 14 in May. He has received Special Education services for learning disabilities since 2nd grade. Mark’s reading skills are below grade level. On the KTEA Mark scored a GE of 3.7 in reading. Currently on the AIMS Web CBM Mark is at the 8th percentile at the 8th grade level. His reading disability affects all subject areas in the core curriculum. Tests are read and modified in all subject areas.

As discussed in the previous assessment section Transition assessments drive the goals and are the key for developing an accurate and meaningful transition plan.

Assessment results showed the following information:

Employment:
Mark indicated that his preference is to work outside either in construction or landscaping. He prefers jobs that involve working with his hands. Mark’s Dad works for a landscaping business. Mark has worked weekends with his Dad.

Education:
Parents and Mark anticipate that he will attend JJC to learn a vocational trade.

Training:
Mark would like to be involved in training to develop landscaping and or skills needed for the construction field.

Independent Living:
Both parents and Mark anticipate that he will live at home after graduating from high school. Mark has age appropriate socialization skills and is independent in all daily living skill areas. Mark is a social young man who gets along well with peers and authority figures.

The Anticipated Post-Secondary Outcomes in the four areas for Mark based on assessment results are:

Education: Mark will attend JJC to obtain an Associate of Applied Science degree in landscaping.
Employment: Upon completion of his Associate of Applied Science Degree in landscaping Mark will obtain a full time competitive employment position with a local landscaping business.

Training: N/A

Independent Living: N/A (Assessment results showed Mark to have age appropriate daily living skills.)

**Anticipated Services:**

**Education:** #19 education/training supports

**Employment:** #26 Competitive Employment without support

**Training:** N/A

**Independent Living:** N/A

**Anticipated Needs in Relevant Areas:**

**Instruction:** Mark will need instructional support in reading fluency/reading comprehension.

Adaptations to include Tests read/extended time on tests for core curriculum courses.

**Employment:** Community based instructional experiences related to landscaping work. Career planning activities i.e. career cruising, career fair.

**Anticipated Services:**

The following **annual goals** were developed based on the anticipated long term post secondary outcomes and additional data, including the assessments.

**Education:**

1. In preparation for post secondary education Mark will increase his written language skills from 37 cws (correct word sequence) to 54 cws and his tww (total words written) from 52 tww to 65 tww by 05/09.

2. In preparation for his post secondary education Mark will increase his reading fluency from 60 wpm (words per minute) to 75 wpm at the 4th grade level. His rate of increase will be 0.7 words per week for 36 weeks using the Aims Web Curriculum Based testing.

**Employment:**

3. In preparation for postsecondary employment Mark will identify post-secondary institutions that offer training in landscaping.

4. In preparation for postsecondary employment Mark will list 3 viable career choices within his interest and ability range.
Linkages/Evidence of Coordination:

Interagency responsibilities, needed linkages, or additional comments (i.e. DMHDRS, DSCC, PAS, SASS, SSI, WIC, Home-based support services, higher education, etc):

N/A  It is too early to determine if Mark will need outside agency involvement.

John is a 12th grade student who is 17 years old. He has received Special Education services for Emotional Disabilities since the 5th grade. He has been diagnosed with ADHD, but has chosen not to take his medication for the past 8 months. John is currently exhibiting clinically significant problems with hyperactivity, attending, study skills, and adaptability as rated on the BASC, 2nd Ed.

As discussed in the previous assessment section Transition assessments drive the goals and are the key for developing an accurate and meaningful transition plan. Assessment results showed the following information:

In regards to employment, the assessments indicate that he would be best suited for careers that are artistic, social, technical, or management oriented. John is a verbal student who likes a lot of attention. He has an ability to analyze his and other’s behavior and verbalize insight. His preference is to work in the acting field, particularly the movies. His father supports this endeavor. With some guidance, he has been able to recognize that it is in his best interest to plan for a second career that will bring in a stable income.

In regards to education/training John does not want to go to college as he does not see the value in it. His assessments show that he would be good at some technical occupations. He has decided to complete a training program in the heating and air conditioning (HVAC), which is what his father does. His father is giving him three months off until he has to begin this program due to his early graduation.

In regards to living arrangements, John functions at an age-appropriate level when it comes to independent living skills. He and his father have decided that he will live with his family now and after graduation until John can get himself an apartment, either alone or with a roommate.

The Anticipated Post-Secondary Outcomes in the four areas for John based on assessment results are:

Education: N/A

Employment: John will work full-time in the competitive workforce as an HVAC technician.

Training: John will receive on-the-job training for advancement.
Independent Living: John will live alone or with friends in an apartment. He can self-advocate and participate independently in the community.

Anticipated Services:
- Education: N/A
- Employment: Counseling and guidance
- Training: Counseling and guidance
- Independent Living: Counseling and guidance

Anticipated Needs in Relevant Areas:
- Instruction (related to goal 2), Related Services (Social Work related to goal 3), Employment (related to goal 1), Living Arrangements (related to goal 3)

The following annual goals were developed based on the anticipated long-term post secondary outcomes and additional data, including the assessments.

Education: N/A

Employment:
1. John will increase his ability to work ethically and to maintain a job.

Training:
2. John will work to increase his ability to attend to tasks, adapt to situations, build his study skills, and decrease his hyperactivity in order to help him in the learning environment.

Independent Living:
3. John will increase his independent living skills in the areas of goal setting, organization, and accessing resources.
Linkages/Evidence of Coordination:

Interagency responsibilities, needed linkages, or additional comments (i.e. DMHDRS, DSCC, PAS, SASS, SSI, WIC, Home-based support services, higher education, etc):

John and his family were given an invitation to the Will/Grundy Transition Fair all four of his high school years. Also, John and his social worker researched counseling agencies during his senior year. Consent was signed by his father to make contact with an available agency to initiate services prior to graduation for support with his post-secondary plan. John’s father signed consent and the counselor was invited to attend his IEP meeting. Finally, John researched HVAC training programs in his Voc. Ed. class and his parent signed consent to the school of his choice in order to allow his social worker to invite them to his IEP meeting.

9C: Example of Student Diagnosed with MR

Adapted from NSTTAC

Kevin is an 18 year old young man with significant intellectual disabilities who is attending his neighborhood high school. Kevin has spastic quadriplegic cerebral palsy and uses a manual wheelchair for mobility. Kevin also receives occupational therapy on a consultative basis. Kevin has little intelligible speech other than single words and yes/no responses but within the classroom he has used an iTalk2 to communicate simple needs and choices and is learning to use a GoTalk20. Kevin enjoys interacting with other people, music, horticulture, computers, and clerical type activities in which he has the opportunity to complete a project. Kevin has developed the skills to operate a variety of switch-activated devices (e.g. button maker, blender, etc.), use a paper shredder, and collate papers with a jig. Kevin has worked successfully on an assembly line in the school-based enterprise and has held an on-campus job in the school library checking books in and out using a scanning system and shelving books with the assistance of a teacher assistant. Kevin’s residential plans for after graduation are uncertain. While at home, Kevin’s mother and great-aunt provide total physical care. Kevin’s mother has very mixed feelings about Kevin’s future living arrangements. As Kevin’s primary caregiver since birth she feels she would be lost without him but realizes that as time goes on it might be necessary to seek an out-of-home placement. Kevin’s father would very much like to see Kevin move into a group home or other supervised post-school living arrangement as soon after high school as possible. Kevin’s has no understanding of money and does not provide input into his health/medical care.

As discussed in the previous assessment section, Transition assessments drive the goals and are the key for developing an accurate and meaningful transition plans. Assessment results showed the following information:

   Employment:
   Kevin has significant needs that require supervision and assistance. He will not be able to be work independently in a competitive work environment. Kevin will need ongoing supported employment to work in a competitive employment placement.

   Education/Training:
Kevin continues to be eligible for school instruction until he ages out at 22. He will continue to need functional living skills instruction.

Independent Living:
The assessment indicated that Kevin will need regular and extensive support in all areas of adult life to achieve his post-school goals. In addition he will need protection and advocacy services for managing money, legal issues, self-advocacy, and protection from exploitation.

The **Anticipated Post-Secondary Outcomes** in the four areas for Kevin based on assessment results are:

**Education:** N/A

**Employment:** Kevin will obtain a supported employment position that allows him to work to his maximum stamina and incorporates the use of assistive technology.

**Training:** Immediately after graduation, Kevin will participate in habilitative and functional skill training through CAP services and will attend courses designed to provide specialized academic, functional, and occupational preparation for individuals with disabilities 2 times per week at the community college.

**Independent Living:** Kevin will continue to live with his parents and will participate in his daily care routines to the maximum extent possible.

**Anticipated Services:**
**Education:** N/A

**Employment:** Transportation, Job-related Services, Sheltered Employment, Case management

**Training:** Day training, Assistive Technology, Case management

**Independent Living:** Assistive Technology, Recreational services, Adult independent living support, Case management

Anticipated Needs in **Relevant Areas:**
Instruction (related to goals 1+3), Related Services (related to goals 1+3), Community Experiences (related to goals 1+3), Employment (related to goals 2), Daily Living Skills (related to goals 1+3)

The following **annual goals** were developed based on the anticipated long term post-secondary outcomes.

**Education/Training, Employment, and Independent Living:**

1. Given the GoTalk20+ augmentative communication device and weekly community practice, Kevin will independently and accurately use the device to communicate single words to communicate a desire for an item in community settings, including restaurants and ticket counters.
Employment:
2. Kevin will participate in yearlong on-campus vocational preparation, including the following experiences, each for a period of three months, with a frequency of a minimum of two sessions each week, and session duration of one hour per session in the following positions:
   a. Clerical job experience in school office
   b. School Based Laundry Enterprise
   c. Janitorial work experience throughout school building

Education/Training, Employment, and Independent Living:
3. Given picture symbols with Velcro adhesive and a wall mountable daily planner, Kevin will utilize a schedule to plan self-care (e.g., showering and eating), employment, educational, and recreational activities, five days each week for the duration of the IEP with a maximum of one physical prompt per activity to place the picture symbol on the schedule.

Linkages/Evidence of Coordination:

Interagency responsibilities, needed linkages, or additional comment (i.e. DMHDRS, DSCC, PAS, SASS, SSI, WIC, Home-based support service, higher education, etc):

- A consent form signed by Kevin’s mother, indicating that the local education agency (LEA) may contact vocational rehabilitative (VR) services to make a referral for services
- A consent form signed by Kevin’s mother indicating that the LEA may contact Social Security Administration (SSA) to schedule a meeting with the family regarding Kevin’s benefits
- A consent form signed by Kevin’s mother, indicating that the LEA may contact Medicaid to coordinate referrals to outside agencies therapy referrals
- Notes on file from conversation between LEA physical therapy (PT) and private practice PT provider
Section 10 - SUMMARY OF PERFORMANCE

The Summary of Performance (SOP) is completed to comply with the requirements in IDEA 2004. This form must be completed during the student’s final year of attendance at the high school location. The Summary of Performance (SOP) must be provided to the student if termination of the student’s eligibility is due to graduation or aging out. The SOP is not required to be part of an IEP meeting. Please note ISBE strongly recommends that school districts provide a Summary of Performance (SOP) for students who are leaving school before the end of their entitlement period due to graduation with a modified diploma or certificate (ISBE). This document summarizes academic achievement, functional performance, provides information on student perspective, and makes recommendations to assist the student in meeting post-secondary goals.

When pages 1, 2, and 3, are completed, these forms are to be given to the student or parent/guardian whichever is appropriate.

SUMMARY OF PERFORMANCE-PAGE 1 (This information is already entered into Easy IEP.)

Student Information

Student Name
Use the student’s legal name (first, middle and last). Do not use nicknames or shortened versions. If a student has changed his/her name, indicate both names and which name should be used for all files.

Date of Birth
Use a six-digit number [month, day, year (07/22/90)]

Date
Enter the date this Summary of Performance is completed.

Address
Record the student’s complete current address (include city, state and zip code).

Telephone Number
Indicate the student’s current home telephone number.

Graduation/Exit Year
Use the year the student will be leaving the high school location.

Email Address
Record the student’s at home Email address.

Primary Language
Indicate the language spoken in the home.

Guardian (if applicable)
Name of a person that is legally responsible for the care of one incapable of managing his/her own affairs.

Resident District #/Home school name
Record current school district number and current attending school name.

SIS #
Student Information System Number-Use the number you obtained from your Special Services Coordinator. If using
School/Program (at time of exit)  
Name the school and/or program student will be entering upon exit from the attending high school.

SECTION I: Summary of Academic Achievement and Functional Performance

Academic Reading and Math  
Summarize the student’s academic achievement for reading and math. The statement may include how the student’s disability has affected the student’s academic achievement, the student’s academic strengths, and/or current level of academic ability. The results of the student’s most recent academic achievement assessments should be included. Assessments may be from psychological testing, state/district testing, and/or college entrance examinations (ISBE 37).

Written Language  
Summarize the student’s ability to communicate needs to others. The statement may include method of communication, (written, oral, assistive technology, sign language, etc.) how the student’s disability has affected the student’s capacity to communicate and the nature of any communicative impairment. Include the results of the most recent assessments utilized to evaluate communication status.

Functional Performance  
Summarize the student’s current functional performance. The statement may include how the student’s disability has affected the student’s functional performance and participation in daily living. The results of the student’s most recent functional performance assessments should be included. Assessments are to be from the most recent functional Assessment utilized to evaluate independent living (ISBE 37).

SUMMARY OF PERFORMANCE-PAGE 2

Student Name  
Use the student’s legal name (first, middle and last). Do not use nicknames or shortened versions. Insert the name as it was indicated on page 1.

Date  
Enter the date the Summary of Performance is completed.
SECTION II: Student Perspective

Questions 1 & 2
Answer the questions as thoroughly as possible. This will allow outside agencies, post secondary schools and/or employers the ability to understand the student’s perspective of their needs.

Question 3
List the accommodations and supports (modifications) that were inline with the student’s disability that assisted the student with participation, in the educational environment.

Information was completed by
Indicate who completed the Student Perspective and whether the student completed it independently or with assistance.

SUMMARY OF PERFORMANCE-PAGE 3

Student Name
Insert name as it was indicated on Page 1

Date of Report
Enter the date the Summary of Performance is completed.

SECTION III: Recommendations to Assist the Student in Meeting Post-Secondary Goals

Complete this section for recommendations of modifications and accommodations to assist the student in meeting post-secondary goals (ISBE 38).

Post-Secondary Education/Vocation Training
Write any recommended accommodations or modifications necessary for the student to be successful in the post-secondary educational setting or vocational training. *Indicate the appropriate agency contact information* (ISBE 38).

Employment
Write recommendations for accommodating the student’s disability in the workplace and any modifications necessary for successful employment. *Indicate the appropriate agency contact information* (ISBE 38).

Living
Write any recommendations for accommodating the student’s disability for independent living situations and any modifications essential to be successful in an independent living environment. *Indicate the appropriate agency contact information* (ISBE 38).
Community Participation

Write any recommendations for accommodations or modifications the student needs to be a successful participant in the community. Indicate the appropriate agency contact information (ISBE 38).

Additional comments/information

Use this space to write any additional recommendation or modifications that are important to the student’s success that do not fit in the other categories. Indicate the appropriate agency contact information.

Document compiled by

Indicate who completed the Summary of Performance-Pages 1, 2, and 3. Include title, where contact can be made and the date of the signature.


POST-SCHOOL DATA COLLECTION SURVEY

This form should be completed when the Summary of Performance (SOP) pages are completed; to allow for the permission section of this form to be signed by the student and/or parent(s). When completed, this form allows the school district to contact the student and/or the parent/guardian to ask questions regarding the student’s employment, education/training, et cetera, one year after they leave high school. This post-school outcome information will be reported to the Federal government (ISBE 39).

Student Demographic Profile

Student’s Name
Use the student’s legal name. Do not use nicknames or shortened versions of the name. If the student has recently changed his/her name, indicate both names and which name should be used for all files. (ISBE 39).

Student’s Gender
Indicate male or female.

Student’s Date of Birth
Use a six-digit number [month, day, year (07-22-06)]

Student Contact Information
Record the student’s current address and telephone number.

Parent(s) Contact Information
Record the parent(s) name, current address and telephone number(s).

School Graduated
Enter the name of the school in which the student graduated.

School District
Enter the name of the school district in which the student graduated.
<table>
<thead>
<tr>
<th>Field</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s SIS Number</td>
<td>Enter <strong>Student Information System Number</strong>-Use the number you obtained from your Special Services Coordinator. If using Easy IEP the number will be in the program.</td>
</tr>
<tr>
<td>Date Student Graduated or Exited School</td>
<td>Enter the date on which the student graduated or exited from high school.</td>
</tr>
<tr>
<td>Student’s Primary Disability</td>
<td><strong>OPTIONAL</strong>-Enter the student’s primary disability.</td>
</tr>
<tr>
<td>Student Exited School</td>
<td>Identify how the student exited school.</td>
</tr>
<tr>
<td>Ethnicity of Record</td>
<td>Indicate the student’s ethnicity.</td>
</tr>
<tr>
<td>Post-School Goals</td>
<td>Identify the post-school goals that are included in the student’s IEP (ISBE 39).</td>
</tr>
</tbody>
</table>

**Student Permission**

Have the student read or read to the student, the statement explaining the need for permission to release the information shared by the student or parent(s). **Indicate response to permission request by checking appropriate box yes or no.**

**Signature of Student or Legal Guardian**  Obtain student or legal guardian signature.

**Date Signed**  Enter the date the form was completed.

<http://www.isbe.state.il.us/SPEC-ED/html/iep.htm>
Section 11 - Glossary

- **Indicator 13** - According to the State Performance Plan, indicator 13 measures the percentage of youth age 14 ½ and above with an IEP that includes measurable goals and transition services that enable the student to meet post secondary goals. Schools must enter Indicator 13 data for all students who have an IEP and are aged 14 ½ and above.

- **Local Education Agencies (LEA)** - The local education system, which must provide free appropriate public education (FAPE) with related services to all children with disabilities.

- **Measurable goals** - Used to show the student is making progress. Includes benchmarks or short-term objectives.

- **Post School Data Collection Survey** - Assesses the outcomes of students with disabilities one year after they have exited high school. Former students are contacted for a brief interview to assess the areas of independent living, participation in post-secondary education, and employment. ([http://www.isbe.net/spec-ed/html/indicator14.htm](http://www.isbe.net/spec-ed/html/indicator14.htm))

- **Post Secondary Education** - Community or Technical Colleges (two year programs); College/University (four-year programs); Compensatory Ed/Continuing Ed

- **Post Secondary Goals** - What the student plans to do after high school.

- **Short-term objectives** - Breaks the skills described in the annual goal down into discrete components.

- **Summary of Performance** - The summary is conducted when a student has reached graduation or has exceeded the age of eligibility. The summary contains the student’s academic achievement, functional achievement, and recommendations on how to assist the student in meeting post secondary goals.

- **Training** - A program leading to a high school completion document or certificate (GED); Short-term employment training (e.g., Workforce Investment Act, Job Corps); Vocational Technical School (less than two year program).

- **Transition Assessments** - Both formal and informal, are used to gain an understanding of the students interests, abilities, and plans after they have completed high school.

- **Transition Planning** - A process of planning and service delivery that enables students who have disabilities to successfully attain their post-secondary goals.
Illinois State Performance Plan Indicator 13
Checklist to Meet SPPI/APR Requirements

"Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority."
In Illinois transition planning begins at age 14½. Districts must enter indicator 13 data for all students who have an IEP and are aged 14½ and above.

**Answer Key:** Yes = the requirement is completed  No = the requirement is missing  N/A = the requirement is not applicable

<table>
<thead>
<tr>
<th>Postsecondary Goal</th>
<th>Employment</th>
<th>Education and/or Training</th>
<th>Independent Living</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is a measurable postsecondary goal stated in this area?</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>Can the goal(s) be counted? (e.g., is it measurable)?</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>Will the goal(s) occur after the student graduates from school?</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>Note: Independent Living post-school goals are “appropriate” based on age-appropriate assessment.</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>A minimum of one post-school goal is required for employment and for education and/or training.</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**NEW**

| 2. For each post-secondary goal, is the post-secondary goal updated annually? | Yes | No | N/A |
| Was the post-secondary goal(s) addressed/updated in conjunction with the development of the current IEP? | Yes | No | N/A |

**NEW**

| 3. For each measurable post-secondary goal, is there evidence that the goal was based on age-appropriate transition assessments? | Yes | No | N/A |
| Is there evidence that the measurable postsecondary goal(s) were based on age-appropriate transition assessments? | Yes | No | N/A |
| Is the use of a transition assessment(s) for the postsecondary goals mentioned in the IEP in the student’s file? | Yes | No | N/A |

**NEW**

<table>
<thead>
<tr>
<th>4. Enter the transition services listed in each post-secondary goal area.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>Are there transition services in the IEP that will reasonably enable the student to meet his or her post-secondary goals?</td>
</tr>
<tr>
<td>Is a type of instruction, related services, 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 listed in association with the post-secondary goal?</td>
</tr>
</tbody>
</table>

**NEW**

| 5. Is a course of study that is aligned to ALL the student’s post-secondary goals indicated? | Yes | No |
| Does the transition plan include documentation of a course of study (a long-range educational plan or multi-year description of the educational program) that aligns with the student's post-secondary goals (e.g., course of study reflects the needed and beneficial course work to facilitate the student’s movement toward the stated post-school goals)? | Yes | No |

**UPDATED**

| 6. For each post-secondary goal is (are) there annual goal(s) included in the IEP that is/are related to the student's transition services needs? UPDATED, JULY 2009 | Yes | No |
| Is (are) there annual IEP goal(s) related to the student’s transition services needs (e.g., student “transition service needs” result from the measurable post-secondary goals and age-appropriate transition assessments)? | Yes | No |

**NEW**

| 7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed? | Yes | No |
| For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting? | Yes | No | N/A |

**UPDATED**

| 8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority? UPDATED, JULY 2009 | Yes | No | N/A |
| For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including but not limited to: post-secondary transition, educational transition, integrated employment (including supported employment), and continued education, adult education, independent living or community participation for this postsecondary goal? Was consent obtained from the parent (or student, for a student that is the age of majority)? | Yes | No | N/A |
| * If yes to both questions, select ‘yes’. If either question is a ‘no’ then select ‘no’. | Yes | No | N/A |
| * If it is too early to determine if a student will need outside agency involvement, or no agency is likely to provide or pay for transition services, select ‘N/A’. | Yes | No | N/A |

**UPDATED**

| 9. Does the IEP meet the requirement of Indicator 13? | YES | NO |
| YEP = Data for this student, who is 14½ or above and has an IEP, has been entered correctly as directed in the FACTS Instructions Manual for Indicator 13. | YES | NO |
| NO = One or more of the requirements does not meet the criteria for Indicator 13 as described in this checklist and the FACTS Instructions Manual for Indicator 13. | YES | NO |

Prepared by the Illinois State Board of Education, Division of Special Education Services, Sue Walter, August 2009.
This checklist is adapted from the NSITAC Indicator 13 Checklist prepared by the National Secondary Transition Technical Assistance Center (NSITAC), September 13, 2006 and updated July, 2009.

Revision (11/09/2009)
District or Special Education Cooperative:  
Address:  
Phone Number:  

PARENT CONSENT FOR AGENCY INVITATION TO TRANSITION MEETING

Date: ________________________________

Dear Parent/Guardian of ________________________________

Your child’s annual IEP meeting, including consideration of needed post-secondary goals and transition services, will be held this school year. To the extent appropriate, we must invite a representative of the agency or agencies which may be responsible for providing post-secondary transition services. In order for us to invite these agency representatives, we need your written consent.

The specific agency/agencies that we would like to have represented at your child’s IEP meeting are:

☐ Department of Human Services Division of Rehabilitation Services (DRS)  
(e.g., local DRS counselor)

☐ Department of Human Services Division of Developmental Disabilities  
(e.g., case coordination or PAS agency encompassing our community)

☐ Division of Specialized Care for Children (DSCC)

☐ Post-Secondary Education Disability Services  
(e.g., disability service office of any post-secondary education institution including community college, college, trade or vocational schools)

☐ Other Agency: ________________________________  
(e.g., community-based agencies such as the Center for Independent Living)

Please sign below indicating your consent or refusal for that agency to be invited to the IEP meeting.

Sincerely,

_________________________________________        ________________________________
Case Manager                          Phone

Please choose one.

☐ I Do give my consent to have the above listed agency/agencies invited to IEP meetings. I understand that my consent is voluntary and may be revoked at any time before the identified agency representatives have been invited to the IEP meeting.

☐ I Do Not give my consent to have the above-listed agency/agencies invited to IEP meetings.

_________________________________________        ________________________________
Signature of Parent/Guardian                        Date

Illinois State Board of Education  
Special Education Services Division  
August 2009
District or Special Education Cooperative:
Address:

Phone Number:

**STUDENT CONSENT FOR AGENCY INVITATION TO TRANSITION MEETING**

Date: __________________

Dear _______________________

Your annual IEP meeting, including consideration of needed post-secondary goals and transition services, will be held this school year. To the extent appropriate, we must invite a representative of the agency or agencies which may be responsible for providing post-secondary transition services. In order for us to invite these agency representatives, we need your written consent.

**The specific agency/agencies that we would like to have represented at your IEP meeting are:**

☐ Department of Human Services Division of Rehabilitation Services (DRS)
  (e.g., local DRS counselor)

☐ Department of Human Services Division of Developmental Disabilities
  (e.g., case coordination or PAS agency encompassing our community

☐ Division of Specialized Care for Children (DSCC)

☐ Post-Secondary Education Disability Services
  (e.g., disability service office of any post-secondary education institution including
  community college, college, trade or vocational schools)

☐ Other Agency: ________________
  (e.g., community-based agencies such as the Center for Independent Living)

Please sign below indicating your consent or refusal for that agency to be invited to the IEP meeting.

Sincerely,

________________________________________  _______________________
Case Manager  Phone

**Please choose one.**

☐ I Do give my consent to have the above listed agency/agencies invited to IEP meetings. I understand that my consent is voluntary and may be revoked at any time before the identified agency representatives have been invited to the IEP meeting.

☐ I Do Not give my consent to have the above-listed agency/agencies invited to IEP meetings.

________________________________________  _______________________
Signature of Parent/Guardian  Date