



Transition Planning (Module 2)

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Overview of the Transition and Families Modules

The Center on Secondary Education for Students with Autism Spectrum Disorders' (CSESA) Transition and Families (T & F) component is a critical component of the full CSESA model. Student-centered planning for a youth's future beyond high school that is built on input from the student, family, and various professionals familiar with the student is important to a young person with Autism Spectrum Disorder's (ASD) success in college (postsecondary learning), careers, and other adult living beyond high school. The T & F component includes five modules divided into the major topical areas (1) Community and School Mapping, (2) Transition Planning, (3) Student Involvement in the Individualized Education Program (IEP) planning and meeting, and (4) Work Based Learning Experiences (WBLE). The fifth module, Transitioning Together for families and leaders of family groups, is another critical segment of the CSESA program and is located in a separate document. Within each module there is an overview of the expectations and process, followed by appendices of lesson plans, forms, and other instructional resources. At the end of each module there is a section including guidance for recording students' progress through use of a Student Portfolio System. Additionally, there is a glossary of terms that may be used as a resource which is located in a separate document. The process for the CSESA Model on page 7 provides a context for how the various pieces of this T & F component fit within CSESA as a whole. The modules were developed as a blueprint for the teacher, case manager, or other school level professional implementing the curriculum. However, its forms and tips may be useful for any of the stakeholders engaged with youth with ASD.

Each of the modules includes: (a) an overview; (b) list of tasks to complete (page 9); (c) templates and forms for various activities, such as Community Mapping or Setting Up a School-Based Enterprise; and (d) guidance on permanent products to include in the Student Portfolio. The modules are provided electronically, to allow teachers and other users to explore websites which may provide additional resources; however, the intent is not to send users of this curriculum searching for more information; but to provide the resources a teacher or team will

need to complete the curriculum. The additional links and resources are for teachers or schools who want to expand their transition program.

The Student Portfolio section in each module provides a list of products, by topic area, that may be selected to reflect a student's progress. There should be enough products included to get a sense of students' strengths, interests, and accomplishments; but not so many that it becomes cumbersome. While, students may need assistance in selecting "the best" or "most representative" samples from their work in this curriculum, student input and preference in selection should be valued. There are four possible methods for compiling the portfolio (a) an online portfolio system, (b) a school or district based "shared" drive, (c) a USB drive, or (d) a paper binder version. A task analysis is provided for each of the choices, which would be selected based on school and student factors. Other permanent products from the academic and behavioral interventions in CSESA might also be documented in the Student Portfolio. The Portfolio may serve to not only track student progress in the CSESA Program, but as valuable transition planning information and contribute to the student's Summary of Performance documentation upon exit from high school.

As noted, the Transitioning Together module is overviewed in a separate document along with the glossary. The guidance, scripts, forms, and tips for the family are contained in the fifth module. It is important, however, for professionals who are working with students through the T & F component of CSESA to be aware of the overall content, schedule, and structure of the Transitioning Together series. Transitioning Together is a critical module of the T & F component, as family empowerment and engagement in transition planning are critical to successful outcomes for youth.

How does this all fit together? The T & F component overlaps in time throughout implementation and informs the completion of each of the other components. For example, the Transition Services or Annual Goals in the IEP may relate to the completion of specific WBLE

components, which may then inform future transition planning, based on a student's likes, dislikes, and accomplishments in that experience. Similarly, information gathered during the Transitioning Together classes may inform aspects of the Transition Planning process, as well.

A checklist for completing the transition component of the CSESA curriculum is included on page 9 of this module. The Glossary may be useful as multiple stakeholders engage with this program.

Embedding Activities for Transition Skills in Standards–Based Instruction

Post-school outcomes are the most important aspect of successful transitioning from high school to college and career fields. Because of poor post-school outcomes for students with ASD, there is a necessary requirement to engage students in activities that will expose them to college and career activities, (i.e. Career Explorations, Job Shadowing, Work Sampling, Service Learning, Internships, Paid Employment, Apprenticeship, and/or Mentoring) to provide opportunities for lessons in IEP participation and career research. Experiences should be selected that will support a student's postsecondary goals regarding college and careers. For some students, they will participate in experiences that are more focused on employment, while others will participate in experiences directly related to college preparation. Participation in the activities should inform the transition assessment process and increase students' skills, in preparation for their postsecondary goals.

For students who have a postsecondary goal of attending a two- or four-year college, identifying time in the school day to complete a transition-related curriculum and/or work-based learning experiences in high school (e.g., developing career awareness skills, participating in work experiences) and possibly completing a transition curriculum, such as "Self-Directed IEP," may lead to greater success in postsecondary education (Test, Mazzotti, et al., 2009). IEP teams including input from family members, school counselors, career technical educators, and

of course, the student may need to be creative in identifying ways to develop these important skills.

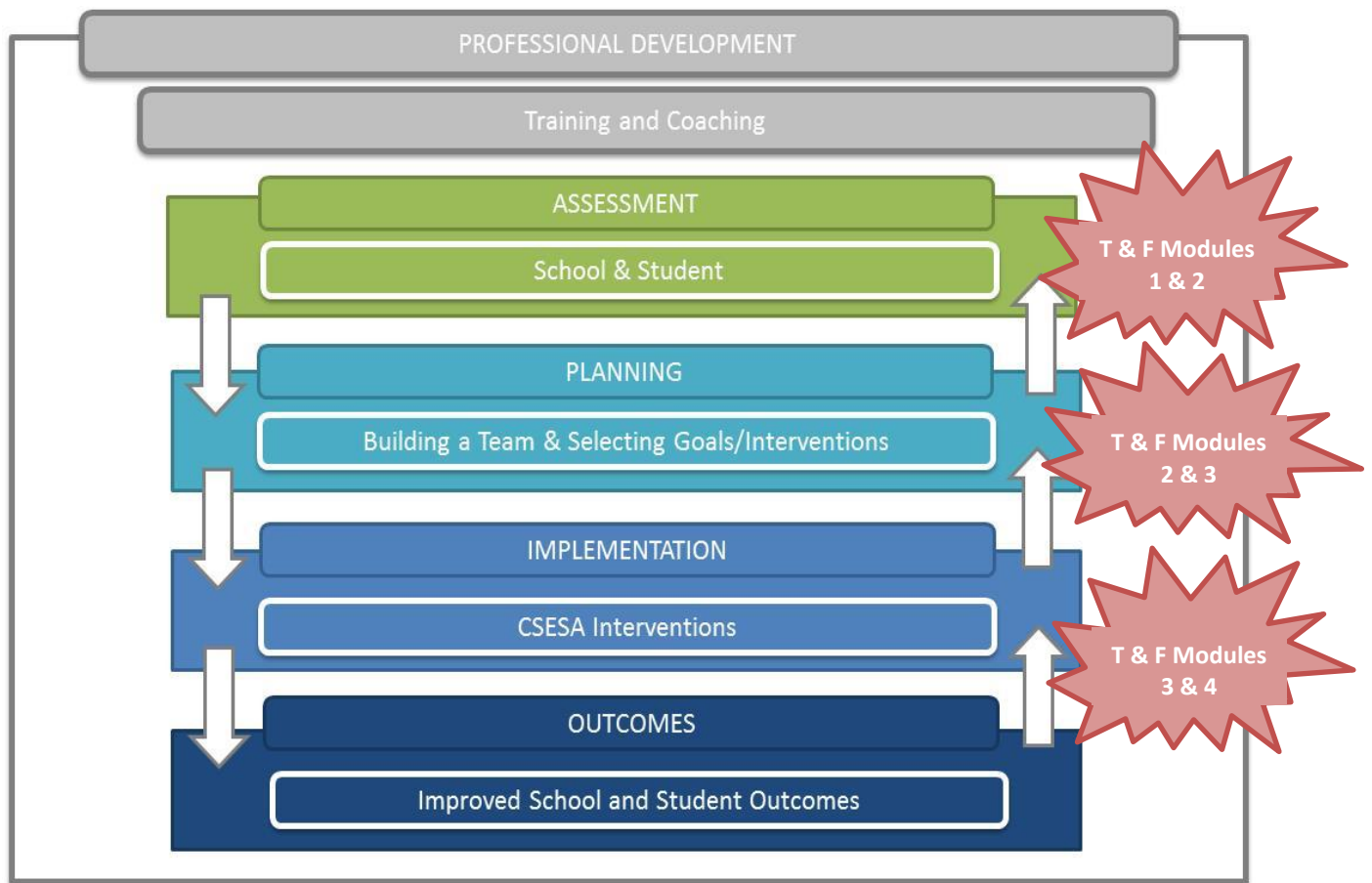
Some high schools use “advisory” time or homeroom/home base as a period of time available each day, or at least one time each week, for all students to engage in some of the activities noted above. Participating in after-school clubs, establishing relationships with community mentors in the school, helping families complete certain activities with their child outside of school hours (possibly through the support of other families, agencies, or the school counselor) are other methods to gain additional knowledge about a variety of careers. Some schools may have classes such learning labs or study halls where short lessons on IEP participation or self-advocacy could occur. “Working lunch” meetings with the school counselor may be another option in which time can be dedicated to transition lessons.

Several of the activities in career exploration might easily be incorporated to a student’s existing schedule. Students may engage in writing, research, and presentation skills within the English Language Arts standards or as a research project in a computer lab class. Finally, exploring and even experiencing careers associated with significant events in history (e.g., inventors, doctors, religious leaders, politicians, teachers) or within the S.T.E.M. fields might serve as project-based learning in social studies, science, or mathematics courses.

Introduction to Transition Planning: Module 2

The Transition Planning section, Module 2 of T & F, includes a task analysis to assist in adequately planning the required components of an IEP for a student who is of transition age (14 – 16 years of age, depending on the State). The task analysis is followed by guidance and tips for completing each of the steps and an evaluation form for a student’s IEP, focused on postsecondary outcomes. While the teacher or case manager completes this section for each student engaged in this curriculum, it is an ongoing process, which overlaps with other components of the curriculum in which the student participates directly.

CSESA Process



This module (Module 2—Transition Planning) is part of the assessment process which allows school personnel and students to identify areas of need for successful transition from high school. Additionally, this module addresses planning because school personnel and students collaborate to develop a transition plan outlined in the student’s IEP. This process encourages student input on educational planning that will support desired goals and outcomes for transition upon graduating from high school.

The interventions for the CSESA model for each student are determined through individualized transition planning. Implementation of the each component is supported through coaching of staff to implement interventions and transition planning and intervention are supported

through a strong family education component. Student achievements and reflections on their progress can be documented through the Student Portfolio, which is intended to assist students as they transition into life beyond high school.

Transition Component Checklist

Component	Who Will Implement	Student(s)	Status	Date Completed
Community Mapping				
Completed Community Map				
School Mapping				
Completed School Map				
Transition Planning				
IEP (I-13 compliant using Checklist)				
Completed steps of Transition Planning task analysis				
Student Involvement in IEP				
<i>Self-Advocacy Strategy</i>				
<i>Self-Directed IEP</i>				
<i>Whose Future is it Anyway?</i>				
Task analyses for data collection on student performance				
Work-based Learning Experiences				
Career Exploration				
Career-Ready				
College-Ready				
Job-Shadowing				

Career-Ready				
College-Ready				
Service Learning				
Career-Ready				
College-Ready				
Work Sampling				
Career-Ready				
College-Ready				
Internships				
Career-Ready				
College-Ready				
Paid Employment				
Career-Ready				
College-Ready				
Apprenticeship				
Career-Ready				
College-Ready				
Mentoring				
Career-Ready				
College-Ready				
Task analyses on each experience for data collection				
Student Portfolio				
Uploaded/saved work product from IEP				
Uploaded/saved work product from WBLE 1				
Uploaded/saved work product from WBLE 2				

Transition Planning

Transition planning is a process that should be student-centered and used to ensure that identified postsecondary goals and supports and instruction in the student's Individualized Education Program (IEP) are meaningful for the student and their family. To do this, information needs to be collected to answer a series of questions about goals after high school, transition services, courses of study, annual instructional goals, and outside agency involvement. Some students and families require more support in this process than others, but each student's individual strengths, needs, interests, and hopes should be incorporated into the process.

Planning for a student's transition from high school through the IEP development and implementation process is mandated by federal education law (IDEA, 2004). There is also evidence that quality transition planning is a component of a comprehensive transition program that is a predictor of improved post-school outcomes for students with disabilities, including autism (Test et al., 2009; Rowe et al., 2014). This next section guides practitioners through a process that should connect a student's dreams to a plan for post-school success.

Part 1: Conducting transition assessment for developing post-school goals

Transition assessment is the first step and then an ongoing activity in the transition planning process. The information should be gathered over time, from multiple sources, and inform each component in developing and implementing a student's IEP (Neubert & Leconte, 2013). Transition assessment data may come from published or teacher-made sources and provide information regarding the student's (a) academic, (b) career, (c) self-determination, and (d) independent living skills to inform a conversation regarding desired post-high school environments. The information should be gathered from multiple perspectives including student and family input.

Postsecondary planning **questions which guide the transition assessment process:**

1. Where and how is the student going to continue to learn and/or develop skills after graduation/exit from high school? (training and education postsecondary goals)
2. Where and how is the student going to work or engage in productive activities after graduation/exit from high school? (employment postsecondary goals)
3. Where is the student going to live and how is he or she going to access adult services, participate in the community, and have fun after graduation? (independent living postsecondary goals)

Possible
Sources

- AIR Self-Determination Scale - Student, Teacher, and Parent Version
<http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-tools/air-self-determination-assessment.html>
- TEACCH Transition Assessment Profile (TTAP)
- Transition Planning Inventory (TPI)
- Brigance Employability Skills Inventory
- Career Interest Inventories through ONET, Self-Directed Search, or state's college-ready website
- Teacher questionnaires or interviews with the family/student
- Employer or job-coach observation form/task analysis/checklist
- Results and observation of student's engagement at online planning resource such as www.imdetermined.org
- Additional sources in www.nsttac.org/content/age-appropriate-transition-assessment-toolkit
<http://www.nsttac.org/content/interactive-websites-transition-planning>
- Assessment reviews at www.transitioncoalition.org

Connection to other T & F modules: Results from transition assessments will naturally flow into the Student Involvement in the IEP (Module 4).

Transition assessment data may be quantitative and qualitative from formal and informal sources. All of the information should be summarized and shared with the IEP team to help identify a student's postsecondary goals. Schools and districts may already have an existing structure for summarizing transition assessment data on a separate form or within a student's IEP. If a structure does not exist, use the form included at the end of this section (Appendix A-2).

Part 2: Identifying postsecondary goals

All students on IEPs of the age that the state mandates transition planning, must have postsecondary goals identified in (a) training, (b) education, (c) employment, and when appropriate (d) independent living. The goals should be stated as measureable outcome statements that will occur AFTER a student leaves high school. The postsecondary goals, identified through the IEP team's discussion of the transition assessment results, then drive the rest of the IEPs development.

Even though postsecondary goals for independent living are optional, it is important for IEP teams to consider including these if information gathered from the family, student, or others indicate that this is an area of need for success after high school. Independent Living is a broad term that may address (a) residential status, (b) community integration and access, (c) daily living goals, and (d) other social or behavioral goals that are not explicitly career or postsecondary education or training related.



Suggested Postsecondary Goal Writing Formula

After high school/ graduation _____ will _____ in/by _____.
(student) (behavior) (condition)

While postsecondary goals are only required for training, education, and employment, it may be important to consider goals that a student and family may have in independent living after high school. Further, it is important for IEP teams to think of “independent living” as more than residential independence, but the variety of areas that is reflected in adults living and engaging in their communities, including transportation, health, finance management, purchasing, leisure, daily living, communication, self-determination and other areas.

Sample postsecondary goals:

- After graduation from high school, Alex will enroll at Kings College (technical school) and take a business math class.
- After graduation, Alex will complete the Work Keys Test preparation course and earn a Career Readiness Certificate.
- After graduation, Alex will increase his hours in the business department of a local office supply store.
- Upon completion of high school, Alex will communicate his wants and needs to his boss relevant to the workplace.

- The fall after high school, Stephanie will attend courses designed to provide specialized academic, functional, and occupational preparation for individuals with disabilities at the community college.
- After high school, Stephanie will access public transportation to get to and from work each day.
- After high school, Stephanie will independently prepare for work each day, including dressing and making her lunch.
- Upon graduation, Stephanie will live semi-independently with a roommate in an apartment close to her parents' home with supports provided by the local independent living center.
- After graduation, Paulo will work at least 20 hours each week at the local grocery store.
- Immediately after high school, Paulo will complete light landscaping activities for pay at home and for willing neighbors.
- With the money he makes after high school, Paulo will assume responsibility for a share of living expenses and following a budget set by him and his parents.
- After completing high school, Kevin will enroll in a functional skills training course through the Community Alternatives Program, focused on continued development of his social communication skills.
- The summer after graduation, Kevin will obtain a supported employment or volunteer position that incorporates the use of assistive technology at the library, community theater, office, or other location within 3 miles of his family's home.
- After graduation, Kevin will communicate his needs, wants, and desires using an augmentative communication device to familiar and non-familiar individuals in the home and community.
- After graduation, Kevin will participate in 1-2 age appropriate community-based leisure activities each week related to horticulture, animals, or music with other young adults.

Part 3: Identifying transition services, courses of study, and annual goals

Conduct a "gap analysis" from the student's identified post-school goals for training, education, employment, and independent living to their current performance. What experiences, specialized instruction, and evaluations do they need each year (this year) to achieve their goals? Who will be responsible for the completion of these activities?

Connection to other T & F modules: Consider the community and school mapping results.

1. Which assessment result (e.g., community map, school map or transition assessment) would best support the gap analysis?
2. Which already created tool (e.g., community map, school map, or transition assessment) should be used to facilitate identifying current student needs? For example, knowing the community service activities, which are located in the community map, could help identify service learning activities that may facilitate high school graduation or college admission.

Transition services questions

1. What experiences must the student participate in this academic year to achieve the identified postsecondary goals?
2. What services and specific instruction are essential this year for this student to develop skills and knowledge to attain their postsecondary goals?
3. Do we know enough about this student's vocational skills to identify an appropriate postsecondary employment goal or design activities to support the identified goal?
Course(s) of Study, a required transition service, is a multi-year description of the coursework needed to achieve the student's desired postsecondary goals. Again, conduct a "gap analysis" from the student's identified postsecondary goals for training, education, employment, and independent living to their current performance. Identify specific skills the student needs to learn through their academic and other coursework to achieve their postsecondary goals.

Transition services include the following: (a) specialized instruction, (b) related services, (c) community experiences, (d) activities to develop postsecondary goals, (e) instruction or acquisition of daily living skills, or (f) provision of a functional vocational evaluation. These are broad categories and may be exemplified in such activities as:

- Referrals to outside agencies or service providers for evaluations (e.g., assistive technology)
- Scheduling appointments or visits to investigate postsecondary options (e.g., campus tours, informational interviews with employers, job shadowing)
- Self-advocacy skills instruction
- Completing registration or applications for (a) voting, (b) financial assistance, (c) specific jobs
- Transportation training or mobility training
- Completing a specific skill inventory
- Work hours at a school-based enterprise or after school paid work hours
- Modified ACT testing
- Counseling services, occupational therapy

- Mock interviews with an employment specialist
- Hygiene or financial literacy instruction
- Participating in a specific extracurricular activity or club to address a skill deficit or career or social interest

Transition services can be many things but should be specific to the student's needs in preparation for his/her postsecondary goals.



Courses of study questions

1. Is a course of study already identified?
2. Will the planned courses prepare the student for his/her postsecondary goals?
3. Are there additional electives (e.g., career and technical education courses, arts electives) the student could be taking that would support attaining his/her postsecondary goals?

Many IEP teams are somewhat restricted regarding courses of study, due to requirements for graduation. If the standard courses required for a diploma will not prepare a student for his/her postsecondary goals, the IEP team should consider and identify any possibility of elective courses or courses provided through a community college or technical school as needed. An IEP team may identify specific instructions or experiences that can be addressed as transition services in lieu of coursework for some students.

Annual IEP goals should focus on a student’s acquisition of skills during the current school year that support completing the identified transition service activities and align with their postsecondary goals. These goals will likely include academic skills, but may also include self-determination skills, communication skills, behavioral competencies, specific job or technical skills, or other daily living or self-care skills.

Connection to other CSESA components: Academic instruction regarding comprehension skills or specific behavioral and social skill goals may be addressed in the annual goals and can be supported by the other components of the CSESA program. Additionally, specific college and career preparation skills may be addressed in Module 4 of the T & F component.

Annual IEP goal questions

1. What skills and knowledge does the student currently have that support their post-school goals?
2. What skills and knowledge must the student attain this academic year to achieve the identified post-school goals?

Tip: Examples of postsecondary goals, transition services, annual goals, and possible outside agencies are available at <http://www.nsttac.org/content/web-based-examples-and-nonexamples-sppapr-indicator-13-checklist-overview>. Click on “the document” to access various case study examples.

Part 4: Engaging others in the transition planning process

Outside agencies which may assist in providing transition services – such as vocational rehabilitation or local or state disability or mental health services or postsecondary education institutions – should be invited (after gaining parent consent or student assent) to be engaged in the transition planning process. One of the greatest barriers to successful transitions from high school is the lack of service coordination between school-age and adult services, as well as families’ lack of knowledge of services and opportunities beyond high school (GAO, 2012).

Interagency involvement questions

1. Are there transition services listed on the IEP that are likely to be provided or paid for by an outside agency? If so, include:
 - a. Agencies identified that would provide or pay for post-secondary services
 - b. Evidence of parent consent (or student consent at age of majority) to invite agencies
 - c. Evidence that agencies were invited to the IEP meeting
2. Additionally, are the student and family aware of services beyond high school and how to access those services?
3. Does the student and family need information on how to apply for services beyond high school?

Tip: If outside agency personnel cannot attend individual IEP meetings, consider ways (with appropriate consents) to engage them in planning. Some possibilities could be:

- sharing transition assessment results for their input prior to the meeting through a phone call
- obtaining copies of assessments conducted by an outside agency to use as part of the transition assessment information shared with the IEP team
- hosting agency fairs where employers, agencies, and postsecondary education programs (disability services, financial services) can share resources and information with multiple families at one time
- inviting adult service providers and employers to lead or share information during a Transitioning Together session
- engaging adult service providers, employers, and postsecondary education programs in a career fair for students – including opportunities for mock and real interviews and online job or college application assistance

It is required that each student be invited to the IEP meetings in which transition planning will be discussed. It is important that the invitation to the student be provided in advance of the meeting, so that the student can determine if they want to attend. There are many important independence, communication, and self-determination skills which may be addressed through a student's meaningful preparation for an IEP meeting and participation, to varying degrees, in the IEP meeting. These skills and methods for preparing the student are addressed in the next module.

Connection to the other T & F modules: The legal requirement is that students be invited to the IEP meeting. Module 3 provides resources on meaningful involvement of the student in the IEP process.

Confirming that IEPs meet federal mandates (IDEA and Indicator 13)

Federal reporting requirements for IEPs for transition-age students mandate states to measure: “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 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)). As a compliance indicator, it is expected that 100% of all IEPs will meet the requirements of I-13. The following questions and guidance will help ensure each student’s IEP meets the requirements of I-13. The transition planning guidance provided in the previous part of this section, should assure that the required pieces are addressed; however, the questions below can be used as a final “check”. A checklist is included as Appendix A-3.

1. Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills?

- There are appropriate measurable postsecondary goals that address Training after high school, Education after high school, and Employment after high school, and (where appropriate) independent living Skills after high school **and** if the identified postsecondary goals for Training, Education, and Employment, and (where appropriate) Independent Living Skills appear to be appropriate for the student, based on the other information regarding Present Levels of Academic and Functional Performance and/or the student’s strengths, preferences, and interests.
- A student’s postsecondary goals in the areas of Training and Education address both training for a career and other education after high school (e.g., enrollment in an adult education program focused on both job and independent living skills; enrollment in a college program in preparation for a career in architecture).
- It may not always be necessary for the student to have separate postsecondary goals for training and education in these instances. Based on the individual needs of the student and the student’s plans after leaving high school, it may be reasonable for an IEP Team to interpret the areas of training and education as overlapping in developing postsecondary goals for a student. In these instances, an IEP Team could develop a combined postsecondary goal in the areas related to training and education. Employment is a distinct activity from the areas related to training and

education, and each student's IEP must include a separate postsecondary goal in the area of employment. For further information see Questions and Answers on Secondary Transition, Revised September 2011, OSEP, Retrieved <http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CQaCorner%2C10%2C>).

2. Are the postsecondary goal(s) updated annually?

- The postsecondary goals for Training, Education, Employment, and when appropriate, Independent Living Skills are documented in the student's current IEP.

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

- For each postsecondary goal, there is evidence that at least one age appropriate transition assessment was used to provide information on the student's needs, strengths, preferences, and interests regarding the postsecondary goals.

4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?

- For each postsecondary goal, there is a transition service such as instruction, related service, community experience, development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skill(s), and provision of a functional vocational evaluation) listed that will enable the student to meet the postsecondary goal.

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

- The courses of study a multi-year description of coursework from the student's current to anticipated exit year that is designed to help achieve the student's desired post-school goals.
- The courses of study align with the student's identified postsecondary goals.

6. Is (are) there annual IEP goal(s) that is (are) related to the student's transition service needs?

- For each of the postsecondary goal areas there are annual goals or short-term objectives included in the IEP related to the student's transition service needs.

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

- Evidence that the student was invited, (e.g., a copy of the student's invitation to the IEP conference) was provided to the student prior to the date of the IEP conference.

8. If appropriate, is there evidence that 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 with the prior consent of the parent or student who has reached the age of majority?

- If there are transition services listed on the IEP that are likely to be provided or paid for by an outside agency, parent consent or student consent (once student has reached the age of majority) to invite an outside agency(ies) was obtained and there is evidence the agency was invited.

Transition Planning Appendices

- A-1 CSEA Transition Planning Task Analysis (page 22)
- A-2 Transition Assessment Summary Sheet (page 25)
- A-3 NSTTAC Indicator 13 Checklist: Form B (page 27)
- A-4 Transition Planning Rubric to Determine Quality (page 31)
- A-5 Quality of Student Participation in the IEP (page 37)
- A-6 Transition Planning Process Satisfaction Form (page 38)

Notes on Use of Appendices:

The task analysis in Appendix A-1 guides transition planning and IEP development for student(s) participating in the CSEA Program. Appendix A-2 may be used if there is not an existing mechanism for summarizing a student's transition assessment information. The Indicator 13 Checklist, included as Appendix A-3, should be used to evaluate the compliance of the IEPs developed, regarding the federal reporting requirements. Further, Appendix A-4 allows for a review of the IEP for additional quality components. The quality of the student's level of participation can be measured using Appendix A-5, which may serve as a resource for Module 3 in this component as well. The final appendix (A-6) in this section can be used to gauge satisfaction with this transition planning process by those personnel most responsible for a student's IEP meeting in which transition planning occurs.

Appendix A-1

CSESA Transition Planning Task Analysis

Task	Date Completed	by Whom
<p>Answer the following questions, using formal and informal assessments with the student, family, employers, teachers, and other sources:</p> <ol style="list-style-type: none"> 1) Where and how is the student going to continue to learn and/ or develop skills after graduation? (training and/ or education goal[s]) 2) Where is the student going to work or engage in productive activities after graduation? (employment goal[s]) 3) Where is the student going to live and how is he or she going to access and participate in the community after graduation (independent living goal[s]) <p><i>Tip: The same assessment may address more than one area. It will be unnecessary to record information next to every item below. However, noting the source for the identified postsecondary goals will strengthen the quality and compliance of the transition plan.</i></p>		
Conduct transition assessment(s) to answer #1.		
a. Published assessment of career interests		
b. Published assessment of independent living/daily living skills		
c. Published assessment of self-determination skills		
d. Published assessment of academic skills		
e. Informal interview or questionnaire by student		
f. Informal interview or questionnaire by parent(s)/family		
g. Checklist completed by employer, job coach, or other regarding job skills (specific or soft-skills)		
h. Anecdotal notes from teacher, therapist, job coach, other		
i. Grades/progress most recent grading period		
j. Other:		
Conduct transition assessment(s) to answer #2.		
a. Published assessment of career interests		
b. Published assessment of independent living/daily living skills		
c. Published assessment of self-determination skills		
d. Published assessment of academic skills		
e. Informal interview or questionnaire by student		
f. Informal interview or questionnaire by parent(s)/family		
g. Checklist completed by employer, job coach, or other regarding job skills (specific or soft-skills)		
h. Anecdotal notes from teacher, therapist, job coach, other		

i. Grades/ progress most recent grading period		
j. Other:		
Conduct transition assessment(s) to answer #3.		
a. Published assessment of career interests		
b. Published assessment of independent living/daily living skills		
c. Published assessment of self-determination skills		
d. Published assessment of academic skills		
e. Informal interview or questionnaire by student		
f. Informal interview or questionnaire by parent(s)/family		
g. Checklist completed by employer, job coach, or other regarding job skills (specific or soft-skills)		
h. Anecdotal notes from teacher, therapist, job coach, other		
i. Grades/progress most recent grading period		
j. Other:		
Summarize findings from the assessments in the IEP or on a separate form		
Invite the student to the IEP meeting in which transition services will be discussed. (See manual's resources regarding student involvement in the IEP process.)		
Develop a transition plan with the IEP team, including the student.		
Identify postsecondary goals with the student <ul style="list-style-type: none"> • Training and Education • Employment • Independent Living (where appropriate) 		
Write the measureable postsecondary goals in the transition component of the IEP (or document them for upcoming IEP meeting for purposes of transition planning). Use the following formula to write postsecondary goals. After high school/graduation _____ will _____ in/by _____ . (student/I) (behavior) _____ . (condition)	Train:	
	Ed:	
	Employ:	
	I.L:	
Answer the following questions to identify transition services related to the postsecondary training and education goal(s): <ul style="list-style-type: none"> a. What experiences must the student participate in this academic year to achieve the identified postsecondary goals? b. What services and specific instruction are essential this year for this student to develop skills and knowledge to attain their postsecondary goals? 		

<p>c. Do we know enough about this student's vocational skills to identify appropriate postsecondary goals?</p> <p>d. Do we need to engage the student in career awareness activities or further evaluation to design a better transition plan?</p>		
Tip: A single transition service may prepare a student for multiple postsecondary goals; however, noting the focus of each will improve the compliance and the quality of the transition plan.		
<p>Answer the following questions to identify transition services related to the postsecondary employment goal(s):</p> <p>a. What experiences must the student participate in this academic year to achieve the identified postsecondary goals?</p> <p>b. What services and specific instruction are essential this year for this student to develop skills and knowledge to attain their postsecondary goals?</p> <p>c. Do we know enough about this student's vocational skills to identify appropriate postsecondary goals?</p> <p>d. Do we need to engage the student in career awareness activities or further evaluation to design a better transition plan?</p>		
<p>Answer the following questions to identify transition services related to the postsecondary independent living goal(s):</p> <p>a. What experiences must the student participate in this academic year to achieve the identified postsecondary goals?</p> <p>b. What services and specific instruction are essential this year for this student to develop skills and knowledge to attain their postsecondary goals?</p> <p>c. Do we know enough about this student's vocational skills to identify appropriate postsecondary goals?</p> <p>d. Do we need to engage the student in career awareness activities or further evaluation to design a better transition plan?</p>		
<p>Document the transition services in the IEP.</p> <p>Transition services are activities the student or others will complete in the coming year that will reasonably enable the student to meet his/her postsecondary goals. The following represent the types of transition services which may be provided:</p> <ul style="list-style-type: none"> • Instruction • Related services • Community Experiences • Development of Employment and Post-school Objectives • Acquisition of Daily Living Skills • Functional Vocational Evaluation <p>Tip: Consider the community and school mapping results.</p>	Train.	
	Ed.	
	Employ.	
	I.L.	

<p>Identify the Courses of Study the student will participate in, which aligns with his/her postsecondary goals.</p> <p>Tips:</p> <ul style="list-style-type: none"> • Is a course of study already identified? • Will the courses completed between now and anticipated exit prepare the student for his/her postsecondary goals? • Are there additional electives (e.g., vocational courses, arts electives) the student could be taking? 		
<p>Write at least one annual goal that supports the attainment of each postsecondary goal in the IEP.</p> <p>Tip:</p> <ul style="list-style-type: none"> • What skills and knowledge does the student currently have that support their post-school goals? • What skills and knowledge must the student attain this academic year to achieve the identified post-school goals? 	Train.	
	Ed.	
	Employ.	
	I.L.	
Identify outside agencies who may be involved in providing or paying for services as the student transitions from high school. (See community mapping results)		
Request parent consent/student assent to invite a representative from those agencies to the IEP meeting.		
<p>Invite a representative to the IEP meeting, after receiving parent consent/student assent.</p> <ul style="list-style-type: none"> • If agency representative cannot attend, make efforts to connect family with agency or communicate with agency with proper consent, regarding future supports for student. 		

Appendix A-2

Transition Assessment Summary Sheet

Grade	Assessment <i>Title or type</i>	Area Assessed <i>Academic, Self- Determination, Career, Independent Living</i>	Date Administered	Brief Summary of Results	Results Discussed with Student? Y/N

Appendix A-3.

NSTTAC Indicator 13 Checklist: Form B

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 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))

Questions	Training	Education	Employment	Independent Living skills
1. Is there an appropriate measurable postsecondary goal or goals in this area?	Y N	Y N	Y N	Y N NA
Can the goal(s) be counted? Will the goal(s) occur <i>after</i> the student graduates from school? Based on the information available about this student, does (do) the postsecondary goal(s) seem appropriate for this student? • If <i>yes</i> to all three guiding questions above, then circle Y OR if a postsecondary goal(s) is (are) <i>not</i> stated, circle N				
2. Is (are) the postsecondary goal(s) updated annually?	Y N	Y N	Y N	Y N NA
Was (were) the postsecondary goal(s) addressed/ updated in conjunction with the development of the current IEP? • If <i>yes</i> , then circle Y OR If the postsecondary goal(s) was (were) <i>not</i> updated with the current IEP, circle N				
3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?	Y N	Y N	Y N	Y N
Is the use of transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file? • If <i>yes</i> , then circle Y OR if <i>no</i> , then circle N				
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?	Y N	Y N	Y N	Y N
Is a type of <i>instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation</i> listed in association with meeting the post-secondary goal(s)? • If <i>yes</i> , then circle Y OR if <i>no</i> , then circle N				
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?	Y N	Y N	Y N	Y N
Do the transition services include courses of study that align with the student's postsecondary goal(s)? • If <i>yes</i> , then circle Y OR if <i>no</i> , then circle N				
6. Is (are) there annual IEP goal(s) related to the student's transition service needs?	Y N	Y N	Y N	Y N
Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition service needs? • If <i>yes</i> , then circle Y OR if <i>no</i> , then circle N				
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	Y N	Y N	Y N	Y N
For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting? • If <i>yes</i> , then circle Y OR if <i>no</i> , then circle N				
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?	Y N NA	Y N NA	Y N NA	Y N NA
For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including but not limited to: <i>postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation</i> for this post-secondary goal? Was consent obtained from the parent (or student, for a student the age of majority)? • If <i>yes</i> to both, then circle Y • If <i>no</i> invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then circle N • If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, circle NA • If parent or individual student consent (when appropriate) was <i>not</i> provided, circle NA				
Does the IEP meet the requirements of Indicator 13? (Circle one) Yes (all Ys or NAs for each item [1-8] on the checklist included in the IEP are circled) or No (one or more Ns circled)				

Instructions for Completing NSTTAC Indicator 13 Checklist

1. Is there an appropriate measurable postsecondary goal (or goals) in this area?

- Find the postsecondary goal(s) for this student
- If there are appropriate measurable postsecondary goals in the areas of *Training* after high school; *Education* after high school, and *Employment* after high school, and (when appropriate) *Independent Living Skills* after high school **and** if the identified postsecondary goals in *Training*, *Education*, and *Employment*, and (when appropriate) *Independent Living Skills* appear to be appropriate for the student, based on the other information regarding Present Level of Academic and Functional Performance and/or the student's strengths, preferences, and interests, circle Y
- If a student's postsecondary goal in *Training* and *Education* addresses both training for a career and other education after high school (e.g., enrollment in an adult education program focused on both job and independent living skills; enrollment in a college program in preparation for a career in architecture), circle Y in both the *Education* and *Training* columns
- *It may not always be necessary for the student to have separate postsecondary goals for training and education in these instances. Based on the individual needs of the student and the student's plans after leaving high school, it may be reasonable for an IEP Team to interpret the areas of training and education as overlapping in developing postsecondary goals for a student. In these instances, an IEP Team could develop a combined postsecondary goal in the areas related to training and education. Employment is a distinct activity from the areas related to training and education, and each student's IEP must include a separate postsecondary goal in the area of employment. For further information see Questions and Answers on Secondary Transition, Revised September 2011, OSEP, Retrieved <http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CQaCorner%2CI0%2C>.*
- If an IEP team has interpreted training and education as overlapping areas, circle Y in both columns.
- If there is misalignment between the student's postsecondary goal(s), based on the information available (e.g., present level of performance, student interests, student preferences), circle N for the misaligned goal area(s) in the appropriate column(s)
- If there is a postsecondary goal that addresses *Training* but it is not measurable or does not appear to be appropriate for the student, circle N in that column
- If there is a postsecondary goal that addresses *Education* after high school, but it is not measurable or does not appear to be appropriate for the student, circle N in that column
- If there is not a postsecondary goal that addresses *Training* and a separate postsecondary goal that addresses *Education* or an appropriate combination of the two after high school, circle N
- If there is a postsecondary goal that addresses *Employment* after high school, but it is not measurable or does not appear to be appropriate for the student, circle N
- If there is not a postsecondary goal that addresses *Employment* after high school, circle N
- If there is a postsecondary goal that addresses *Independent Living Skills* after high school, but it is not measurable or does not appear to be appropriate for the student, circle N
- If there is not a postsecondary goal that addresses *Independent Living Skills* after high school, circle NA for that column (If NA is circled for *Independent Living Skills* for #1, please do not respond to questions in this column for questions 2 – 8.)

2. Are the postsecondary goals updated annually?

- a. If the postsecondary goals for *Training*, *Education*, *Employment*, and when appropriate *Independent Living Skills*, are documented in the student's current IEP, circle Y in each corresponding column

- b. If the postsecondary goals for *Training, Education, Employment*, and where appropriate *Independent Living Skills*, are not documented in the student's current IEP, circle N in each corresponding column
- c. If this is the student's first IEP that addresses secondary transition services because they just turned 16, this is considered an update, so circle Y in each column

3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment?

- a. Find where information relates to assessment and the transition component on the IEP (either in the IEP or the student's file)
- b. For each of the postsecondary goal areas circled Y in question #1, evidence that at least one age appropriate transition assessment was used to provide information on the student's needs, strengths, preferences, and interests regarding this postsecondary goal, circle Y for the corresponding column
- c. For each of the postsecondary goal areas circled Y in question #1, if there is **no** evidence that age appropriate transition assessment provided information on the student's needs, taking into account strengths, preferences, and interests regarding this postsecondary goal, circle N in the corresponding column
- d. If a postsecondary goal area was addressed in item #1, but was not measurable and if there is age appropriate transition assessment information, from one or more sources, provided on the student's needs, taking into account strengths, preferences, and interests regarding this postsecondary goal, circle Y in the corresponding column
- e. If a postsecondary goal area was addressed in item #1, but was not measurable and if there is **not** age-appropriate transition assessment information provided on the student's needs, taking into account strengths, preferences, and interests regarding this postsecondary goal, circle N in the corresponding column
- f. If an *Independent Living Skill* postsecondary goal was noted as NA for #1, please do not provide an answer in that column.

4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?

- a. Find where transition services/activities are listed on the IEP
- b. For each postsecondary goal, if there is a type of instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skill(s), and provision of a functional vocational evaluation listed in association with meeting the postsecondary goal (s), circle Y
- c. For each of the postsecondary goal, if there is **no** type of instruction, related service, community experience, development of employment and other post-school adult living objective, acquisition of a daily living skill, or functional vocational evaluation listed in association with meeting the postsecondary goal(s), circle N in the corresponding column
- d. If a postsecondary goal area was addressed in item #1, but was not measurable and there is a type of transition services listed in association with meeting that postsecondary goal, circle Y in the corresponding column If a postsecondary goal area was addressed in item #1, but was not measurable and there is **no** type of transition service listed in association with meeting that postsecondary goal, circle N in the corresponding column
- e. If an *Independent Living Skill* postsecondary goal was noted as NA, please do not provide an answer in that column

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

- a. Locate the course of study (instructional program of study) or list of courses of study in the student's IEP
- b. Are the courses of study a multi-year description of coursework from the student's current to anticipated exit year that is designed to help achieve the student's desired post-school goal(s)? If yes, go to next instruction bullet. If no, circle N in each column.
- c. Do the courses of study align with the student's identified postsecondary goal(s)? If yes, circle Y in the corresponding column(s). If no, circle N in the corresponding column(s)
- d. If an *Independent Living (IL)* postsecondary goal was noted as NA, please do not provide an answer in the (IL) column.

6. Is (are) there annual IEP goal(s) that are related to the student's transition service needs?

- a. Find the annual goals, or, for students working toward alternative achievement standards, or States in which short-term objectives are included in the IEP, short-term objectives on the IEP
- b. For each of the postsecondary goal areas circled Y in question #1, if there is an annual goal or short-term objective included in the IEP related to the student's transition service needs, circle Y in the corresponding column(s)
- c. For each of the postsecondary goal areas circled Y in question #1, if there is **no** annual goal or short-term objective included in the IEP related to the student's transition service needs, circle N in the corresponding column(s)
- d. If a postsecondary goal area was addressed in #1, but was not measurable, and an annual goal is included in the IEP related to the student's transition service needs, circle Y in the corresponding column(s)
- e. If a postsecondary goal area was addressed in #1, but was not measurable, and there is **no** annual goal included in the IEP related to the student's transition service needs, circle N in the corresponding column(s)
- f. If an *Independent Living Skill* postsecondary goal was noted as NA, please do not provide an answer in that column.

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

- Locate the invitation to the IEP conference for the student.
- Was the student invitation signed (by the LEA) and dated prior to the date of the IEP conference? If yes, circle Y in each column OR if no, circle N in each column.

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?

- a. Find where persons responsible and/or agencies are listed on the IEP
- b. Are there transition services listed on the IEP that are likely to be provided or paid for by an outside agency? If yes, continue with next instruction bullet. If no, circle NA in the corresponding column(s).

- c. Was parent consent or student consent (once student has reached the age of majority) to invite an outside agency(ies) obtained? If yes, continue with next instruction bullet. If no, circle NA in the corresponding column(s)
- d. If a postsecondary goal area was addressed in item #1, but was not measurable and there is evidence that parent/student consented agency(ies) were invited to the IEP meeting to discuss transition, circle Y in the corresponding column(s)
- e. If a postsecondary goal area was addressed in item #1, but was not measurable and there is **no** evidence that parent/student consented agency(ies) were invited to the IEP meeting to discuss transition, circle N in the corresponding column(s)
- f. If it is too early to determine if this student will need outside agency involvement, circle NA in each column
- g. If an *Independent Living (IL)* postsecondary goal was noted as NA, please do not provide an answer in the (*IL*) column.

Does the IEP meet the requirements of Indicator 13?

- If all Ys or NAs for each item (1- 8) for all postsecondary goals identified are circled, then circle **Yes**
- If one or more Ns are circled, then circle **No**

Form retrieved from <http://www.nsttac.org/sites/default/files/assets/pdf/ChecklistFormB.pdf> NSTTAC (2009), *Indicator B-13 Compliance Checklist*, National Secondary Transition Technical Assistance C

Appendix A-4.

Transition Planning Rubric to Determine Quality

Domain	Features for a Rating of 3	Features for a Rating of 2	Features for a Rating of 1	Features for a Rating of 0	Score/Notes
Measureable postsecondary goals	<ul style="list-style-type: none"> • IEP includes a measureable postsecondary goal for employment • IEP includes a measureable postsecondary goal for education and/or training • If necessary, the IEP includes a measureable postsecondary goal for independent living • The Present Level of Performance or other assessment data reported in the IEP, or available to the reviewer provides a basis for the postsecondary goals 	<ul style="list-style-type: none"> • IEP includes a measureable postsecondary goal for employment • IEP includes a measureable postsecondary goal for education and/or training • If necessary, the IEP includes a measureable postsecondary goal for independent living • Relationship of postsecondary goals to assessment data is unclear because data are not available or reported 	<ul style="list-style-type: none"> • The IEP includes a postsecondary goal for employment, postsecondary education /training and independent living, if applicable, but is not worded in terms that are measurable as an outcome. or • It appears that similar postsecondary goals are written for each student of the same case manager or • It appears that the student's postsecondary goals have not changed over multiple IEP cycles, if multiple years available for review 	<ul style="list-style-type: none"> • One or more postsecondary goal areas are not included 	

<p>Transition assessment</p> <p>Possible sources include:</p> <p>(a) Published assessment of career interests</p> <p>(b) Published assessment of independent living/daily living skills</p> <p>(c) Published assessment of self-determination skills</p> <p>(d) Published assessment of academic skills</p> <p>(e) Informal interview or questionnaire (student, family, others)</p> <p>(g) Checklist completed by employer, job coach, or other regarding job skills (specific or soft-skills)</p> <p>(h) Anecdotal notes from teacher, therapist, job coach, other</p> <p>(i) Grades/ progress most recent grading period</p>	<ul style="list-style-type: none"> • Data were collected from at least 2 sources • Results are provided (in the IEP or through available documentation) that indicate that assessment data have been gathered regarding (a) academic, (b) career/vocational, (c) independent living, and self-determination skills in relation to post-school environments. <i>It is preferable if the results are available within the IEP (e.g., present level of performance, vision statement, assessment section)</i> • Data demonstrate a clear connection to (a) postsecondary goals (b) present level of performance, (c) transition services, (d) course of study, (e) annual goals, and (f) agencies invited to the meeting 	<ul style="list-style-type: none"> • Data were collected from at least 1 source • Results are provided (in the IEP or through available documentation) that indicate that assessment data have been gathered on at least 2 of the following skill areas (a) academic, (b) career/vocational, (c) independent living, and self-determination skills in relation to post-school environments. • Data demonstrate a connection to postsecondary goals 	<ul style="list-style-type: none"> • There is an indication in the IEP that one transition assessment was conducted; however timeframe and source of information is not documented <p>OR</p> <ul style="list-style-type: none"> • The assessment conducted does not appear to be appropriate for the age of the student 	<ul style="list-style-type: none"> • No reference to transition assessments being completed and the case manager is not familiar with data for transition planning being gathered 	
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<p>Transition Services</p> <p>Possible services may include: referrals to outside agencies for evaluation, short term career exploration activities, short term self-advocacy or self-management instruction, participating in events for information gathering, interviews, applications</p>	<ul style="list-style-type: none"> The transition services described in the IEP appear to be a coordinated set of activities that reasonably assist the student in reaching their post school goals. <p style="text-align: center;">and</p> <ul style="list-style-type: none"> There are more than one statements of transition service included in the IEP for each post-school goal. 	<ul style="list-style-type: none"> The transition services described in the IEP appear to be a coordinated set of activities that reasonably assist the student in reaching their post school goals. <p style="text-align: center;">and</p> <ul style="list-style-type: none"> There is at least one statement of transition service included in the IEP for each post-school goal. 	<ul style="list-style-type: none"> There is one transition service listed but is not appropriate or related to assisting the student in reaching their post school goals. 	<ul style="list-style-type: none"> IEP has no transition services listed 	
<p>Courses of Study</p>	<ul style="list-style-type: none"> There is a course or program of study indicated in the IEP that is clearly aligned with the student's post school goals, including elective courses that relate to the student's employment and education postsecondary goals. 	<ul style="list-style-type: none"> There is a course or program of study indicated in the IEP that is expected to prepare the student for their identified postsecondary goals. 	<ul style="list-style-type: none"> A Program of Study is included in the IEP, but is not expected to prepare the student for their identified postsecondary goals. 	<ul style="list-style-type: none"> The IEP has no course of study listed. 	
<p>Annual Goals</p>	<ul style="list-style-type: none"> All annual goals are supported by assessment information and are related to the student's post school goals. 	<ul style="list-style-type: none"> At least one annual goal supports and relates to the student's post school goals. 	<ul style="list-style-type: none"> There is at least one annual goal but does not relate to the student's post school goals. 	<ul style="list-style-type: none"> There are no annual goals in the IEP. 	

<p>Outside Agencies</p> <p>Possible agencies include: vocational rehabilitation, adult/ youth mental health or developmental disability service providers, disability service office representatives from postsecondary education</p>	<ul style="list-style-type: none"> • A representative of a participating agency was invited to the IEP with the parent or students consent as evidenced by meeting notice (or similar document) <p style="text-align: center;">and</p> <ul style="list-style-type: none"> • Evidence of their role or services appeared in the IEP. <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • a representative of an appropriate agency was not required 	<ul style="list-style-type: none"> • A representative of a participating agency was invited to the IEP with the parent or students consent as evidenced by meeting notice (or similar document) <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • a representative of an appropriate agency was not required, or parent/ student did not give requested consent to invite 	<ul style="list-style-type: none"> • A request was not made to the student/family to invite a representative of a participating agency, yet parent concern, postsecondary goals listed, or transition assessment data indicated a likely need for including a representative of an outside agency. 	<ul style="list-style-type: none"> • A representative of a participating agency was invited to the IEP without parent or students consent as evidenced by meeting notice (or similar document). 	
<p>Student Invitation</p>	<ul style="list-style-type: none"> • Evidence of Student written invitation <p style="text-align: center;">and</p> <ul style="list-style-type: none"> • Student participated in the IEP meeting. <p style="text-align: center;">and</p> <ul style="list-style-type: none"> • Student preferences and interests are evident in IEP 	<ul style="list-style-type: none"> • Evidence of Student written invitation. <p style="text-align: center;">and</p> <ul style="list-style-type: none"> • Student did not participate in the IEP meeting but documented student preferences, and interests were obtained. 	<ul style="list-style-type: none"> • Evidence of Student invitation provided orally immediately prior to the IEP meeting or only evidenced in student signature on the IEP (not advance notice) 	<ul style="list-style-type: none"> • No evidence of a written invitation <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • No documentation of preferences and interests. 	

Total Score: _____

Summative Notes:

Scoring Key: Quality for Transition Planning Process

3 (High): All features for a rating of 3 implemented with fidelity

2 (Mid) Features for a rating of 2 implemented with fidelity

1 (Low) Most features were either not implemented OR method was highly inconsistent

0 (Not Observed): Domain and its features were not observed

Appendix A-5.

Quality of Student Participation in the IEP Planning Process

Student ID	Attended (Y/N – if yes, note if all or part of meeting)	Student Input Reflected in the IEP (Y/N – if yes, identify where)

Instructions

If the student attended the meeting (often noted on signature page), record (if possible) in how much of the meeting the student participated (e.g., “introduction and welcome to share video”; “all”; “summary and signatures only”)

If information documented in the IEP indicates student input, note what the input was and how it was reflected. For example: “student interview in transition assessment info., postsecondary goal for employment reflected”; “note in PLAAFP for math, that student reported improved reading skills this year, due to time with Ms. Johnson”; “note in Parent/Student Vision that student’s video identified postsecondary goals of (a) college, (b) computer work, and (c) having friends”.

Score Y as 3 and N as 0. Add these scores to the IEP Quality Rubric score for pre/post assessment purposes.

Appendix A-6.

Transition Planning Process Satisfaction Form

Please evaluate the transition planning process, as explained through CSESA, including the task-analysis used to guide each step in the process with the following one to five rating scale with one being “strongly agree” and five being “strongly disagree”.

1. The task analysis was easy to follow.

Strongly Agree Agree Neutral Disagree Strongly Disagree

2. Following these steps in the transition planning process is beneficial to families and students.

Strongly Agree Agree Neutral Disagree Strongly Disagree

3. Reviewing the Indicator 13 Checklist for compliant components of the IEP for transition planning was useful.

Strongly Agree Agree Neutral Disagree Strongly Disagree

4. The process is beneficial to families, students and staff.

Strongly Agree Agree Neutral Disagree Strongly Disagree

5. Considering each step, including updating transition plan data is important to the transition process.

Strongly agree Agree Neutral Disagree Strongly Disagree

The strengths of the process are:

The weaknesses of the process are:

Student Portfolio

Introduction

All students must exit high school with a summary of their academic and functional performance, intended to assist them in the transition to the next phase of their life (IDEA, 2004). The Transition Component of the CSESA Curriculum prompts the teacher and student to regularly identify products completed that might be saved into an electronic portfolio system, so that the student has a permanent and mobile product which may inform his or her transition planning and post-school success. At a minimum, students should upload one product from each module to create a portfolio that can be used as part of the ongoing transition assessment process, monitor progress within the CSESA curriculum, as well as contribute to student assessment upon exiting high school.

Possible Student Portfolio Products:

Appendix A-2, or an equivalent, could serve as a document included in the Student Portfolio. Additionally, if a student completed a questionnaire or assessment that may be included.

Instructions for creating a student portfolio are outlined below.

Task Analysis for Using Electronic Student Portfolio

Using Dropbox

1. Click the Internet Browser
2. Type www.dropbox.com into web link box
3. Press 'Enter' on keyboard
4. Watch the Dropbox home page appear on the screen
5. Click 'Sign In' on the upper right hand side of the screen
6. Type email address
7. Type password
8. Click 'Go'
9. Watch Dropbox files and folders appear
10. Click 'Upload' icon
11. Find project/file
12. Click 'Choose...'
13. Project/file will upload
14. Loading bar will fill
15. Project/file will appear in the list of files and folders

Using Your School's Shared Drive

1. Sign into computer
2. Click a folder
3. Click 'Computer'
4. Shared Drive is a folder in this section
5. Drag project/file into Shared Drive
6. Click Shared Drive
7. Right click
8. Choose 'New folder'
9. Name folder (Last Name _ First Name)
10. Drag project/file into Last Name _ First Name folder
11. Rename project/file (Last Name _ First Name _ Project Name)

Using a USB

1. Plug USB Drive into USB slot
2. Click 'Computer'
3. Watch USB Drive name appear
4. Find project/file
5. Drag project/file into USB Drive name on left side of the screen
6. Click USB Drive
7. Right click
8. Choose 'New folder'
9. Name folder (Last Name _ First Name)
10. Drag project/file into Last Name _ First Name folder
11. Rename project/file (Last Name _ First Name _ Project Name)

Using Learner Journey

1. Click the Internet Browser
2. Type www.learnerjourney.com into web link box
3. Press 'Enter' on keyboard
4. Watch the Learner Journey home page appear on the screen
5. Click 'Sign In' on the upper right hand side of the screen
6. Type email address
7. Type password
8. Click 'Go'
9. Watch Learner Journey files and folders appear
10. Click 'Upload' icon
11. Find project/file
12. Click 'Choose...'
13. Project/file will upload
14. Loading bar will fill

Project/file will appear in the list of files and folder

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