

The Office of Special Education Programs (OSEP) has identified 20 indicators to guide State Education Agency (SEAs) in their implementation of the Individuals with Disabilities Act (IDEA) Part B. These indicators are also used by the SEA to report progress and performance to OSEP. This, in turn, allows OSEP to report concrete data back to Congress and to monitor and supervise State implementation in specific areas.

## **Indicator 13 Secondary Transition**

**Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals annually updated and based upon an age appropriate transition assessments, 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 service 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. (20 U.S.C.1416 (a) (3) (B))**

The Oklahoma State Department of Education has challenged local school districts to improve student achievement, graduation rates, and successful transition of students to postsecondary education, employment, and other aspects of community living. To meet this challenge, secondary transition services must be in effect prior to the beginning of students' ninth grade year or by age 16, whichever comes first. This means that LEAs must include transition planning for students' during 8<sup>th</sup> grade, or earlier upon team decision. Transition plans must include appropriate measurable postsecondary goals that are annually updated and based upon age appropriate transition assessments and annual and transition services that will reasonably enable the student to meet those postsecondary goals.

## **Indicator 14 Post-School Outcomes**

**The post-school outcomes are a collection of the percent of youth who are no longer in high school and whom had an IEP in effect at the time they left school, and were:**

- I. Enrolled in higher education with one year of leaving high school.**
- II. Enrolled in higher education or competitively employed within one year of leaving high school.**
- III. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school. (20 U.S.C.1416 (a) (3) (B))**

**Driving Question: Does the specially designed instruction support each student's Post-School Goals?**

# Indicators 13 & 14: Post-School Outcomes Self-Assessment Instructions

## Instructions

Prior to beginning the self-assessment, the Local Educational Agency (LEA) may need to gather and review educational records, processes, information and documents related to **secondary transition and post-school outcomes** in the LEA. This information may include:

- 1) **Indicator 13 LEA level data**
- 2) **Indicator 14 State level data**
- 3) **Staff training on secondary transition compliance**

Each component and best practice description is followed by a list of measures and examples of those measures. An LEA's stage of practice should be informed by these measures.

## Stages of Practice

The self-assessment is intended to identify an LEA's stage of practice in the area of parent involvement and provide guidance for LEAs in improving their practice. The Oklahoma State Department of Education, Special Education Services division (OSDE-SES) envisions stages of practice along this continuum:

- 1) No or Little Knowledge
- 2) Basic Knowledge
- 3) Partial Application
- 4) Regular Practice
- 5) Best Practice

An LEA may assess its practice as "Best Practice" if the LEA has measurable/observable evidence of the practice and documentation of consistent use.

## Components

For the area of **secondary transition and post-school outcomes**, the OSDE-SES has identified 10 quality indicators. These indicators provide a comprehensive description of **secondary transition and post-school outcomes** in the LEA.

- 1) **Postsecondary Goals**
- 2) **Annual Goals**
- 3) **Transition Services & Course of Study**
- 4) **Career Readiness**
- 5) **College Readiness**
- 6) **Preparation for Adult Life**

# Indicators 13 & 14: Post-School Outcomes Self-Assessment Instructions

- 7) Communication among Students, Families, and Schools**
- 8) Community-Based Support Structure**
- 9) Student Participation in the IEP Meeting**
- 10) Student Contact Information**

## Self-Assessment Team

A team consists of more than one person. The self-assessment should be completed by a team of at least 3-5 individuals. The Self-Assessment Team may include:

- 1) Director of Special Education Services
- 2) Special Education Teacher
- 3) General Education Teacher
- 4) Principals/Assistant Principal
- 5) Counselor
- 6) Related Services Personnel
- 7) Parent

List the team here:

Name	Role	Signature

# Indicators 13 & 14: Post-School Outcomes Self-Assessment Instructions


## Components

### 1. Postsecondary Goals

**Best Practice:** Postsecondary goals for education/training, employment, and (if needed) independent living and community participation are appropriate, measurable, updated annually, and based on age appropriate transition assessments. *Data regarding post-school outcomes for previous students is used to assess the effectiveness of transition services in meeting postsecondary goals.*

#### Measures:

- The LEA regularly utilizes post-school outcomes to improve services for students of transition age.
  - Ex. A committee annually reviews current and previous post-school data to determine a needed focus area for improvement of service for students.
  - Ex. A transition coordinator or other personnel reviews post-school data to make data driven decisions to improve transition services and availability of resources for students.
  
- The LEA ensures that all secondary annual transition goals will facilitate movement towards obtaining the postsecondary goal.
  - Ex. The IEP team utilizes transition assessments and other relevant information to drive the IEP new focus of study for each individual student.

Comments/Documentation:

## 2. Annual Goals

**Best Practice:** Annual goals for education, training, employment, and (if needed) independent living and community participation are appropriate (related to students' transition service needs), measurable, updated annually, and based on age appropriate transition assessments. *Transition assessments are used to identify students' needs in relation to the student behaviors that predict school and post-school outcomes and annual goals are developed to improve student skills in the identified areas of need.*

### Measures:

\_\_\_ The LEA staff develops annual IEP goals based on transition needs identified using age appropriate transition assignments and considers individual student interests and input.

- Ex. Needs are identified annually using transition assessments.
- Ex. Progress of prior annual goals are reviewed.
- Ex. Students take an active role in developing their own annual goals.

\_\_\_ Annual goals are developed with student input and are focused on improving student skills in relation to the student behaviors that predict school and post-school outcomes (Read more about the predictors of post-school success at NTACTION: <http://transitionta.org/postschool>).

- Ex. Annual goals are based on identified needs in areas such as: Career Awareness; Community Experiences; Exit Exam Requirements/High School Diploma Status; Goal-Setting; Inclusion in General Education; Interagency Collaboration; Occupational Courses; Paid Employment/Work Experience; Parent Expectations; Parental Involvement; Program of Study; Self-Advocacy/Self-Determination; Self-Care/Independent Living; Social Skills; Student Support; Transition Program; Travel Skills; Vocation Education; Work Study; Youth Autonomy/Decision-Making.

Comments/Documentation:

### 3. Transition Services & Course of Study

**Best Practice:** The transition services include courses of study that will reasonably enable the student to meet his or her postsecondary and annual goals. Student records are monitored to ensure successful completion of all required coursework. *Program of study is enhanced through community experience, supplemental resources, or additional courses.*

**Measures:**

- The LEA staff considers student interests, postsecondary and annual goals when developing an academic course of study.
  - Ex. The student's input/interests are obtained annually.
  - Ex. The course of study is developed with the student.
  
- Opportunities to further the student's post-secondary interest are provided through community experience.
  - Ex. The IEP team invites, with prior parent permission, community representatives that will provide support for the student's interests and postsecondary goals.

*Questions for students:*

- ❖ Have you been included in the development of your secondary transition plan?

Comments/Documentation:

# Indicators 13 & 14: Post-School Outcomes Self-Assessment Instructions

## 4. Career Readiness

**Best Practice:** Students participate in career interest and skill assessments on an annual basis to identify school and post-school needs, preferences, interests, skills, and abilities. Students are provided multiple opportunities to develop job preparation skills and personal skills related to employability based on needs, preferences, interests, skills, and abilities. *Students are provided information and opportunities to participate in volunteering, internships, job shadowing, part-time employment, and other activities located in the community.*

### Measures:

- Career assessments are completed annually for all students and postsecondary goals match student preferences, interests, skills, and abilities.
  - Ex. Current career assessment results are documented in the present levels of performance section of the IEP.
  - Ex. The current assessment information is reviewed annually to ensure appropriate services are provided.
  - Ex. All assessment information is shared with the student.
  - Ex. Students' chosen career paths match their preferences, interests, skills, and abilities.
  
- Students' career readiness includes community participation in their chosen career pathway.
  - Ex. Students are provided with volunteering and job shadowing opportunities in the community.
  - Ex. Students participate in internships, part-time employment, and other career readiness in the community.

### Questions for students:

- ❖ Have you participated in job shadowing, internships, or other similar activities in your community?
- ❖ Have you had an opportunity to understand your assessment results and what they mean for your future?

Comments/Documentation:

## 5. College Readiness (as applicable)

**Best Practice:** Students are provided information, resources, guidance, and support through multiple means on post-secondary education opportunities. Students (who have college as a postsecondary goal) participate in coursework to prepare them for college entrance exams. *Students are explicitly taught self-advocacy skills and methods for self-support in post-secondary institutions.*

### Measures:

- Staff regularly provides students with current resources, guidance, and support directly related to their postsecondary goals.
  - Ex. The school provides a job fair or brings in community members to assist students in better understanding career fields.
  - Ex. The student’s annual secondary transition goals provide direct support relating to each student gaining a better understanding of career choices.
  
- Students receive instruction on being self-supporting adults and skills necessary for college success.
  - Ex. Students receive instruction in self-determination/self-advocacy skills.
  - Ex. Students are provided instruction on requirements for college admission.
  - Ex. Students receive instruction on the difference between IDEA, Section 504 and ADA (<http://www.ok-ahead.org/handbook/legal.html>).

### Questions for students:

- ❖ Are you provided information and resources that will support you in reaching your post-secondary goal?

### Comments/Documentation:



## 6. Preparation for Adult Life

**Best Practice:** Students are provided information, resources, and guidance through multiple means on independent living, self-determination, and community participation to ensure their success in post-secondary adult life. Transition services/coordinated activities provide students opportunities to **practice** these skills in relation to their individual abilities. *Students are explicitly taught self-advocacy skills and methods for self-support in adult life.*

### Measures:

- Students are provided opportunities for supports in independent living, self-determination, and community participation.
  - Ex. Staff regularly includes annual secondary transition goals in every student's IEP for independent living and community participation.
  
- Students are provided information on being self-supporting adults.
  - Ex. Students participate in a class teaching self-advocacy skills.
  - Ex. Students receive instruction in life skills and other skills necessary for adult life.

Comments/Documentation:

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**7. Communication among Students, Families, and Schools**

**Best Practice:** School professionals regularly communicate with all students and their families to provide *reciprocal, meaningful* and individualized support (including how parents can help their children acquire needed skills at home). Students and parents assist in developing postsecondary and annual goals. *Students and families provide feedback regarding effectiveness of communication and supports.*

**Measures:**

- The LEA policy guides educators on the importance of regular parent communication.
  - Ex. Teachers document regular communication with all parents regarding celebrations and concerns.
  
- The LEA regularly provides a survey for parents on school strengths and suggested improvements. (Ex: LEA generated survey and the Oklahoma Parent Center Parent Survey).
  - Ex. A committee utilizes data to develop, disperse, and analyze parent survey results to determine areas needing improvements and provides recommendations.

Comments/Documentation:

## 8. Community-Based Support Structure

**Best Practice:** School professionals frequently collaborate with community partners to provide *reciprocal, meaningful* and individualized support for students. Support is directly connected to students' chosen post-school and annual goals. If appropriate, there is evidence that a representative of any participating agency was invited to IEP team meetings with prior consent of parents or students who have reached the age of majority. *Students provide feedback regarding effectiveness of supports and services they receive.*

### Measures:

- The LEA provides community supports.
  - Ex. The LEA seeks community partners to provide individual support for students through community practice.
  
- The LEA regularly collaborates with community partners to receive feedback on services and supports.
  - Ex. The LEA gathers input from community partners on students' progress, needed supports, or changes.
  - Ex. The LEA gathers input from the student on needed supports or changes to the program.
  
- The LEA regularly invites and encourages participation with outside agencies as part of the transition planning process (For example: VR Counselors, Career Tech staff, etc.) to facilitate movement towards students' postsecondary goals.

Comments: /Documentation

## 9. Student Participation in the IEP Meeting

**Best Practice:** There is evidence that transition age students are invited to their IEP meeting. *Students are actively involved in developing their postsecondary and annual goals. Students lead their IEP meetings and share progress toward their secondary and annual goals. Students are explicitly taught self-advocacy skills to enhance their participation in the IEP process.*

### Measures:

- Students are invited to the IEP meeting.
  - Ex. Students are listed as participants on the Notification of Meeting.
  - Ex. Students attend meeting and sign the IEP.
  
- Students actively participate in the development of the IEP and the IEP meeting.
  - Ex. Students are involved in the development of their goals.
  - Ex. Student's concerns are documented on the IEP.
  - Ex. Students ask questions at the IEP meeting.
  
- The LEA staff regularly seeks student input on progress and needs on a continuous basis and any changes needed are included in the IEP and implemented.
  - Ex. Teachers regularly meet with students.
  - Ex. Teachers regularly check student progress via online grading system.
  - Ex. Teachers are available to students.
  
- The LEA provides a self-advocacy guidance program for all students that address strategies to appropriately advocate strengths and needs and lead IEP meetings.
  - Ex. Information on self-advocacy at IEP meetings is provided to students.
  - Ex. Teachers explain the IEP and the IEP process to students.
  - Ex. Students receive instruction and are encouraged to lead their IEP meetings.

### Questions for students:

- ❖ Do you attend your annual IEP meetings?
- ❖ Do you feel you can provide input?
- ❖ Do you lead your IEP team meetings?

### Comments/Documentation:

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## 10. Student Contact Information

**Best Practice:** A process is in place to ensure that student contact information is accurate and collected prior to student's graduation from high school. Students' information is updated in OK EdPlan and districts' student information systems. Students are informed about the purpose of the Indicator 14 survey and the importance of participating. *Teachers contact students individually for the survey.*

### Measures:

- The LEA provides staff with steps to ensure current student contact information is updated prior to graduation.
  - Ex. The LEA verifies current contact information in the appropriate system.
  
- The staff is knowledgeable regarding the post-school survey.
  - Ex. All students are provided with information regarding the post-school survey one year after graduation and its impact on their community prior to graduation.
  
- The staff reminds previous year graduates of the post-school survey.
  - Ex. The staff contacts the previous year graduates to remind them of the post-school survey and its purpose.

Comments/Documentation: