State Performance Plan/Annual Performance Report
Indicator 13
Effective Transition

**Secondary Transition Services
AND
On-Site Monitoring and Annual Desk Audit (ADA)
Revised Procedures**

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West Virginia Board of Education Professional Development Goal 3 For 2012-2013 School Year:

To provide professional development which-

3. Develops the leadership competencies, professional culture, and characteristics necessary to increase the support of teaching and learning. (WVBOE, 2012, p.2)

Compliance Issues

SPP/APR Indicator 13 Effective Transition Is To Be 100% Compliant.

Midyear review of on-site data indicated the following:

- ✓ 2012/13 sample size indicated 49% of IEPs reviewed met transition compliance requirements.

- ✓ Specific transition requirements continue to be problematic.

SPP/APR Indicator 13 Data Collection

- 15 districts to be sampled/monitored in 2012/13
- August 2012- Random Sample drawn from December 1, 2011 Child Count
- Files reviewed taken from random sample during on-site monitoring visits
- Data aggregated to represent state performance for transition effectiveness
  - 2012/13 data reported for FY 13 SPP/APR

West Virginia Department of EDUCATION

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Shift in Procedures
Revised Blended Data Collection
January 1, 2013

All districts provide data to the aggregate sample.

- ➤ Districts scheduled for on-site visits –
  - ▪ Sample collected by monitoring team.
- ➤ Districts not scheduled for on-site visit –
  - ▪ January 2013-Random Sample drawn from December 2, 2012 Child Count
  - ▪ Complete DCA Transition File Review Checklist (self-assessment) of SPP/APR Indicator 13 and report findings with the Annual Desk Audit (ADA).

All districts will be represented in the data for the SPP/APR Indicator 13 Effective Transition.

Blended Data Collection

Each district shall complete a Digital Compliance Assistant (Transition File Review Checklist) of their student files.

- ✓ Use WVDE Transition File Review Checklist found within the Digital Compliance Assistant (DCA) (Chapter 8, pp. 128-129).

- ✓ Attach a copy of the completed Transition File Review Checklist to the student's Individualized Education Program (IEP).

- ✓ Maintain documentation in the District's Self-Assessment File.

What to Review?

- EFFECTIVE TRANSITION (Handout)
- TRANSITION FILE REVIEW CHECKLIST (West Virginia Special Programs Compliance System Procedures – Digital Compliance Assistant [DCA]) (Handout)
- Notice of Eligibility Committee and/or Individualized Education Program Team Meeting (Handout)
- Individualized Education Program (Handout)

    Part I: Student Information

    Part II: Documentation of Attendance

    Part IV: Consideration of Factors for IEP Development/Annual Review #8

    Part V: Assessment Data

    Part VI: Transition Planning

    Part VIII: Annual Goals, Part A or Part B

Effective Transition
Indicator 13
Compliance Measures

1. Are the postsecondary goals updated annually?

2. Is there evidence that a representative of any participating agency(s) was invited to the IEP Team meeting with the prior consent of the parent or adult student (who reached the age of majority)?

3. Are there appropriate measureable postsecondary goals that address a) *education or training,* b) *employment* and (where appropriate) c) *independent living skills*?

4. Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessment(s)?

Effective Transition Indicator 13 Compliance Measures

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

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

7. Is/are there annual goals related to the student's transition service needs?

8. Are their transition services in the IEP that will reasonably enable the student to meet his or her post secondary goals?

Making Compliance Decisions

DCA Transition File Review Checklist measures 8 compliance items:

1. Annual Review (IEP1)
2. Agency Invitation/Parent/Adult Student Permission (TR1,TR2)
3. Postsecondary Goals (TR3,TR4,TR5)
4. Transition Assessments (TR6)
5. Transition Services (TR7)
6. Student Invitation (TR8)
7. Connection to Annual Goals (TR9)
8. Transition Services/Activities/Linkages (TR10)

1. Annual Review

ITEM	Authority	Compliance Item	Criteria			
IEP1	Chapter 5 Section 1.C IDEA §300.324 (b)(3)(1)	The current IEP has been reviewed within one year from the date of the previous IEP.	**Yes** = within 365 days (e.g., April 5 to April 5) **No**= IEP date exceeds 365 days **N/A** = Initial IEP only	○ YES	○ NO	○ N/A

IEP Part I: Student Information

INDIVIDUALIZED EDUCATION PROGRAM

Page ___ of ___

_____ County Schools

Students Full Name _____   Date 12/01/2012

No more than 365 days from the last IEP

INDIVIDUALIZED EDUCATION PROGRAM

Page ___ of ___

_____ County Schools

Students Full Name _____   Date 12/01/2011

2. Agency Invitation
Parent/Adult Student Permission

ITEM	Authority	Compliance Item	Criteria			
TR1	Chapter 5 Section 1.F.4.c IDEA §300.321 (7)(b)(3)	Parent or adult student provided permission to invite the agency(ies) to the transition IEP meeting	**Yes =** Parent or adult student consent was obtained prior to district invitation of agencies providing transition services **No=** Parent or adult student did not provide consent prior to agency invitation **NA=** IEP states no agency is needed at this time *(Note, may need to review previous IEPs or other documentation for consent)*	○ YES	○ NO	○ N/A

IEP Part IV: Consideration of Factors for IEP Development/Annual Reviews

	Will the student's next IEP address transition services? If yes, permission must be obtained to invite other agency representatives to the next IEP meeting. (see Activities/Linkages section under Transition Planning) Specify Agency (ies): ___DHHR___ Parent/Adult Student Consent: Date: **12/01/2011** Parent Initial *AJ* Student Initial *DJ*	◉	○
8.			

Letter or note of Permission

2. Agency Invitation
Parent/Adult Student Permission

ITEM	Authority	Compliance Item	Criteria			
TR2	IDEA §300.321 (7)(b)(3)	Agency representatives were invited to transition meeting	**Yes =** Documentation that notice was sent to agency representatives or signature of agency representative on the IEP. (Post secondary education, vocational education, integrated employment/ supported employment, continuing and adult education, adult services, independent living or community participation) **No=** agency representative was not invited although permission was provided on the previous IEP. **NA =** Statement or other evidence that no agency(s) needed at this time.	○ YES	○ NO	○ N/A

Notice Eligibility Committee and/or Individualized Education Program Team Meeting

Copy to Invited Members:
- ☐ Administrator
- ☐ Special Education Teacher or Provider
- ☐ Student (required at age 16)
- ☐ General Education Teacher
- ☐ Birth to Three Representative
- ☒ Agency Representative DHHR
- ☐ Evaluator
- ☐ Other _____

IEP PART II: Documentation of Attendance

Signature	Position
_____	Parent
_____	Parent
_____	Student
_____	General Education Teacher
_____	Special Education Teacher
_____	Chairperson
_____	Agency DHHR

Letter of Invitation

3. Postsecondary Goals

ITEM	Authority	Compliance Item	Criteria
TR3	IDEA §300.320 (b)(1)	There is an appropriate measurable postsecondary goal that addresses education OR training after high school.	**Yes =** The IEP contains at least one appropriate postsecondary goal in the area of education or training that is: ·Measurable ·Aligns with PL and ·Aligns with assessment results **No =** The IEP does not contain a postsecondary goal in the area of education or training or the goal is not measurable or the goal does not align with present levels of performance and assessment results.
TR4	IDEA §300.320 (b)(1)	There is an appropriate measurable postsecondary goal that addresses employment after high school.	**Yes =** The IEP contains at least one appropriate postsecondary goal in the area of employment that is: · Measurable · Aligns with PL and · Aligns with assessment results **No =** The IEP does not contain a postsecondary goal in the area of employment or the goal is not measurable or the goal does not align with present levels of performance and assessment results.
TR5	IDEA §300.320 (b)(1)	If needed, there is an appropriate measurable postsecondary goal that addresses independent living.	**Yes =** The IEP contains at least one appropriate postsecondary goal in the area of independent living that is: · Measurable · Aligns with PL and · Aligns with assessment results **No=** The IEP does not contain a postsecondary goal in the area of independent living or the goal is not measurable or the goal does not align with present levels of performance and assessment results. **NA=** An independent living goal is not appropriate for the student.

TR 3, TR4 and TR5 combine to measure overall Postsecondary Goals

IEP Part VI: Transition Planning

Post-Secondary Goals
Anticipated post-secondary education goals: Attend 4-year College - Horticulture Degree
Anticipated post-secondary employment goals: Work at local greenhouse
Anticipated post-secondary adult living goals: Own my own home

Post-Secondary Goals
Anticipated post-secondary education goals: Functional work skills training
Anticipated post-secondary employment goals: Work at retail sales
Anticipated post-secondary adult living goals: Group home

4. Transition Assessments

ITEM	Authority	Compliance Item	Criteria			
TR6	IDEA §300.320 (b)(1)	Postsecondary goal(s) are based on age appropriate transition assessments.	**Yes =** The file contains documentation that age appropriate transition assessment(s) were used to develop student's postsecondary goals. **No =** The file does NOT contain documentation that age appropriate transition assessment(s) were used to develop student's postsecondary goals.	○ YES	○ NO	○ N/A

IEP Part V. Assessment Data

Additional Assessment Data

Using current, annual data, list benchmark and formative assessments that have been used with the student and describe the results and implications for specially designed instruction.

Assessment	Description
Online Interest Inventory	Indicates interest in biology and life sciences

IEP Part VI. Transition Planning

Transition Planning Considerations:

How were the student's preferences and interests considered? (Check all that apply):

■ Student interview/survey   ■ Interest inventory (specify) <u>Online interest inventory</u>
☐ Parent interview/survey   ☐ Other (specify) _____
☐ Functional vocational evaluation

5. Transition Services – Courses of Study

ITEM	Authority	Compliance Item	Criteria			
TR7	IDEA §300.320 (b)(2)	Transition services include courses of study that will enable the student to meet postsecondary goal(s).	**Yes =** Courses of study are indicated by Pathway and Cluster and are aligned to the postsecondary goals. **No =** No Pathway or Cluster selected and/or not aligned to the postsecondary goals.	⃝YES	⃝NO	⃝N/A

IEP Part VI. Transition Planning

Career Pathway/Cluster/Concentration the student selected on the Individualized Student Transition Plan (ISTP) is:

Pathway (8th grade)	Cluster (8th grade)	Concentration (10th grade)
☐ Entry(for 9th graders 04-05 through 07-08 only)	☐ Arts and Humanities	_____
☐ Skilled	☐ Business/Marketing	_____
■ Professional	☐ Engineering/Technical	
	☐ Health Sciences	
	☐ Human Services	
	■ Science/Natural Resources	

More information can be found at:
http://careertech.k12.wv.us/CAREERCLUSTERS.htm

6. Student Invitation

ITEM	Authority	Compliance Item	Criteria			
TR8	IDEA §300.321 (b)(1)	There is evidence that the student was invited to the IEP meeting.	**Yes** = File contains the student's invitation to the IEP meeting or the student signature was on the IEP. **No** = File does NOT contain the student's invitation to the IEP meeting.	○ YES	○ NO	○ N/A

Notice of Eligibility Committee and/or Individualized Education Program Team Meeting

STUDENT RESPONSE beginning at age 16 (check one)
- [x] I will attend the meeting as scheduled.
- [ ] I do not wish to attend.
- [ ] I wish to have the meeting rescheduled.

Jim Smith   11/29/12
Student Signature   **Date**

Note: Meeting may be rescheduled due to a school delay or cancellation.

PARENT RESPONSE (check one)
- [ ] I will attend the meeting as scheduled.
- [ ] I do not wish to attend.
- [ ] I cannot attend in person, but will participate by phone. I can be reached at _____.
- [ ] I wish to have the meeting rescheduled.

PARENT OPTIONS (check all that apply)
- [ ] I agree to waive the 8-day notification requirement.
- [ ] I agree to excuse the IEP team members above.
- [ ] I request the district to invite the Birth to Three representative.

Parent Signature   **Date**

West Virginia Department of Education   August 2008

IEP PART II: Documentation of Attendance

Signature	Position
	Parent
	Parent
	Student
	General Education Teacher
	Special Education Teacher
	Chairperson

Documentation required in either location

7. Connection to Annual Goals

ITEM	Authority	Compliance Item	Criteria			
TR9		There are annual IEP goal(s) related to the student's transition services needs?	**Yes =** At least one area is indicated by checking an appropriate box **and** is connected to at least one annual goal. **No=** There is not at least one area is indicated by checking an appropriate box **and/or** is not connected to at least one annual goal.	○YES	○NO	○N/A

IEP part VI: Transition Planning

Transition Services: Indicate areas to be addressed in annual goals.

☑ Instruction ☐ Employment and other adult living objectives
☐ Related Services ☐ Daily living skills (*if appropriate*)
☐ Community experiences ☐ Functional vocational evaluation (*if appropriate*)

Activities/Linkages: Identify activities needed for attaining post-secondary outcomes and the lead party/agency responsible for those services.

Activities/Linkages	Lead Party/Agency			Description of Service
	Parent / Student	School	Agency (Specify)	
Instruction/education	☐	✓	☐	Elective Science Course
Vocational aptitude/interest assessment	☐	☐	☐	_____
Career awareness/work-based learning	☐	☐	☐	_____
Employment	☐	☐	☐	_____
Independent living/mobility	☐	☐	☐	_____
Agency referral/application	☐	☐	☐	_____

* If the identified agency fails to deliver transition activities outlined in the IEP, the IEP Team must reconvene to identify alternative strategies to meet the transition needs of the student.

7. Connection to Annual Goals

IEP Part VIII: Annual Goals part A and B

PART VIII: ANNUAL GOALS, Part A (For students who are taught the WV CSOs)
* Denotes critical skill(s) to consider for extended school year.

Critical Skill	Timeframe	Condition	Behavior	Evaluation Procedure with Criteria	Mastery/Progress Codes (optional) (per Grade Period)
☐					

PART VIII: ANNUAL GOALS, Part B (for use with students who are taught with WV Alternate Academic Achievement Standards and who will participate in the APTA)

Critical Skill	Timeframe	Condition	Behavior	Evaluation Procedure with Criteria	Mastery/Progress Codes (optional) (per Grade Period)
☐					

SHORT-TERM OBJECTIVES
* Denotes critical skill(s) to consider for extended school year.

Critical Skill	Timeframe	Condition	Behavior	Evaluation Procedure with Criteria	Mastery/Progress Codes (optional) (per Grade Period)
☐					

8. Transition Services – Postsecondary Goals

ITEM	Authority	Compliance Item	Criteria	
TR10		There are transition services in the IEP that will reasonably enable the student to meet his or her post-secondary goals.	**YES =** At least one or more of the following activities / linkages are addressed by selecting the party responsible **and** describing services to be provided. **No =** Activities / linkages are not addressed by selecting the party responsible **and/or** description of service(s) is not present.	○ YES ○ NO ○ N/A

IEP Part VI: Transition Planning

Activities/Linkages: Identify activities needed for attaining post-secondary outcomes and the lead party/agency responsible for those services.

Activities/Linkages	Lead Party/Agency			Description of Service
	Parent / Student	**School**	**Agency (Specify)**	
Instruction/education	☐	☑	☐	Elective Science Course
Vocational aptitude/interest assessment	☐	☐	☐	_____
Career awareness/work-based learning	☐	☐	☐	_____
Employment	☐	☐	☐	_____
Independent living/mobility	☐	☐	☐	_____
Agency referral/application	☐	☐	☐	_____

* If the identified agency fails to deliver transition activities outlined in the IEP, the IEP Team must reconvene to identify alternative strategies to meet the transition needs of the student.

8. Transition Services

Examples

- **Instruction/education:**
  - Discuss entrance requirements and options for disability services with local community college representative.
  - Meet with local ABE representative to schedule adult courses for literacy and math.
  - Partial participation in chorus for reading and following directions (Students with Level III service needs).
- **Vocational aptitude/interest assessment:**
  - Complete aptitude (or interest) assessment.
  - Complete simulated work experiences to identify interest and aptitude (Students with Level II and III service needs).
  - Use checklist to practice specific work-related job skills.
- **Career awareness/work-based learning:**
  - Complete training modules for specific work skills development (Students with Level II and III service needs).
  - Use internet to explore specific occupational areas and present results.
  - Volunteer 2 times per month at the animal shelter.
- **Employment:**
  - Work exploration in the community (2 sites per year) (Students with Level II and III service needs).
  - Complete 2 simulated interviews for jobs of interest.
  - Attend job fair.
- **Independent living/mobility:**
  - Pick up recycling from specified classrooms following a weekly schedule.
  - Navigate around the school independently (Students with Level II and III service needs).
- **Agency referral/application:**
  - Interview with Division of Rehabilitation Services (DRS) representative.
  - Meet with local Center for Independent Living (CIL) to discuss training needs.
  - Register with Selective Service (males age 18) www.ss.gov.
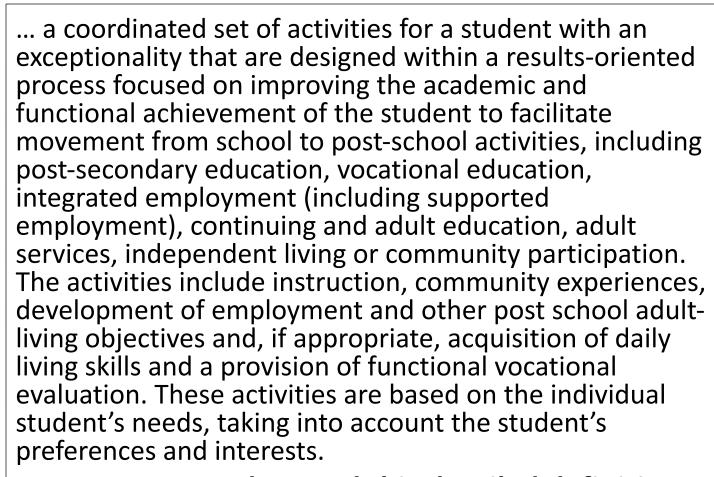
IEP Documentation for Transition

- Postsecondary (PS) goals for education or training, employment and (as needed) independent living
- Annual update of PS goals
- Transition assessment(s)
- Transition services in IEP to enable PS goal acquisition

- Courses of study enable PS goal acquisition
- Annual IEP goals related to transition service needs
- Student involvement in IEP
- Agency participation with prior consent

Policy 2419: Transition Services

… a coordinated set of activities for a student with an exceptionality that are designed within a results-oriented process focused on improving the academic and functional achievement of the student to facilitate movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation. The activities include instruction, community experiences, development of employment and other post school adult-living objectives and, if appropriate, acquisition of daily living skills and a provision of functional vocational evaluation. These activities are based on the individual student's needs, taking into account the student's preferences and interests.

To understand this detailed definition …

- **coordinated** set of **activities**

- results-oriented process

- improving the academic and functional achievement of the student

- movement from school to **post-school activities**

Post School Activities may include:

- ✓ post-secondary education
- ✓ vocational education,
- ✓ integrated employment (including supported employment)

- ✓ continuing and adult education
- ✓ adult services
- ✓ independent living
- ✓ community participation

Coordinated Activities include:

- ✓ instruction,

- ✓ community experiences,

- ✓ development of employment and other post school adult-living objectives and,

- ✓ if appropriate, acquisition of daily living skills and a provision of functional vocational evaluation

IEP designated activities

- based on individual student's needs

- take into account the student's preferences and interests

Living

~

Learning

~

Work

READY

*Begin at star in bottom right corner

Mapping Transition Services

High School: Career Development and Experiential Learning

Transition Services indicated on the IEP age 16+; Invite agencies with student/parent permission (IDEA)

Age of Majority notice at age 17 in WV (IDEA)

Summary of Performance at Exit or Graduation (IDEA)

8th Grade
✓ ACT EXPLORE or other transition assessment
✓ Develop Individualized student transition plan (ISTP) for grades 9 & 10 (ePortfolio) or 4-year plan
✓ Select career pathway and cluster
✓ IEP team determines type of diploma (standard or modified)
✓ Increased focus on self-determination (skills, knowledge and beliefs to make informed choices for adult living, learning, and work)
✓ Learn about transition services requirements

9th Grade
✓ Refine transition plan (ISTP/ePortfolio) and connect to post school goals
✓ Identify occupational training or education options after high school
✓ Review evaluations and decisions from previous year to update IEP
✓ Experiential learning (through grade 12)

10th Grade
✓ Refine transition plan (ISTP/ePortfolio) for grades 11, 12 + 1 year beyond graduation and connect to post school goals; select high school concentration
✓ Assess labor market
✓ ACT PLAN or other transition assessment
✓ Update IEP
✓ Contact Rehabilitation Services/Invite to IEP

11th Grade
✓ Refine transition plan (ISTP/ePortfolio)
✓ Identify adult linkages for living, learning and work needs
✓ Take ACT, SAT or occupational entrance exam
✓ Explore needed work supports or training options
✓ Update IEP
✓ Refer to Rehabilitation Services and other agencies

12th Grade
✓ Apply for post school supports/link to adult agencies for eligibility
✓ Build/develop resume
✓ Link with community work providers or higher education
✓ Update IEP for exit
✓ Take ACT, SAT or occupational entrance exam
✓ Exit survey (students and parents)

Adulthood: Living Learning Work
✓ Access adult agency supports
✓ ADA or 504 eligibility
✓ Disclosure
✓ Lifelong learning
✓ Work
✓ Independence
✓ One year follow up survey

Students demonstrate 21st century learning and technology skills; refine their goals/plans for post school education, training, work and living after high school linking with current course selections; engage in career-decision making; make informed choices and self-advocate to build self-determination; identify needed supports and build agency linkages for after high school; learn about disclosure of disability; explore ADA and 504 eligibility and agency supports; develop work-related skills and social skills needed for work; and perform community service.

Living ~ Learning ~ Work READY

Students continue 21st century learning and technology skills, and literacy development; build self-responsibility, independent work habits, and social skills; explore careers and occupations with an emphasis on self-determination to promote informed decision making through an organized advisory program; and support agencies provide wrap around services.

Middle & Junior High School: Career Exploration & Planning

Students engage in 21st century learning; begin to develop self-responsibility at home and school, awareness of civic responsibilities and learn about community members; gain interpersonal skills; develop academic and literacy skills; begin career awareness; and support agencies provide wrap around services. Assessment decisions here relate to diploma decisions later.

Early Childhood and Primary: Career Awareness
Start Here

Keys-Transition Services

- Begin with transition requirements for all students; Policy 2510

- Add special education supports necessary to provide transition services required; Policy 2419

- **Transfer of rights**
- **Summary of performance**
- Self determination
- Increase graduation rate
- Reduce dropout rate

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