

ISBE SPP Indicator 13: Secondary Transition
IDEA: Transition Age 14½ and Beyond

Revised June 2015

IDEA 2004 discusses the purpose of transition services as “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” (IDEA 2004, Part B, 34 CFR §300.43(a)(1) and 20 U.S.C. 1415 §614(d)(1)(A)(bb)(viii).

The Regulation released August 14, 2006 and Statute also clarify the purpose of transition services as being “designed to meet (students’) unique needs and prepare them for further education, employment, and independent living” (§300.1(a)). These services include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, the acquisition of daily living skills, and a functional vocational evaluation.

Post-secondary Goals

Education

- Community College
- University/College
- Technical/Trade/Vocational School/other

Training

- Field Training
- Apprenticeship
- On-the-job Training
- Job Corp

Employment

- Paid Employment
 - Competitive (full or part-time)
 - Supported
- Non-Paid Employment Volunteer
- Training Capacity
- Military

Independent Living

- Health/Safety
- Financial/Income
- Transportation/Mobility
- Social Relationships
- Recreation/Leisure
- Self-advocacy/Future Planning

Post-secondary Goal Formula from NSTTAC*

Upon completion of high school the student **will**
 After high school the student **will**
 After graduation the student **will** _____
 behavior _____ where/how

*National Secondary Transition Technical Assistance Center

SMART IEP Annual Goals

Specific: What do you want to accomplish?

Measurable: How will you know when you have accomplished your goals?

Achievable: How can the goals be accomplished?

Realistic/Relevant: Are the goals worth working hard to accomplish?

Time limited: When will the goals be accomplished?

Course of Study

1. Academic courses may be Core, Applied, and/or Functional.
2. Selected courses need to relate specifically to interests/post-secondary goals.
3. Courses that are needed to meet graduation requirements.
4. Course titles are required to be delineated according to the district/school course description manual. Courses should show a progression towards meeting the student’s transition goals.

What if students do not know what they want to do at age 14½?

A student aged 14½ to 16 might focus more on assessment and experiences that will assist the student to explore areas of interest and determine/narrow down post-school goals, rather than focusing on services related to specific employment and a post-school living plan. The post-school goals may relate to a general employment category or career cluster (information technology, education/teaching, business, public safety, human services, etc.) rather than a specific career.

A student aged 16 to 18 will identify a tentative career and will create an actionable career plan to attain it.

Transition Services

- Instruction
- Related Services
- Community Experiences
- Development of Employment and other post-school objectives
- Acquisition of Daily Living Skills or the provision of a functional vocational evaluation.
- Linkages to Outside Agencies

Meeting Compliance

In order to meet 100% compliance, answers to the following items **must be yes.**

1. Does the IEP include **measurable post-secondary goals** that will occur after high school in the areas of education and/or training, employment, and independent living?
2. Are the **post-secondary goals** in education and/or training, employment, and independent living updated annually?
3. Is there evidence that the measurable post-secondary goals were based on **age-appropriate transition assessments** for education and/or training, employment, and independent living?
4. Are there **transition services** in the IEP that will reasonably enable the student to meet his/her post-secondary goals?
5. Does the IEP/transition plan **include a course of study** that will reasonably enable the student to meet his/her post-secondary goals?
6. Are there annual IEP goals that are related to the student’s transition services needs in education and/or training, employment, and independent living?
7. Is there **evidence that the student was invited to the IEP team meeting** where transition services were discussed?
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?