

Successfully Navigating Secondary Transition Planning

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Michigan Department of Education Office of Special Education



Presenters

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Agenda

- Objectives
- Acronyms
- IDEA Requirements
- SPP APR
- B-13 Checklist Review
- Review historic state level data
- Questions and consider improvement options

Objectives

- Explore current and historical data.
- Empower educators, administrators, and stakeholders with resources and practical tools.
- Foster an understanding of inclusive practices, promoting diversity, equity, and inclusion as integral components.
- Equip participants with the knowledge and tools necessary to maintain compliance throughout the transition process.
- Ensure that the rights of students with IEPs are upheld.

Acronyms

- IDEA –Individuals with Disabilities Education Act
- IEP –Individualized Education Program
- SPP APR –State Performance Plan Annual Performance Report
- EDP-Educational Development Plan

IDEA: What does the law say?

- (a) Transition Services means a coordinated set of activities for a child with a disability that:
- (1) is designed to be within a results-oriented process that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's 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, and/or community participation;

§300.320(b)(1)

Continued IDEA: What does the law say?

- (2) is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes:
 1. Instruction
 2. Related Services
 3. Community Experiences
 4. The development of employment and other post-school adult living objectives; and
 5. If appropriate, acquisition of daily living skills and functional vocational evaluation.

§300.320(b)(1)

IDEA Requirements

- The IEP to be in effect when a student turns 16, and updated annually thereafter, must include “Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills and the transition services (including courses of study) needed to assist the child in reaching those goals.”

34 CFR§300.320(b)(1)

SPP APR Measurement- Part 1

- Percent of youth with IEPs aged 16 and above which include appropriate measurable postsecondary goals that are updated annually.
- Based upon an age-appropriate transition assessment.
- Transition services.
- Include courses of study, that will reasonably enable the student to meet those postsecondary goals.
- Annual IEP goals related to the student's transition service needs.

SPP APR Measurement- Part 2

- There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed.
- Evidence that, if appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services was invited to the IEP Team meeting.
- Prior consent of the parent or student who has reached the age of majority.

B-13 Checklist

9 Questions Covering

Invitation processes:

- Student
- Agency

IEP development:

- Assessment
- Postsecondary goals
- Transition Services
- Annual goal



Indicator B-13 Compliance Checklist Guide at a Glance

The intent of this document is to provide the reviewer with quick access to verify an item is compliant. More comprehensive guidance for determining compliance on the Indicator B-13 Checklist can be found in the SPP B-13 Manual located on the Catamaran Technical Assistance Website (<https://training.catamaran.partners/b-13-secondary-transition/>).

Federal Reporting Compliance		
Item #	Question	What to accept
1	Was the student invited to the IEP Team meeting where transition services were discussed? 34 CFR §300.321(b)	Invitation, email, log of verbal invitation, sign in or participation in IEP.
2	Was there prior written consent of the parent or student, who has reached the age of majority, to invite an agency? 34 CFR §§300.9 and 300.321(b)(3) If no, was written consent obtained although late?	The date of written consent must not be after the date of the invitation. Consent is always in writing and includes a signature from the person granting consent.
3	Was a representative of any participating agency likely to be responsible for providing or paying for transition services invited prior to the IEP Team meeting? 34 CFR §300.321(b)(3)	Invitation to agency with prior consent; invitation with agency listed as participating in the meeting; check date of written consent to ensure it is prior to the date the invitation was sent
4	Were the postsecondary goals based on <u>age-appropriate</u> transition assessment? 34 CFR §300.320(b)(1)	Listed transition assessment(s) or description of assessment process
5	Did the IEP include a measurable postsecondary goal? 34 CFR §300.320(b)(1)	Must be an outcome after completing school. The use of the word "will" <u>is</u> not required.
6	Were the postsecondary goals updated annually? (If a student enrolled with an out-of-date IEP but the district held an IEP within 30 school days of enrollment, then mark "Yes".) 34 CFR §300.320(b) If no, is a current IEP in place for this student?	Current IEP date
7	Did the IEP include transition services to reasonably enable the student to meet their postsecondary goals? 34 CFR §§300.43;300.320(b)(2)	At least one transition service is listed.
8	Did the IEP include courses of study to reasonably enable the student to meet their postsecondary goals? 34 CFR §300.320(b)(2)	MMC or Certificate of Completion is included.
9	Were there annual IEP goals related to the student's transition <u>services</u> needs? (Measurement table for APR reporting)	An annual goal is listed and relates to the transition services needs/postsecondary goal.

Transition Planning for Students with Disabilities

- Facilitates movement.
- Based on student's strengths, preferences, interests.
- Identifies opportunities to gain knowledge and skills.

B-13 Manual

- Addresses each of the checklist questions.
- Best Practice vs Compliance.
- The manual is posted to the Catamaran Technical Assistance Website.

Question 1

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

☐ Yes

☐ No

Question 1: Compliance in Practice

- Documentation the student was invited **prior** to the IEP Team meeting:
 - Note of verbal invite
 - Phone log
 - Written invitation
- Documentation that an invitation to the IEP Team meeting was addressed specifically to the student or co-addressed with parent.
- Student is signed in as a participant of the IEP Team or, when there is no sign-in, evidence of participation in the IEP Team meeting.

Question 2

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

☐ Yes

☐ No

☐ N/A

Question 2: Follow-Up

If No for question 2, was written consent obtained although late?

- ☐ Yes-No SLCAP
- ☐ No-Corrective Action will be issued to include FERPA training.

Confidentiality Requirements

- ISDs/Districts inviting outside agencies without prior consent are violating IDEA and FERPA confidentiality provisions.
- Obtaining parent/guardian/student consent prior to inviting an outside agency is imperative to maintain confidentiality provisions.
- For more information about confidentiality visit [IDEA 34 CFR §300.622](#).

Consent Defined

- Fully informed in native language or another mode of communication.
- Understands and **agrees in writing**.
- Describes activity and lists records (if any) that will be released and to whom.
- Voluntary and may be revoked at any time.

34 CFR §300.9

Question 2 Compliance in Practice

- Documentation:
 - Hard copy consent form
 - Electronic consent form provided through signature applications
 - Consent form emailed which is printed out
- Parent, or student who has reached the age of majority, signs, dates, and returns the form.

Question 2: Compliance Example

We are requesting your permission to invite the listed community agency: **Michigan Rehabilitation Services**

Consent to Invite

I hereby authorize the school district to invite the community agency listed above. I understand that this authorization will expire one year from the date of my signature.

Signature of Consent: *Jamie Swiger*

- Date: 1/3/24

Collaboration with State and Community Agencies

- Improving student outcomes.
- Achieving competitive integrated employment.
- Postsecondary education and training (including credential attainment).
- Independent living.

Question 3

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

☐ Yes

☐ No

☐ N/A

Question 3: Compliance in Practice

The meeting invitation must indicate the time, purpose, and location of the meeting and be sent prior to the IEP Team meeting.

- Paper invitation addressed to agency and student/parent.
- Paper invitation addressed to the student/parent with agency listed as potential attendee.
- Copy of a dated email invitation.
- Written log of a verbal invitation.

Question 4

- Were the postsecondary goals based on age-appropriate transition assessment(s)?

☐ Yes

☐ No

Question 4 Compliance in Practice

- There is evidence of **age-appropriate transition assessment**.
 - ✓ Transition assessment(s) must be completed prior to the first IEP meeting where transition services will be discussed.
 - ✓ Transition assessments are updated annually.
 - ✓ Transition assessment is an ongoing process that includes a variety of sources and instruments.

Question 4 Compliance - Example

- Data Sources Used

- ✓ Educational Development Plan (EDP)
If EDP, select the Career Pathway:
Manufacturing
- ✓ Transition Assessment(s) specify:
ESTR-J Revised

- Transition Assessments Completed

ESTR-J was administered in May 2023 with the results being the following:

- ✓ Employment: 9/13 or 70%
- ✓ Recreation & Leisure: 4/4 or 100%
- ✓ Home Living: 13/15 or 87%
- ✓ Community Participation: 3/7 or 43%
- ✓ Post Secondary Education: 4/8 or 50%
- ✓ Total: 33/47 or 70%

- Preferences/Interests

Based on the STAT-R (10/13/23) after graduating from high school, student will attend the transition academy to learn the necessary skills for working in the entertainment field. STAT-R
Post-Secondary Education: 75%

Transition Assessments

- Ongoing process of gathering data
- Using age-appropriate tools
 - ✓ Interest inventories
 - ✓ Student surveys
 - ✓ Skills assessment
 - ✓ Aptitude assessment
 - ✓ Observations
 - ✓ Interviews

Transition Planning Process

- START V3 Discovery Process

1. Preparation
2. Plan & Conduct Interviews & Surveys
3. Plan & Conduct ICIE (Intentional Community Integrated Experience) Observations
4. Develop the V3 Discovery Summary: Vision, Vocational Profile, & Visual Resume
5. Employment Development

❖ ***Please Note: This is one example, the transition planning process is not limited to one process or specific Assessment.***

Question 5

- Did the IEP include a measurable postsecondary goal?

☐ Yes

☐ No

Postsecondary Goals

- Measurable = Countable/Observable
- Identifies an outcome
- At least one measurable postsecondary goal in any area of:
 - Education
 - Training
 - Employment
 - Independent Living

Question 5 Compliance in Practice

Required	Best Practice
The postsecondary goal must be written in terms of what will occur after the student completes high school or secondary program. • The use of the word “will” is not required.	There are measurable postsecondary goals in the areas of training, education, employment, and where appropriate, independent living skills that will be achieved after completing high school or secondary program. • Although not required, a goal for independent living skills should be considered for all students. The postsecondary goal begins with a lead-in statement such as, “After High School, the student will (do what behavior, where and how). • Using “will” or “is going to” as verbs in the postsecondary goals.

Examples of Postsecondary Goals

- **Education:** Upon completion of high school, Rebecca will enroll in a community college to complete general study coursework towards a degree of her choosing.
- **Employment:** Upon completion of high school, Jessica will obtain part-time employment in the restaurant industry.

Postsecondary Goal Examples

- After exiting school, the student will be a truck driver in his hometown.
- Following high school graduation, the student will take art courses at the community college.
- After leaving high school, the student will complete the trade school requirements for an Associate's Degree in Automotive Technology.
- After completing his school transition program, the student will live in the community in a group home.

Sample Formula for Writing Measurable Postsecondary Goals

_____ will _____
(After high school) (The Student) (Behavior) (Where and how)

Question 6

- Were the postsecondary goals updated annually? (If a student enrolled with an out-of-date IEP but the district held an IEP within 30 school days of enrollment, then mark “Yes”).

☐ Yes

☐ No

Question 6 Follow up Question

- Is a current IEP in place for this student?

☐ Yes

☐ No

Question 7

- Did the IEP include transition services to reasonably enable the student to meet their postsecondary goals?

☐ Yes

☐ No

Transition Services Defined

- A coordinated set of activities:
 - Designed to be within a results-oriented process;
 - Focused on improving the student's academic and functional achievement;
 - Intended to facilitate the student's movement from school to post-school activities; and
 - Based on the individual student's needs, strengths, preferences, and interests.

Transition Services

- Instruction & Related Services
- Community Experiences
- Development of Employment
- Post-School Adult-Living Objectives
- Acquisition of Daily Living Skills
- Functional Vocational Evaluation

Question 8

- Did the IEP include courses of study that will reasonably enable the student to meet their postsecondary goals?

☐ Yes

☐ No

Course of Study Defined

- “A **multi-year** description of coursework from the student’s current to anticipated exit year needed to achieve the student’s desired post-school goals.”
- NTACT:C National Technical Assistance Center on Transition

Course of Study Focus

- The educational program can be planned and relate directly to the student's goals beyond secondary education.
- Courses are linked to post-secondary and IEP goals.

Personal Curriculum

- Modify requirements of the Michigan Merit Curriculum (MMC).
- Individualize the rigor and relevance of the educational experience.
- Assist the student in earning a high school diploma.
- MDE OSE would like to clarify that the PC is not an IDEA requirement and is NOT required to be in an IEP.

Certificate of Completion

- A form of recognition for students completing a program or meeting a pre-defined set of skills but who have not met the requirements of the MMC.
- Not equivalent to a diploma.

Question 8 Compliance

- The documented courses of study enable the student to achieve their postsecondary goals:
 - Michigan Merit Curriculum
 - Certificate of Completion

Question 9

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

☐ Yes

☐ No

Question 9 Compliance Example

- The transition domain related to the goal is: Education/Training

Annual Goal

Given...	The Student will...	Target or Performance Criteria...	As measured by...
By January 2025, given notes and a calculator,	Student will solve multi-step equations	4 out of 5 times	On a teacher-created assessment.

Michigan's B-13 Historical Data

FFY	2017	2018	2019	2020	2021
Target	100%	100%	100%	100%	100%
Data	81.00%	92.34%	92.94%	90.66%	93.80%

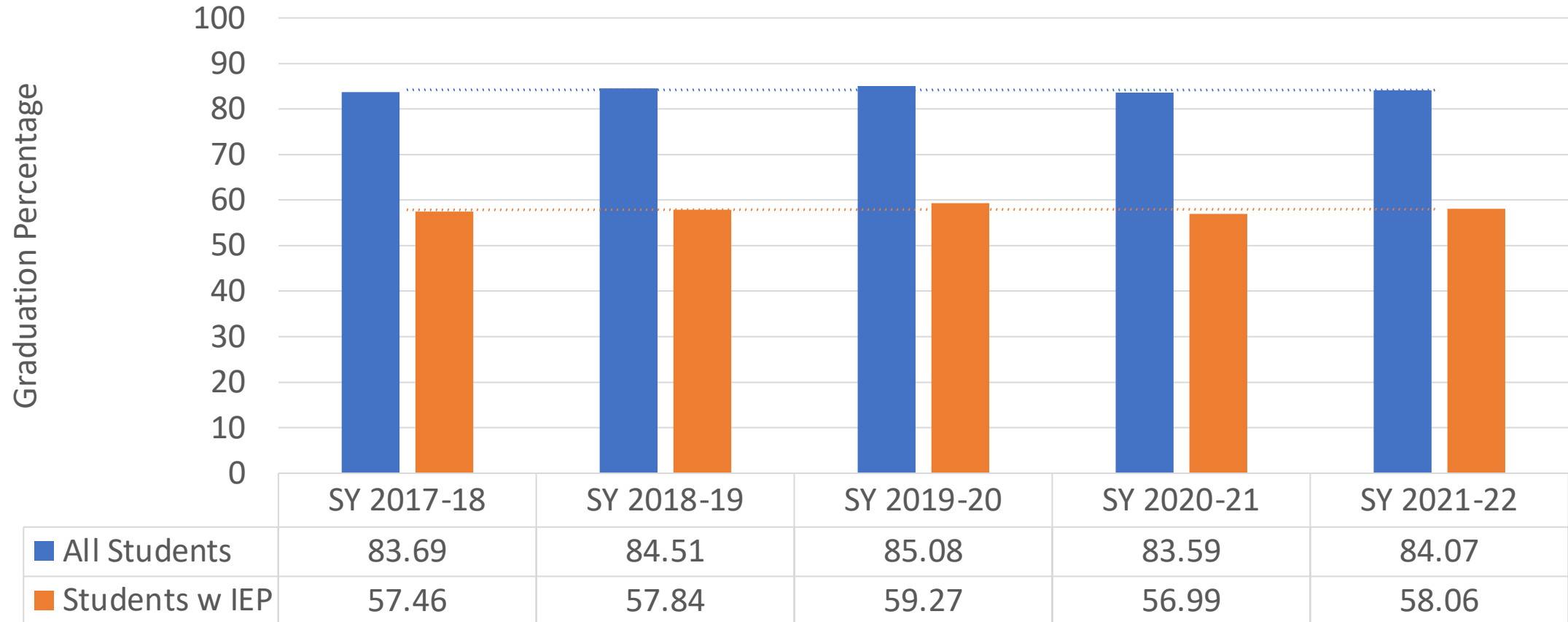
FFY 2022 SPP/APR Data # of Youth aged 16 and above with IEPs that contain each of the required components for secondary transition	# of youth with IEPs aged 16 and above	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
4,394	4,733	93.80%	100%	92.84%	Did not meet target	No Slippage

B-14 Historical Data

Category	Number
Total Number of targeted youth in the sample or census	3,449
Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	680
Response Rate	19.72%
Number of respondent youth enrolled in higher education within one year of leaving high school	149
Number of respondent youth who competitively employed within one year of leaving high school	116
Number of respondent youth enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed)	84
Number of respondent youth who are in some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or competitively employed).	178

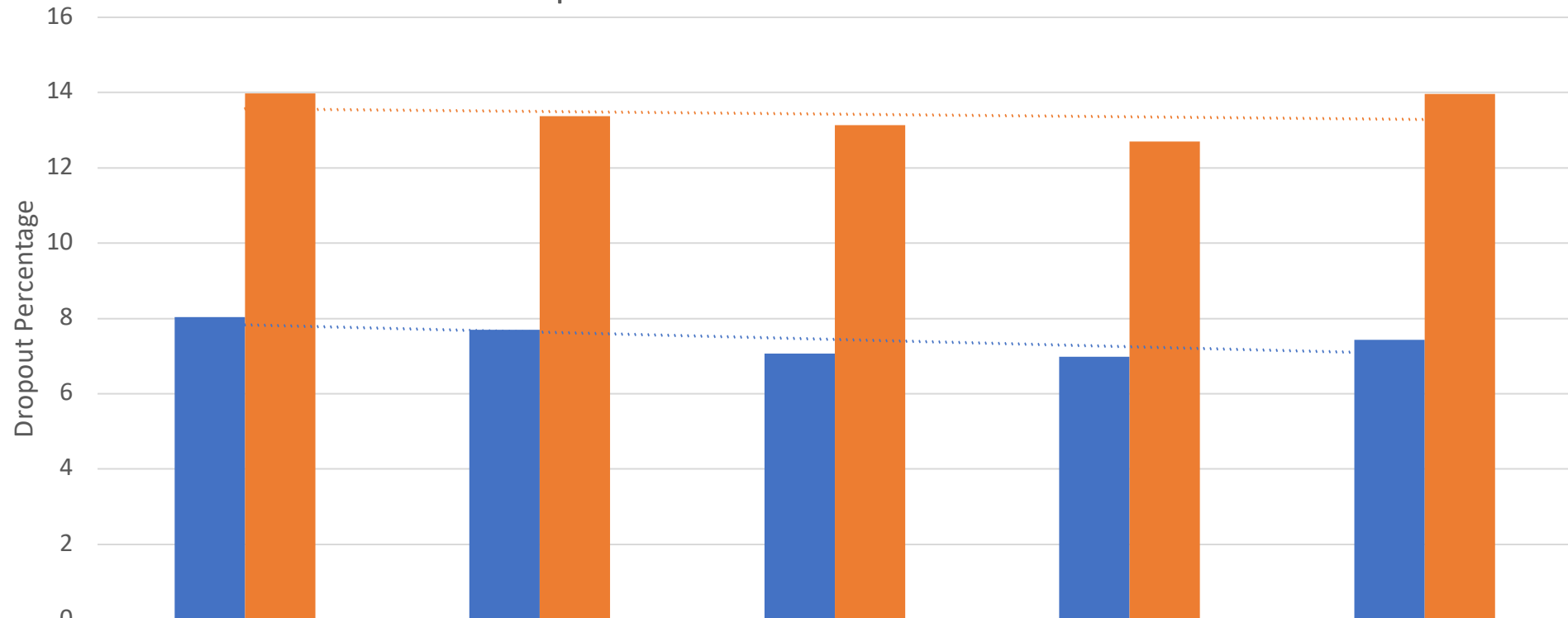
Michigan's Graduation Rates

Graduation Rates from MiSchoolData



Michigan's Dropout Rates

Graduation Dropout Rates from MiSchoolData



■ All Students	SY 2017-18	SY 2018-19	SY 2019-20	SY 2020-21	SY 2021-22
	8.04	7.7	7.06	6.98	7.43
■ Students w IEP	13.98	13.37	13.13	12.7	13.96

How can we improve student outcomes?

- Educators can help students:
 - ✓ Envision their future
 - ✓ Assess student strengths and areas of need
 - ✓ Plan for positive outcomes
 - ✓ Provide a coordinated set of services

IEP Team Considerations

- Post-secondary goals, strengths, interests, functioning levels.
- Accommodations and modifications.
- Knowledge, skills, and behaviors the student will need to complete school and reach desired post-secondary goals.
- An educational plan, or course of study, for the student to ensure movement toward post-secondary goals.
- Elective, advanced placement, modified or specially designed courses.
- Other educational experiences in the school or community.

Educational Development Plans (EDP) and the Transition Plan

- EDP's are developed in grade 7 for all students.
- Reviewed in grade 8 and revised before high school.
- Transition Plans are required to be in place for students not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team.
- Updated annually.

Planning: Early, Ongoing, and Multi-Year

Planning for a student's high school completion:

- Requires **early and ongoing** discussions by the IEP Team, with a balanced focus on academic requirements and transition needs; and
- Not a last-minute decision, but rather a **multi-year planning process**.

Resources

- [Transition Planning for Students with Disabilities \(michigan.gov\)](#)
- [Graduation Decisions for Students with Disabilities](#)
- [MDE - Personal Curriculum](#)
- [MDE - Family Matters](#)
- [National Technical Assistance Center on Transition: The Collaborative \(NTACT:C\)](#)

Information Line

MDE-OSE Information Line

Interpreter Services Available

mde-ose@michigan.gov

1-888-320-8384