Indicator 13

Kentucky Transition Compliance & Kentucky Continuous Monitoring Process

Referencing Kentucky Compliance Record Review School Year 2010-2011
Indicator 13

• 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. (20 U.S.C. 1416(a)(3)(B))
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Indicator 13 – Training Objectives

• To become proficient in the use of the Kentucky Continuous Monitoring Process (KCMP) in order to meet compliance for Indicator 13

• To understand appropriate methods of documenting Indicator 13 compliance
Kentucky Indicator 13
“Sub-Indicators”

- Postsecondary Goals
- Transition Services
- Agency Involvement
- Consent for Agency Invitation
- Multi-year Course of Study
- Related Annual Goal(s)
- Transition Assessment
- Student Involvement
- Annual Update
Indicator 13 – Kentucky

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>49a</td>
<td>The IEP includes appropriate measurable postsecondary goals related to training or education, and employment, and when appropriate, independent living skills.</td>
</tr>
<tr>
<td>49b</td>
<td>The IEP includes transition services that will reasonably enable the child to reach the postsecondary goals.</td>
</tr>
<tr>
<td>49c</td>
<td>For transition services likely to be provided or paid for by another agency, the other agency is invited to send a representative, if appropriate.</td>
</tr>
<tr>
<td>49d</td>
<td>If an agency was invited to send a representative, signed Consent for Outside Agency Invitation is included.</td>
</tr>
<tr>
<td>49e</td>
<td>As a transition service, the child has a multi-year course of study as outlined in the Individual Learning (Graduation) Plan.</td>
</tr>
<tr>
<td>49f</td>
<td>Annual goal(s) included in the IEP are related to the transition service needs.</td>
</tr>
<tr>
<td>49g</td>
<td>Measurable postsecondary goals are based on age-appropriate transition assessment.</td>
</tr>
<tr>
<td>49h</td>
<td>The child is invited to the ARC meeting where transition services are discussed.</td>
</tr>
<tr>
<td>49i</td>
<td>The measurable postsecondary goals are updated annually.</td>
</tr>
</tbody>
</table>

For students who have reached the age of 16 and older, all the above (a-i) requirements are met: (Mark Y if all the requirements listed above are Y; Mark N if one or more of the requirements listed above are N. Mark this item “NA” if the child is not yet 16 as of the date of this record review).

By the student’s 16th birthday, all of the requirements above are met. (Mark this item “NA” if the student is 17 or older).
Postsecondary Goals

Item 49a

Note for items 49a-49i: Complete this section for students who are 16 years of age or older.

Look for: IEP, Measurable Postsecondary Goals.

Directions:
- Mark “YES” if documentation includes postsecondary goals to cover two (2) areas, education/training and employment, and a third goal as needed for independent living.
- Mark 49a “YES” only if 1 and 2 (and 3 if appropriate) are yes.

Note: Postsecondary goals must be measurable and intended to occur after the student graduates from high school.

| 49a. The IEP includes appropriate measurable postsecondary goals related to |
|-----------------|---|---|
| 1. training or education | Yes | No |
| 2. employment | | |
| 3. when appropriate, independent living skills | | |

Comments:
# Postsecondary Goals

<table>
<thead>
<tr>
<th>Postsecondary Goal(s)</th>
<th>(By age 16, or younger if appropriate, and thereafter)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Postsecondary Goal(s) Related to Education/Training, Employment, and if needed, Independent Living:</strong> Upon completion of high school, John’s goal is to attend courses at Community and Technical College to work toward a degree in computer science to be able to work as a network manager for a local medical company.</td>
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</table>

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<thead>
<tr>
<th>Transition Service</th>
<th>Agency Responsible</th>
</tr>
</thead>
</table>
Postsecondary Goal(s), Transition Services and Agency Responsibilities

Postsecondary Goal(s) Related to Education/Training, Employment, and if needed, Independent Living:

Upon completion of high school, John's goal is to attend courses at Community and Technical College to work toward a degree in computer science to be able to work as a network manager for a local medical company.

Transition Service:

Agency Responsible:
### Additional Examples: Postsecondary Education/Training and Employment Goals

<table>
<thead>
<tr>
<th>After high school, Jodi’s goal is to <strong>improve job skills through a job training program</strong> to be able to <strong>work in a retail setting</strong>.</th>
</tr>
</thead>
<tbody>
<tr>
<td>After graduation, Glenn’s goal is to continue <strong>on-the-job training</strong> and <strong>work at his family’s business (farm)</strong>.</td>
</tr>
<tr>
<td>After high school, Jeremy’s goal is to <strong>improve his social, self-advocacy, and self-care skills</strong> by attending instruction at a center-based adult program to be able to be <strong>employed part-time</strong> in a local business with supports.</td>
</tr>
</tbody>
</table>
### Non-Examples:

**Postsecondary Goals for Education/Training and Employment**

<table>
<thead>
<tr>
<th>After high school, John plans to attend the community college near his home. (Education/Training)</th>
</tr>
</thead>
<tbody>
<tr>
<td>John wants to manage the computer labs at the college he attends. (Employment)</td>
</tr>
<tr>
<td>John hopes to work in the field of information technology when he graduates. (Employment)</td>
</tr>
</tbody>
</table>
Sample Formula for Developing Education/Training and Employment Goals

________________  ___________'s goal is to
(After high school) (Student)
(After graduation)
(Upon completion of high school)

_________________________ to be able to ____________________________.
(education/training behavior - where and how ) (employment behavior – where and how)
After High School  Allison’s goal is to
(After high school) (Student)
(After graduation)  
(Upon completion of high school)

attend a 4-year college and take coursework
leading to a major in the area of Child Development
(education/training behavior - where and how)

to be able to

become an early childhood education teacher.
(employment behavior – where and how)
### Examples: Postsecondary Independent Living Goals

<table>
<thead>
<tr>
<th>Upon completion of high school, Jeremy will independently prepare for work each day, including dressing, making his bed, making his lunch, and accessing transportation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>After graduation, Kevin will continue to live with his parents and will participate in his daily care routines to the maximum extent possible.</td>
</tr>
</tbody>
</table>
Non-Examples: Postsecondary Independent Living Goals

Rolanda will rely on her family to attend to her daily routines (e.g. feeding, dressing, bathing, activating small appliances / media devices, choice making, etc).

| Rolanda wants to attend community dances sponsored by the local YMCA. |

| Lissette will inquire about the obligations and responsibilities of getting an apartment. |
Sample Formula for Developing Independent Living Goal

____________________  _______________'s goal is to

(After high school)                (Student)
(After graduation)
(Upon completion of high school)

_____________________________________________________________________

(independent living behavior – where and how)
After High School Jodi’s goal is to
(After high school) (Student)
(After graduation)
(Upon completion of high school)

assume responsibility for a share of living expenses by saving money earned at work and following a budget set by Jodi and her parents.
(independent living behavior - where and how)
Jeremy’s Postsecondary Goals

After high school, Jeremy’s goal is to improve his social, self-advocacy, and self-care skills by attending instruction at a center-based adult program and be employed part-time in a local business with supports.

Upon completion of high school, Jeremy’s goal is to independently prepare for work each day, including dressing, making his bed, making his lunch, and accessing transportation.
Transition Services

Item 49b

Look for: IEP, Transition Services and Agency Responsible.

Directions:
- Mark “YES” if transition services include services that the district/school provides for the child and, if appropriate, any other interagency responsibilities or needed linkages.

The IEP includes transition services that will reasonably enable the child to reach the postsecondary goals.

Comments:
## Transition Services

<table>
<thead>
<tr>
<th>Postsecondary Goal(s)</th>
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</tr>
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<td><strong>Postsecondary Goal(s) Related to Education/Training, Employment, and if needed, Independent Living:</strong> Upon completion of high school, John’s goal is to attend courses at Community and Technical College to work toward a degree in computer science to be able to work as a network manager for a local medical company.</td>
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</table>

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<tr>
<td>1. a multi-year course of study as outlined in the John’s Individual Learning Plan</td>
<td></td>
</tr>
<tr>
<td>2. Instruction related to word processing / keyboarding skills (See annual goal)</td>
<td></td>
</tr>
<tr>
<td>3. Self-advocacy training</td>
<td></td>
</tr>
<tr>
<td>4. Tour of community college campus to familiarize John with surroundings</td>
<td></td>
</tr>
<tr>
<td>5. Apply for possible college financial aid</td>
<td></td>
</tr>
<tr>
<td>6. Vocational rehabilitation referral to determine eligibility for tuition assistance</td>
<td></td>
</tr>
<tr>
<td>7. Apply for college and disability support service</td>
<td></td>
</tr>
</tbody>
</table>
Transition Services Needs (14)
- Transition Services (16)
  - Transfer of Rights
  - Determination of Alternate Assessment

Postsecondary Goal(s), Transition Services and Agency Responsibilities

Postsecondary Goal(s) Related to Education/Training, Employment, and if needed, Independent Living:

Upon completion of high school, John's goal is to attend courses at Community and Technical College to work toward a degree in computer science to be able to work as a network manager for a local medical company.

Transition Service:
1. A multi-year course of study as outlined in the John's Individual Learning Plan
2. Instruction related to word processing / keyboarding skills (See annual goal)
3. Self-advocacy training
4. Tour of community college campus to familiarize John with surroundings
5. Apply for possible college financial aid
6. Vocational rehabilitation referral to determine eligibility for tuition assistance
7. Apply for college and disability support service

Agency Responsible:
Examples: Transition Services
(Continued)

- Course of study leading to a diploma/certificate
- Instructional support of guided notes for lessons
- Instruction related to social skills in a work setting
- Job Shadowing
- Community Based Transition Work Program
- Assistive technology services to increase use of voice output device
- Physical therapy to improve independent ambulation
- Touring two university campuses, including admissions and disability services office
Examples: Transition Services
(Continued)

• Vocational Rehabilitation referral to determine eligibility for services
• Volunteer position at St. Peter’s Kitchen
• Completing a career preference inventory
• Completing an adaptive behavior scale
• Completing a self-determination scale
• Job shadowing in a food services environment
Agency Involvement

Items 49c and d

49c  
**Look for:** Notice of ARC Meeting.

**Directions:**
- Mark "YES" if the Notice of ARC Meeting indicates an outside agency that is likely to be responsible for providing or paying for transition services that are needed to assist the child in reaching postsecondary goals was invited to the meeting.
- Mark "YES" if the ARC documented that the need for an outside agency was not appropriate or the child's IEP did not include transition services that required another agency.

**Note:** Outside agencies may include Office of Vocational Rehabilitation; Commission for Children with Special Health Care Needs; Department of Mental Health.

49d  
**Look for:** Consent for Outside Agency Invitation.

**Directions:**
- Mark "YES" if documentation includes a signed, dated parent(s) (or emancipated youth) Consent for Outside Agency Invitation obtained prior to the Notice of Admissions and Release Committee Meeting, if a representative of an outside agency that is likely to be responsible for providing or paying for transition services is invited to the ARC meeting.
- Mark "YES" if Item 51c indicates that the ARC documented need for other agency was not appropriate or the child's IEP did not include transition services that required another agency.

| 51c. For transition services likely to be provided or paid for by another agency, the other agency is invited to send a representative, if appropriate. |
|---|---|
| Yes | No |

| 51d. If an agency was invited to send a representative, signed Consent for Outside Agency Invitation is included. |
|---|---|
| Yes | No |

**Comments:**
Examples: Agency Involvement

<table>
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<td>1. a multi-year course of study as outlined in the John's Individual Learning Plan 2. Instruction related to word processing / keyboarding skills (See annual goal) 3. Self-advocacy training 4. Tour of community college campus to familiarize John with surroundings 5. Apply for possible college financial aid 6. Vocational rehabilitation referral to determine eligibility for tuition assistance 7. Apply for college and disability support service</td>
<td>1. High School 2. High School 3. High School 4. High School 5. High School 6. High School and OVR 7. High School and Disability Support Services Office</td>
</tr>
</tbody>
</table>
Documenting Agency Involvement

Agencies that have been invited to send a representative to discuss Transition needs and/or services (Required, if appropriate, by the child’s 18th birthday and thereafter)

- [ ] Vocational Rehabilitation
- [x] Other (Specify): Disability Support Services Office
- [ ] Not Appropriate at this time
Documenting Agency Involvement

Agencies that have been invited to send a representative to discuss Transition needs and/or services (Required, if appropriate, by the child’s 16th birthday and thereafter)

☐ Vocational Rehabilitation  ☐ Other (Specify):  ☑ Not Appropriate at this time
Postsecondary Goal(s) Related to Education/Training, Employment, and if needed, Independent Living:

Upon completion of high school, John's goal is to attend courses at Community and Technical College to work toward a degree in computer science to be able to work as a network manager for a local medical company.

Transition Service:

1. a multi-year course of study as outlined in the John's Individual Learning Plan
2. Instruction related to word processing / keyboarding skills (See annual goal)
3. Self-advocacy training
4. Tour of community college campus to familiarize John with surroundings
5. Apply for possible college financial aid
6. Vocational rehabilitation referral to determine eligibility for tuition assistance
7. Apply for college and disability support service

Agency Responsible:

1. High School
2. High School
3. High School
4. High School
5. High School
6. High School and QVR
7. High School and Disability Support Services Office
Documenting Agency Involvement

- *It is also strongly recommended that the ARC discuss the need for outside agencies and record that discussion in the Conference Summary/Action Notice.* It must be clear what actions the ARC is or is not taking regarding the need for outside agencies.
Example: Consent for Invitation

CONSENT FOR OUTSIDE AGENCY INVITATION

Student's Full Name: [ ]
Date of Birth: [ ]
Address: [ ]
City: [ ]
State: [ ]
Zip: [ ]

SSID: [ ]
Phone: [ ]

Name of Individual Agency:
Address: [ ]
City: [ ]
State: [ ]
Zip: [ ]

The specific information to be disclosed, as it relates to postsecondary needs and services:
- [ ] Assessment reports (Psychological, Psychiatric, Educational, Audiological/Hearing)
- [ ] Cumulative records including grades and attendance records
- [ ] Medical information (i.e., treatment plan)
- [ ] Progress Data
- [ ] Other Transition Assessment data
- [ ] Individual Education Program (IEP)
- [ ] Individual Learning Plan (ILP) or individual Graduation Plan (IGF)
- [ ] Other (Specify)

☐ I hereby authorize the invitation of this individual or agency to ARC meetings for the purpose of discussion of educational program and postsecondary needs and/or services for the above named student.

I understand that this authorization for invitation is voluntary and that I may revoke it at any time by my written notice. I understand that once signed and dated, this consent is valid until my child graduates or revocation of the consent takes place, or as specified by the local district policies and procedures. I understand that information disclosed by my authorization may be re-disclosed by this agency or individual only through the process set out in the Family Educational Rights and Privacy Act (FERPA).

Parent or Legal Guardian
(Student must sign if emancipated)
Signature: [ ]
Date: [ ]
Multi-Year Course of Study

Item 49e

Look for: Individual Learning (Graduation) Plan, multi-year course of study.

Directions:
- Mark “YES” if documentation includes at least one of the following: a) ARC Conference Summary notes of the discussion of the ILP (IGP) with each course in course of study listed; b) a copy of the ILP (IGP); or c) a copy of child’s multi-year course of study.

Note: Multi-year means from the current year to the child’s expected year of exiting high school.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

49e. As a transition service, the child has a multi-year course of study as outlined in the Individual Learning (Graduation) Plan.

Comments:
### Transition Services Needs

*Beginning in the child’s 8th grade year or when the child has reached the age of 14 and thereafter*

<table>
<thead>
<tr>
<th>Does the student’s Individual Learning Plan (ILP) include the student’s course of study?</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ No. If No, do not proceed with development of IEP until ILP is initiated, including the child’s course of study.</td>
</tr>
<tr>
<td>☑ Yes. (See student’s attached course of study to include current year through graduation or exiting special education)</td>
</tr>
</tbody>
</table>

Do transition service needs focus on the child’s course of study and are they addressed in the Present Levels?

| □ No. |
| ☑ Yes. |
Transition Service Needs

What transition assessments were used to determine the student's preferences and interests?

(Check all that apply)

- [ ] Student Interview
- [ ] Student Portfolio
- [ ] Interest Inventory
- [ ] Career Awareness
- [x] Individual Learning Plan
- [ ] Vocational Assessments
- [ ] Parent Interview
- [ ] Career Aptitude
- [x] Other (describe below):

Career Matchmaker

Transition Services Needs (Beginning in the child's 8th grade year or when the child has reached the age of 14 and thereafter.)

Needs Related to the Course of Study - See Present Levels of Performance

Does the student's Individual Learning Plan (ILP) include the student's course of study?

- [ ] No. If [x] No, do not proceed with development of IEP until ILP is initiated, including the child's course of study.
- [x] Yes. (See student's attached course of study to include current year through graduation or exiting special education)

Do transition service needs focus on the child's course of study and are they addressed in the Present Levels?

- [ ] No
- [x] Yes
**Related Annual Goal(s)**

**Item 49f**

*Look for:* IEP, Annual Goals or Transition Page, or Conference Summary/Action Notice form.

*Directions:*
- Mark “YES” if, for at least one annual goal, the ARC documents which postsecondary goal the annual goal supports OR the annual goals that support postsecondary goals are listed as transition services on the transition page of the IEP.

<table>
<thead>
<tr>
<th>49f. Annual goal(s) included in the IEP are related to the transition service needs.</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

*Comments:*
Documenting Related Annual Goal(s)

Measurable Annual Goals and Benchmarks Including Transition

Student progress and performance for each goal of this IEP will be reported at least as often as the school reports the performance of all students.

Annual Measurable Goal (# 1):

John will improve his skills in identifying and applying a variety of appropriate reading strategies to make sense of a variety of print and non-print texts as demonstrated by curriculum based probes, annotated recordings, and work samples.

Method(s) of Measurement:
- curriculum based probes
- annotated recordings
- work samples

Specially Designed Instruction:
- instruction in using graphic organizers

For the IEP to be in effect by the child’s 16th birthday and thereafter:
This annual goal will reasonably enable the student to meet the student’s postsecondary goal in the area(s) of:
- [ ] Education/training
- [x] Employment
- [ ] Independent living
- [ ] Not Applicable
### Documenting Related Annual Goal(s)

**Annual Measurable Goal (# 2):**

John will improve his demonstration of skills such as interviewing, writing resumes, and completing applications that are needed to get a job as demonstrated by progress on documented rubric scores.

**Method(s) of Measurement:**

Rubric scores

**Specially Designed Instruction:**

- Instruction in interviewing
- Instruction in writing process
- Instruction in application completion

**For the IEP to be in effect by the child’s 16th birthday and thereafter:**

This annual goal will reasonably enable the student to meet the student's postsecondary goal in the area(s) of:

- [ ] Education/training
- [x] Employment
- [ ] Independent living
- [ ] Not Applicable
Student progress and performance for each goal of this IEP will be reported at least as often as the school reports the performance of all students.

For the IEP to be in effect by the child's 16th birthday and thereafter: This annual goal will reasonably enable the student to meet the student's postsecondary goal in the area(s) of:

- [ ] Education/Training
- [X] Employment
- [ ] Independent Living
- [ ] Not Applicable
Documenting Related Annual Goal(s)

**Postsecondary Goal(s)**
(By age 16, or younger if appropriate, and thereafter)

**Postsecondary Goal(s) Related to Education/Training, Employment, and if needed, Independent Living:** Upon completion of high school, John’s goal is to attend courses at Community and Technical College to work toward a degree in computer science to be able to work as a network manager for a local medical company.

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<td>1. High School</td>
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<td>6. High School and CVR</td>
</tr>
<tr>
<td>7. Apply for college and disability support service</td>
<td>7. High School and Disability Support Services Office</td>
</tr>
</tbody>
</table>
Transiton Assessment

Item 49g

Look for: IEP, Transition Assessments, or Conference Summary/Action Notice form, Description of each Evaluation Procedure, Test, Record, or Report used as a Basis for the ARC Decision.

Note: Actual copies of the transition assessments administered may be maintained as other components of the child’s education record (e.g., ILP career assessments, learning style inventories).

Directions:
- Mark “YES” if, documentation includes evidence that postsecondary goals are based on formal and/or informal transition assessment.

Note: Assessments may include: behavioral assessment information, aptitude tests, interest and work values inventories, intelligence tests and achievement tests, personality or preference tests, career maturity or readiness tests, self-determination assessments, work-related temperament scales, and transition planning inventories.

Note: Age-appropriate means the measure reflects the child’s chronological age rather than developmental age.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>49g. Measurable postsecondary goals are based on age appropriate transition assessment.</td>
<td></td>
</tr>
</tbody>
</table>

Comments:
Transition Assessment

- **Transition assessment** is the ongoing process of collecting data on the individual’s needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments.

(From: Sitlington, Neubert, & Leconte, *Career Development for Exceptional Individuals*, 1997, p. 70-71)
Examples: Transition Assessment

- IGP/ILP
  - Career Awareness, Student Interest Inventory, Matchmaker, School Matchmaker

- Academic Records
  - Progress notes, End of grade test scores, Report cards, Curriculum-Based Assessment, State Assessments - EPAS (EXPLORE/PLAN/ACT), CATS

- Multi-Disciplinary Assessment
  - Cognitive, Adaptive, Functional Skills, Communication, Observations

- School or Community - Based Work Experiences

- Interview with Student & Parents
## Transition Services Needs

*(Beginning in the child’s 8th grade year or when the child has reached the age of 14 and thereafter)*

### What transition assessments were used to determine the child’s preference and interests? (Check all that apply)

- [ ] Student Interview
- [ ] Student Portfolio
- [ ] Interest Inventory
- [ ] Career Awareness
- [x] Individual Learning Plan
- [ ] Student Survey
- [ ] Vocational Assessments
- [ ] Parent Interview
- [ ] Career Aptitude
- [ ] Other:

### Career Matchmaker

**Does the student’s Individual Learning Plan (ILP) include the student’s course of study?**

- [ ] No. If No, do not proceed with development of IEP until ILP is initiated, including the child’s course of study.
- [x] Yes. (See student’s attached course of study to include current year through graduation or exiting special education)

**Do transition service needs focus on the child’s course of study and are they addressed in the Present Levels?**

- [ ] No
- [x] Yes
Transition Service Needs

What transition assessments were used to determine the student’s preferences and interests?

(Leave all that apply)

- Student Interview
- Student Survey
- Vocational Assessments
- Student Portfolio
- Parent Interview
- Career Awareness
- Career Aptitude
- Individual Learning Plan
- Other (describe below):

Career Matchmaker

Transition Services Needs (Beginning in the child’s 8th grade year or when the child has reached the age of 14 and thereafter.)

Needs Related to the Course of Study - See Present Levels of Performance

Does the student’s Individual Learning Plan (ILP) include the student’s course of study?

- No, if no, do not proceed with development of IEP until ILP is initiated, including the child’s course of study.
- Yes, (See student’s attached course of study to include current year through graduation or exiting special education)

Do transition service needs focus on the child’s course of study and are they addressed in the Present Levels?

- No
- Yes
Student Involvement

Item 49h

Look for: Notice of ARC Meeting

Directions:
- Mark "YES" if the child is listed as invited to attend the meeting on the parent's Notice of ARC Meeting.

49h. The child is invited to the ARC meeting where transition services were discussed.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:
Documenting Student Involvement

Other persons who have been invited to attend this meeting include:

- [ ] Regular Education Teacher
- [x] Special Education Teacher
- [ ] Educational Diagnostician
- [ ] Speech-Language Pathologist
- [ ] Physical Therapist
- [ ] School Psychologist
- [ ] Occupational Therapist
- [ ] Student
- [ ] Other (Specify):
- [ ] Other (Specify):
Annual Update

Item 49i

Look for: IEP

Directions:
- Mark “YES” if the IEP has been reviewed annually and includes postsecondary goals.

| 49i. The measurable postsecondary goals are updated annually. |
| Yes | No |

Comments:
### Plan Information

<table>
<thead>
<tr>
<th>Meeting Date: 06/03/2010</th>
<th>Start Date: 06/03/2010</th>
<th>End Date: 06/02/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Ed Status:</td>
<td>Special Ed Setting:</td>
<td></td>
</tr>
<tr>
<td>Primary Disability:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Postsecondary Goal(s)

*Postsecondary Goal(s) Related to Education/Training, Employment, and if needed, Independent Living:*

Upon completion of high school, John’s goal is to attend courses at Community and Technical College to work toward a degree in computer science to be able to work as a network manager for a local medical company.

<table>
<thead>
<tr>
<th>Transition Service</th>
<th>Agency Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Item 49 (Summary of 49a-49i)

**Look for:** Summary of the Record Review items for 49 (a) - (i)

**Directions:**
- Mark “YES” if all the requirements listed above in (a) – (i) are marked “Yes”
- Mark “NO” if one or more of the requirements listed above is “No”
- Mark “NA” if the child is not yet 16 as of the date of this record review. Skip to #51.

<table>
<thead>
<tr>
<th>49. For students who have reached the age of 16 and older, all the Item 49 (a-i) requirements are met:</th>
<th>Yes</th>
<th>No</th>
<th>NA</th>
</tr>
</thead>
</table>

**Comments:**

**Item 50**

*Look for:* IEP

**Directions:**
- Mark “YES” if the student is age 16 and all requirements of item 49 are met.
- Mark “NA” if the child is not yet 16 as of the date of this record review. Skip to #51.

| 50. By the student’s 16th birthday, all of the requirements above are met. (Mark this item “NA” if the student is 17 or older). |
|---|---|---|
| Yes | No | NA |

Comments:
Kentucky Indicator 13
“Sub-Indicators”

• Postsecondary Goals
• Transition Services
• Agency Involvement
• Consent for Agency Invitation
• Multi-year Course of Study
• Related Annual Goal(s)
• Transition Assessment
• Student Involvement
• Annual Update
Directions for Review of Records

• Student records must be selected randomly.

• For Item #49, at least 10% of records of students age 16 and older are selected.

• No more than 50 records are required to be reviewed. If the district has 10 or fewer records for Item #49, then all student records for that item must be reviewed.
Correction of Noncompliance

Violations of IDEA that can be remedied

During the record review process, districts may find items in student records that are violations of IDEA. Some of these violations may be remedied depending on the nature of the violation.

If remedied prior to submission of the KMCP data to KDE, the violation is considered corrected. It is not reported in the district’s KCMP report as noncompliant.

In most cases it will be necessary to convene an ARC to remedy the violation. The documentation of the ARC must reflect authentic and appropriate processes and remedies.
Correction of Noncompliance

Examples of violations that may be remedied include:

- Failure to document postsecondary goals in the IEP (#49a)
- Failure to document transition services in the IEP (#49b)
- Failure to invite outside agencies (with prior consent) to the ARC meeting to discuss transition (#49c)
- Failure to document the student’s multi-year course of study (#49e)
- Failure to link annual goals to related postsecondary goals (#49f)
- Failure to document evidence of transition assessment (#49g)
- Failure to invite the student to the ARC meeting to discuss transition (#49h)
Correction of Noncompliance

Violations of IDEA that are reported as noncompliance on KCMP

Some violations of IDEA identified during the district’s record review cannot be remedied in individual student records due to the nature of the violation.

These must be reported as noncompliant in the district’s KCMP report.
Correction of Noncompliance

Examples include:

• inviting outside agencies to ARC meetings prior to obtaining parent consent (#49d)

• missing the timeline for updating postsecondary goals annually (#49i)

• not having transition requirements in the IEP by the student’s 16th birthday (#50)
Correction of Noncompliance

Though these violations cannot be remedied, the district must correct the noncompliance in the individual student’s record, unless the student is no longer under the district’s jurisdiction. For example, failure to meet the timeline for an IEP with transition requirements met by 16\textsuperscript{th} birthday cannot be remedied; however, it can be corrected for that student by ensuring an appropriate IEP is in place, though out of timeline.

Systemic correction may also be required. The KCMP Instruction Manual for Indicators 13 will address this for the upcoming year.
Optional Activities

- Group Case Study
- Individual Case Study
- Review and Critique Samples
Additional Resources and Support

• [www.transitiononestop.org](http://www.transitiononestop.org)
  – Click training resources
  – Find Indicator 13 Conference Call – Updated for 09-10 KCMP

• Special Education Cooperatives - Transition Consultants
  –