Florida Department of Education
Bureau of Exceptional Education and Student Services

Compliance Self-Assessment
2019-20

SPP 13 – Secondary Transition Age 16 (T16)

This protocol addresses the requirements specific to the State Performance Plan (SPP) 13 – Measurable Postsecondary Goals and Transition Services, as well as secondary transition in general. As such, it must be used in conjunction with the basic protocol when conducting a comprehensive individual educational plan (IEP) review or a focused self-assessment related to SPP 1 – Graduation with a Standard Diploma and SPP 2 – Dropout Rate for students age 16 years and older.

The Individuals with Disabilities Education Act (IDEA) and the implementing regulations of section 300.320(b) of Title 34 of the Code of Federal Regulations (34 CFR §300.320(b)) require that IEPs for students age 16 years, or younger if determined appropriate by the IEP team, address the areas of education; training; employment; and, where appropriate, independent living (SPP Indicator 13). The National Secondary Transition Technical Assistance Center (NSTTAC) developed a seven-item checklist to help states collect data to meet Indicator 13 requirements. Items T16-2 and T16-9 through T16-16 reflect the items on the NSTTAC checklist updated in May 2012. Items T16-1 and T16-3 through T16-8 reflect additional procedural compliance standards the bureau determined warranted inclusion in this self-assessment.

The Summary of Performance (SOP) is an important requirement found in IDEA and the implementing regulations. The SOP is required for students exiting with a standard diploma or aging out of their educational program. It provides information on the academic achievement and functional performance of the student, including copies of evaluations, assessments, and other relevant reports and recommendations on how to assist the student in meeting their postsecondary goals. (For additional information, see the November 15, 2010, memorandum entitled, “Update on IDEA 2004 Requirements for Summary of Performance and Suggested Template,” included in State Performance Plan/Annual Performance Report (SPP/APR) Indicators/Download Documents on the ESE General Supervision Website at http://beess.fcitm.org/.) Please note that during site visits or other desktop reviews, districts will be required to pull summaries of performance from the previous year.

For each standard, refer to the guidance provided in this document when determining if the standard is met. Some standards include multiple components.

Mark “yes” if all components are met.
Mark “no” if one or more components are not met.
Mark “n/a” if the standard does not apply to this student.

Examples provided in this section were adapted from the NSTTAC I-13 Training Materials retrieved from http://www.nsttac.org, which is now the National Technical Center on Transition (NTACT). Additional resources including, Indicator 13 Checklist Forms A & B and the Transition Assessment Toolkit may be found at: https://transitionta.org/transitionplanning to assist with Indicator 13. The Toolkit for Collecting Quality Data for Indicator B-13: Version 2.0, created by David Test, Ph. D and Catherine Fowler, Ph.D. may be found at: https://www.transitionta.org/i13toolkit Helpful formulas for postsecondary goals and annual
goals may be found within the Toolkit by viewing the PowerPoint with Speaker’s Notes on page 3.

**Items T16-1 through T16-7**

**T16-1. The notice of the IEP team meeting included a statement that a purpose of the meeting was the consideration of postsecondary goals and transition services, that the student would be invited, and identified any agency that would be invited to send a representative.**

(34 CFR §300.322(b)(2))

Review the notice for the following:
- The purpose of the meeting includes the consideration of postsecondary goals and transition services for the student.
- There is a statement that the student will be invited to the meeting.
- If needed, there is a statement that an agency representative will be invited to the meeting (review the participants section of the IEP to determine if an agency participated; if so, this must be indicated on the notice).

If an agency is identified after the notice has been sent, a second notice (or an addendum to the first notice) must be sent.

✓ Mark “yes” if the answer to the first two bullets is “yes” and the third bullet is “yes” or “n/a.”
✓ Mark “no” if the answer to one or more of the three bullets is “no.”

**T16-2. The student was invited to the IEP team meeting.**

(34 CFR §300.321(b)(1))

Review the notice to determine if the student was invited. Examples of documentation include a salutation on the notice that includes both the student and the parent or a separate notice provided to the student. If there is no evidence the student was invited, review the participants section of the IEP.

✓ Mark “yes” if the student was invited or in attendance.
✓ Mark “no” if the student did not attend and there is no documentation that the student was invited.

**T16-3. The student’s strengths, preferences and interests were taken into account. If the student was unable to attend the meeting, other steps were taken to ensure that the student’s preferences and interests were considered.**

(34 CFR §§300.43(a)(2) and 300.321(b)(2); Rules 6A-6.03028(3)(c)8. and (g)1. and 6A-6.03411(1)(nn)2.-4., F.A.C.)

The student’s strengths, preferences and interests must be taken into account when developing measurable postsecondary goals to facilitate the student’s movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. Review the IEP to determine if these were considered.
If a student did not attend the meeting, there should be evidence that the school district obtained student input through other methods, such as student or family conferences, interest inventories, career exploration activities, vocational interest and aptitude inventories, situational assessments, and input from other personnel associated with the student. Information from interest inventories completed prior to the IEP team meeting or information on the IEP itself may be evidence of this requirement.

The student’s preferences and interests may be documented in the present level of performance sections of the IEP or may be included as a separate item for verification.

If the student does not attend the IEP meeting to identify transition services needs or consider postsecondary and career goals and transition services, the school district must take other steps to ensure that the student’s preferences and interests are considered.

✓ Mark “yes” if there is evidence that the student’s input was solicited and considered.
✓ Mark “no” if there is no evidence that steps were taken to obtain and consider the strengths, preferences and interests of a student who did not attend the meeting.

T16-4. **Beginning in eighth grade, or during the school year in which the student turns 14, whichever is sooner, the IEP must include a statement of whether the student is pursuing a course of study leading to a standard diploma, to include a Scholar or Merit designation.**

(Rule 6A-6.03028(3)(h)8., F.A.C.)

Beginning with IEPs written during the student’s eighth grade year or during the school year of the student’s 14th birthday (whichever is sooner), the course requirements for the standard diploma option must be discussed by the IEP team. The IEP team must review the diploma decision annually and, if appropriate, revise the diploma decision accordingly.

✓ Mark “yes” if the diploma option is indicated.
✓ Mark “no” if the student is 14 years or older, will turn 14 in this school year, or in the eighth grade or higher and no diploma option is indicated.

T16-5. **In order to ensure quality transition planning and services, IEP teams shall begin the process of identifying transition services needs of students with disabilities, to include consideration of the student’s need for instruction or the provision of information in the areas of self-determination and self-advocacy to assist the student to be able to actively and effectively participate in IEP team meetings and self-advocate, beginning no later than age 14, so that needed postsecondary goals may be identified and in place by age 16.**

(s. 1003.5716, F.S.; Rule 6A-6.03028(3)(h)8., F.A.C)

Review the IEP for evidence that the IEP team considered the student’s need for instruction or the provision of information in the area of self-determination and self-advocacy. This may be addressed through annual goals, short-term objectives or benchmarks, or through services in the IEP.
Although the requirement to consider the student’s need for instruction or the provision of information in the area of self-determination and self-advocacy begins no later than age 14, this requirement must be reviewed and addressed annually as part of IEP development. Students’ self-determination and self-advocacy needs may differ by age. Self-advocacy may be a critical area one year; goal setting or choice making may be more important during another school year. Districts are encouraged to conduct ongoing assessment to determine the student’s most critical needs in the area of self-determination and self-advocacy.

There are numerous ways to address self-determination and self-advocacy instruction for students served full time in general education. It may be integrated into character education or other relevant courses; training may be provided to students via half-day or full-day workshops; or one-on-one information sessions may be provided by the counselor or teacher of record.

✓ Mark “yes” if information regarding self-determination and self-advocacy is in the IEP.
✓ Mark “no” if no information regarding self-determination and self-advocacy is in the IEP.

T16-6. If a participating agency responsible for transition services failed to provide the transition services as described in the IEP, the IEP team was reconvened to identify alternative strategies to meet the transition objectives as indicated on the IEP.

(34 CFR §300.324(c)(1); Rule 6A-6.03028(3)(h)9.d., F.A.C.)

Review the IEP to determine if an agency is expected to provide or pay for transition services. If so, review the student’s record, service logs and other available documents for evidence that the agency provided the services as required.

✓ Mark “yes” if the agency did not provide services as required, and the IEP team was reconvened to identify alternative strategies to assist the student in meeting the goals and objectives on the IEP.
✓ Mark “no” if the agency did not provide services as required and the IEP team was not reconvened.
✓ Mark “n/a” if no agency was involved or if there is no evidence that an agency failed to provide services as required.

T16-7. The IEP for a student who is 17 years old includes the following:

a) A statement that the student has been informed of the rights that will transfer at age 18.

(34 CFR §§300.320(c) and 300.520(a)(1); Rule 6A-6.03028(3)(h)10., F.A.C.)

At least one year prior to the student’s 18th birthday, the student must be informed of the rights that will transfer. If the student is 17 years old, review the IEP for documentation that the transfer of rights was discussed. This applies only to the year prior to the student’s 18th birthday.

✓ Mark “yes” if this statement is included in the IEP for a student who is 17 years old.
✓ Mark “no” if this statement is not included for a student who will turn 17 years old.
✓ Mark “n/a” for all other students.

b) A separate and distinct notice of the transfer of rights was provided to the parent and the student prior to the student’s 18th birthday.

(34 CFR §§300.320(c), 300.520(a)(1) and 300.625; Rule 6A-6.03311(8)(c), F.A.C.)

This standard applies only to students who are 18 years old. There must be a separate and distinct notice to the parent and the student informing them of the transfer of rights. If there is not a place on the IEP for this to be documented, ask school staff how this is done.

✓ Mark “yes” if there is documentation of this notice prior to the student’s 18th birthday.
✓ Mark “no” if there is no evidence the notice was provided prior to the student’s 18th birthday.
✓ Mark “n/a” for all other students.

Items T16-8 through T16-18

Measurable Postsecondary Goals and Transition Services: Measurable postsecondary goals related to education, training and employment are required for all students age 16 years and older. A measurable postsecondary goal for independent living is required only for those students for whom the IEP team has determined it is appropriate. Note that for the following section of the review there are four response rows, one for each of the areas addressed by IDEA. Respond to each of the following items as they relate to each designated area.

T16-8. There are measurable postsecondary goals in the designated areas (i.e., education; training; employment/career*; and, where appropriate, independent living skills).

*Career is referred to only in state law

(34 CFR §300.320(b)(1); s. 1003.5716, F.S.; Rule 6A-6.0328(3)(h)8.c., F.A.C.)

“The IDEA and its implementing regulations do not define the terms ‘training’ and ‘education.’ However, the areas of training and education can reasonably be interpreted as overlapping in certain instances. In determining whether postsecondary goals in the areas of training and education overlap, the IEP Team must consider the unique needs of each individual student with a disability, in light of his or her plans after leaving high school. If the IEP Team determines that separate postsecondary goals in the areas of training and education would not result in the need for distinct skills for the student after leaving high school, the IEP Team can combine the training and education goals … However, the guidance we are providing is not intended to prohibit the IEP Team from developing separate postsecondary goals in the areas related to training and education in a student’s IEP, if deemed appropriate by the IEP Team, in light of the student’s postsecondary plans. On the other hand, because employment is a distinct activity from the areas related to training and education, each student’s IEP must include a separate postsecondary goal in the area of employment, in addition to at least one postsecondary goal in the areas of training and education. … A student’s IEP must include a separate postsecondary goal in the area of independent living skills, where appropriate.”

(September 26, 2011, OSEP Letter to Commonwealth of Virginia Department of
Each measurable postsecondary goal must meet the following requirements:

- Be measurable; you must be able to “count it” or observe it.
- Be intended to occur after the student graduates from school.
- Include a time frame.
- Be updated annually; the goal need not be revised, but should be reviewed to ensure that it continues to be appropriate and accurate.

Locate the section of the IEP that includes the student’s postsecondary goals.

- Mark “yes” in the appropriate row if there is a measure postsecondary career goal and, for students age 17 years and older, there is evidence that the goal was reviewed and updated, if appropriate the following is true:
- Mark “no” in the appropriate row if there is no career goal, if the goal is not measurable, or if there is no evidence that the goal was reviewed and updated, if appropriate, one of the following is true:
- Mark “n/a” in the appropriate row if no postsecondary goal is required for independent living.

Examples could be developed from any of the following:

- “Immediately following graduation, [the student] will …”
- “Within six months of graduation, [the student] will …”
- “Within four years of graduation, [the student] will …”
- “By September [specific year], [the student] will …”

Phrases such as “[The student] plans to …, wants to …, is thinking about …, has expressed an interest in …” are not measurable. The goals should reflect outcomes, not activities or steps toward a goal. For example, “applying for vocational rehabilitation services” is a step toward achieving a goal, not the postsecondary goal itself. Be certain that postsecondary goals reflect post-school outcomes, not goals to be achieved while enrolled in the school district. A “measurable postsecondary goal” is NOT the same as a “desired post-school outcome.”

The following examples of measurable postsecondary goals for the areas of education and training are provided as a guide in the review:

- **Allison**
  - After graduation from high school, Allison will attend a four-year college and take courses in Child Development.
  - The summer after high school, Allison will take a course in first aid and CPR to obtain certification through the local Red Cross.

- **Lissette**
  - After graduation from high school, Lissette will attend the culinary program at Pinellas Technical College.
  - After high school, Lissette will participate in weekly instruction on independent living skills at the local Independent Living Center, Disability Achievement
Center in her community.

- **Lissette**
  - After high school, Lissette will work on-campus part-time in the food court at the college with supports from Vocational Rehabilitation and the staff at the college.

- **Kevin**
  - Immediately after graduation, Kevin will participate in habilitative and functional skill training through CAP services and will attend courses designed to provide specialized academic, functional, and occupational preparation for individuals with disabilities 2 times per week at the community college.

The following examples of measurable postsecondary goals for the area of employment are provided as a guide in the review:

- **Allison**
  - After earning her four-year degree, Allison will obtain full-time employment working with children.
  - The summer after high school, Allison will work part-time at the child development center near her home.

- **Lisette**
  - Within nine months of graduation, through the assistance of Vocational Rehabilitation and the staff of the non-degree program at Montgomery Community College, Lisette will obtain part-time employment on campus that does not interfere with her program’s schedule.

- **Kevin**
  - Within three months of graduation, Kevin will obtain a supported employment position that allows him to work to his maximum stamina and incorporates the use of assistive technology.

The following examples of measurable postsecondary goals for the area of independent living are provided as a guide in the review:

- **Allison**
  - After high school, Allison will use strategies to effectively manage her time, so that she successfully meets her deadlines for college.
  - After high school, Allison will self-advocate for accommodations in college.

- **Lisette**
  - Upon completion of high school, Lisette will use public transportation to safely navigate throughout her community.
  - After high school, Lissette will live with a roommate in an apartment.

- **Kevin**
  - After graduation, Kevin will continue to live with his parents and will participate in his daily care routines to the maximum extent possible.
  - Immediately following graduation, Kevin will participate in 1-2 age-appropriate community and individual community-based activities per week related to horticulture, socialization with young adults, animals, and music.
  - After graduation Kevin will effectively utilize an augmentative communication device at home and in the community that allows familiar and non-familiar individuals to communicate with his regarding needs, wants, and desires.

**T16-9.** The measurable postsecondary goals were based on age-appropriate transition assessments in the designated areas (i.e., education; training; employment/career*; and, where appropriate, independent living skills).

*Career is referred to only in state law.
Review the IEP and other available components of the student’s record to determine if information from age-appropriate transition assessments has been considered in developing measurable postsecondary goals.

- Mark “yes” if there is evidence of information from an age-appropriate transition assessment related to that area.
- Mark “no” if there is no assessment or does not apply to the area in question.

Transition assessment information must be age appropriate; gathered over time; reflect the student’s strengths, interests, and preferences; and contain information from multiple sources. Consider statewide, standardized assessment, Florida Standards Alternate Assessment (FSAA), college entrance tests, self-determination assessments, interest inventories, personality or preference tests, career assessments and situational assessments. Ask the following question: “Is the age-appropriate transition assessment information reflected in the IEP sufficient to support this student’s measurable postsecondary goals?”

The following examples reflect best practice in incorporating information gleaned from age-appropriate transition assessments into Present Levels of Academic Achievement and Functional Performance statements and are provided as a guide in the review.

- **Allison (education, training and employment)**
  - Allison was identified as having a specific learning disability that affects reading comprehension and written expression. In English Language Arts, Allison utilizes her content-specific accommodations and has maintained a B average. For written expression, she uses a word processor and receives extended time by an extra 50% for essays and tests. For reading comprehension, she listens to audio texts to improve her comprehension. Along with her interpersonal skills and friendly nature, Allison’s oral expression skills are a strength for her. Allison is in all general education courses. Allison dedicated herself to meeting each of her IEP goals for the past year.
  - Allison reported on her school’s career planning survey administered to all juniors that her responsibilities at home include caring for younger siblings and doing light household chores. Her older sister, Jessie, graduated from college and is finishing up her first year of teaching at an elementary school, which is near the family home. For fun, Allison visits her sister’s classroom and helps make materials for lessons. When her special education teacher interviewed Allison to prepare for her IEP meeting, Allison explained that she enjoys spending her free time with others. She has decided that she wants to work with preschoolers or kindergarteners, but she is not sure if she wants to be a classroom teacher. At the beginning of the school year, Allison completed the Career Employment Education Checklist, which indicated a preference for educational instruction and community and social service occupations and strengths with her interpersonal skills. Allison reports to each of her teachers about her disability and accommodation needs at the beginning of each semester.

- **Lisette (education, training, employment and independent living)**
  - Lisette will graduate from public school in less than six months, but she is performing below average in math, reading and written expression, as
evidenced from review of classroom data, portfolio, state/district assessments, benchmarks, curriculum-based measures. Results of an adaptive behavior checklist completed by the teacher, during Lissette’s 12th grade year, indicate that Lissette has acquired many age-appropriate behaviors necessary for her to live independently and to function safely and appropriately in daily life.

- In early adolescence, Lissette had several surgeries to correct scoliosis. She now walks at an average speed, but she uses a cane for stability in areas with elevation changes, such as stairs, hills, curbs, and broken sidewalks. She wants to go to school with students her age and she is excited about traveling to the campus by herself using public transportation. She uses her cane each day to practice walking to the bus stop where she will catch the bus to get to the community college next year. However, when asked by her mother and teachers how the walk to the bus stop was, several times she has said it was “difficult” and reported that she almost fell (ecological assessment).

- For the past few years, Lissette has worked at a pretzel shop in the mall approximately 20 hours each week where she is responsible for all steps in making the pretzels. Lissette enjoys her job at the pretzel shop, but she would prefer to work in a restaurant. She thinks that a downtown restaurant would be an exciting place to work, but right now, she does not have the skills necessary to be a cook or prep chef. Lissette needs to acquire new skills to reach her goal of working in a downtown restaurant. She expressed a desire to apply for jobs at a conveniently located chain restaurant to gain experience in a restaurant setting (interview with Lissette, Transition Assessment Goal Generator [TAGG]).

- Currently, Lissette lives with her mother, father, and younger brother. Lissette and her family, along with her IEP team, decided that she will live at home for approximately four years after she graduates from high school. At that time, she will move into a supported apartment with another young woman. Lissette has expressed a desire to someday get married and have children, but she does not currently have a boyfriend. She wants to move out because she has witnessed her older sister moving out of the family home, and she wants these experiences for herself as well (interviews with Lisette and parents, TAGG, Brigance Transition Assessment).

- Lissette’s parents are supportive of her plans, but they worry for her safety. They are interested in community programs that will help Lissette protect herself around unfamiliar people. Lissette also tends to talk to strangers on the public bus, which makes her mother nervous about her trip to the community college. Lissette’s parents would like some strategies to help Lissette get ready for work in the mornings after they leave the house for work. They expressed concern that she will forget something such as her employee identification, her cell phone for emergencies, her house keys, or her money (information provided in parent interview, environmental analysis). Lissette reads at a third-grade level and is unable to read signs that she sees in unfamiliar places (classroom assessments, district/statewide assessments).

**Kevin (education, training, employment and independent living)**

- Kevin is taking Access courses to meet the standards for receive a standard diploma. He receives daily instruction in English, Algebra and Science. Kevin also is involved in vocational and daily living skill training. His coursework is delivered in individual and small group settings in the special education classroom except for one general education Career Technical Education (CTE) Course which he has taken using modified occupational completion points
(MOCPS) with the assistance of a one-on-one instructional assistant. Kevin also participates in a school-based enterprise.

- Kevin has spastic quadriplegic cerebral palsy and uses a manual wheelchair for mobility which has been adapted with trunk support and subasis bar. He is able to use his right hand to manipulate larger items and can use his left hand for stabilization. Kevin receives physical therapy one time a week for 30 minutes and has ongoing therapy services in the classroom including positioning on adaptive equipment. He wears AFOs for stability when using a stander and a left hand-elbow mobilizer. Kevin’s physical therapist would like for him to have a motorized wheelchair but funds have not been available.
- Kevin also receives occupational therapy on a consultative basis. His teacher and the occupational therapist have been working on developing vocationally related jigs.
- Kevin has little intelligible speech other than single words and yes/no responses but within the classroom has used an iTalk2 to communicate simple needs and choices and is learning to use a GoTalk20+. He does not use an augmentative communication device at home but does have a picture board which transitions with him between school, the community, and home. Kevin receives speech therapy 2 times a week for 30 minutes each session.
- Kevin has generalized tonic-clonic seizures that are 85% controlled with two different anti-convulsant medications (Tegretol and Mysoline). He is fed through a gastrostomy tube although he is able to take some pureed foods by mouth in limited amounts. Kevin can feed himself by mouth using a feeder but has to be closely monitored and reminded to eat slowly to avoid asphyxiation. Usually Kevin is only allowed to feed himself during special occasions, such as a class party or special meal. The gastrostomy tube placement was primarily because of asphyxiation of food during meal times that resulted in recurrent upper respiratory infections (URIs). These URIs have greatly decreased since his surgery.
- A functional vision assessment has indicated that Kevin’s visual acuity with corrective lenses at near distances is 20/80 and at far distances is 20/100. His most effective visual field is slightly below eye level and he is able to localize to visual stimulus and fixate his gaze on objects and people as well as shift his gaze. Kevin does not like wearing his glasses but is cooperative in this area most of the time.
- Kevin has good hearing.
- Kevin has used “Making Action Plans,” a person-centered planning process for transition planning.
- Kevin and his family plan for him to stay in the public school until he ages out at age 22, which will provide him with three more years of educational services.
- Kevin lives at home with his mother, step-father, 11-year-old sister, and a great-aunt who helps with his care. Kevin also has an older brother who is in college.
- Kevin is approved for Medicaid waiver-funded services. Kevin’s family is hopeful that this funding source will provide him with an array of services based on his individual needs, including the following:
  - An augmentative communication device
  - Case management
  - One-on-one community and home support
  - Personal care services
  - Respite
- Specialized equipment and services
- Medical transportation
- Supported employment
- Home- and community-based activities after high school graduation

In preparation for transition planning, Kevin has been administered speech, physical therapy, and occupational therapy assessments focusing on the skills and equipment needed for functioning in the home and community. Kevin’s parents have completed Parent Transition Surveys and Kevin provided input by responding to picture choices in post-school domains.

Kevin appears to have some understanding of becoming an adult and living more independently, possibly away from his family. Kevin’s mother has very mixed feelings about Kevin’s future living arrangements. As Kevin’s primary caregiver since birth, she realizes that as time goes on it might be necessary to seek an out-of-home placement. Kevin’s father would very much like to see Kevin move into a group home or other supervised post-school living arrangement as soon after high school as possible. Kevin’s father would like to spend more time with his younger daughter and wife and believes that his elderly aunt is not going to be able to assist them much longer with Kevin’s personal care.

In preparation for transition planning, Kevin has been administered speech, physical therapy, and occupational therapy assessments focusing on the skills and equipment needed for functioning in the home and community. Kevin’s parents have completed Parent Transition Surveys and Kevin provided input by responding to picture choices in post-school domains.

It is anticipated that in the area of future employment Kevin will need ongoing supported employment to work in a competitive employment placement. Using observational data, situational assessment, and modified picture interest inventories Kevin enjoys interacting with other people, music, horticulture, computers, and clerical type activities in which he has the opportunity to complete a project. Kevin responds well to verbal praise and is able to stay focused on a task for 20+ minutes with occasional verbal redirection. Kevin has developed the skills to operate a variety of switch activated devices (e.g. button maker, blender, etc.), use a paper shredder, and collate papers with a jig. Kevin has worked successfully on an assembly line in the school-based enterprise and has held an on-campus job in the school library checking books in and out using a scanning system and shelving books with the assistance of a teacher assistant. He tried a job in the school cafeteria bagging cookies for sale but due to hygiene issues (e.g. drooling) it was determined that this was not a good placement for Kevin.

Kevin has no understanding of money and does not provide input into his health and medical care. The Medicaid waiver program will assist with medical care, equipment and supplies. Kevin’s parents plan to work with his support coordinator to obtain guardianship because Kevin has now turned 18.

Kevin loves school and is always eager to learn new skills. He demonstrates a high level of motivation to please his teachers and his parents report that even when he is sick he wants to go to school.

While at home, Kevin’s mother and great-aunt provide total physical care. Although Kevin could assist with some personal hygiene tasks, this is not a current expectation for him while in the home. With the exception of making choices regarding relatively minor concerns (e.g., selecting music to listen to or an item of clothing to wear), all decisions are made for Kevin by his parents. He
goes into the community with his family on occasion, although the majority of his community experiences occur through the school. While at home, Kevin enjoys watching DVDs, looking at books, listening to music, watching his younger sister play video games, family meals and making music on his electronic keyboard.

T16-10. The IEP includes measurable annual goals, including academic and functional goals that are related to the student’s transition service needs. The annual goals should be designed to meet the student’s needs that result from the disability to enable the child to be involved in and make progress in the general education curriculum, and also to meet the student’s other needs that result from the disability. Short-term objectives or benchmarks must be included for students with disabilities who take alternate assessments aligned to alternate achievement standards, or any other student with a disability as determined by the IEP team.

(34 CFR §300.320(a)(2); Rule 6A-6.03028(3)(h)2. and 3., F.A.C.)

Review the IEP to determine if there are measurable annual goals or short-term objectives or benchmarks, if applicable, that will help the student make progress toward the stated postsecondary goals.

Locate the section of the IEP that includes the student’s postsecondary goals. For each of the postsecondary goal areas (for both measurable and not measurable goals).

✓ Mark “yes” in the appropriate row if there is a measurable annual goal or short-term objective or benchmark, if applicable, included in the IEP that will help the student make progress toward the stated postsecondary goal.
✓ Mark “no” in the appropriate row if there is no measurable annual goal or short-term objective or benchmark, if applicable, included in the IEP that will help the student make progress toward the stated postsecondary goal.
✓ Mark “n/a” in the appropriate row if no postsecondary goal is required for independent living.

Short-term objectives or benchmarks must be included for students with disabilities who take alternate assessments aligned to alternate achievement standards. Short-term objectives or benchmarks may be developed for any other student with a disability as determined by the IEP team.

For an annual goal to be measurable, it must have an explicit, observable behavior (what the student will do), conditions (specific circumstances or assistance that will affect performance or behavior), and criteria (what will be measured and how well the student must perform).

There does not need to be a separate measurable annual goal for each postsecondary goal. It is logical that, when writing (or reviewing), the IEP team should ask “what postsecondary goal(s) does this measurable annual goal support?” The IEP team should also ask “what measurable annual goals are needed to help this student achieve the postsecondary goal(s)?”

The following examples of measurable annual goals are sufficiently descriptive and are
provided as a guide in the review (short-term objectives and benchmarks are not included in these examples):

- **Allison (education and training)**
  - Given direct instruction to use a graphic organizer for prewriting expository essays, Allison will complete the graphic organizer with 80% accuracy as measured by teacher rubrics by the end of the 1st school semester.
  - By the end of the first school quarter, given explicit instruction on organization steps, Allison will use her assignment notebook to write each of her assignments and due dates for 8 out of 10 consecutive trials with 100% accuracy.

- **Allison (employment)**
  - Given 2 job shadowing experiences, one in each of the following: early childhood education and elementary education, Allison will identify her likes and dislikes of each setting by completing a job site interest survey and verbally describing her preferences during the duration of this IEP.

- **Lisette (education and training)**
  - Given small group instruction in food safety class on hand washing, a task analysis, and self-monitoring sheet, Lissette will demonstrate how to appropriately wash her hands with 100% accuracy as measured by the number of correct steps completed on the task analysis in 5 out of 5 trials.
  - By May 2020, given whole task instruction, a task analysis, and independent practice, Lissette will state problem solving strategies when lost in the community independently with 95% accuracy as measured by number of correct steps completed on the task analysis in 5 out of 5 trials.

- **Lisette (employment)**
  - Given a bus schedule adapted with pictures, Lissette will select the correct time and stop for five scenarios of activities presented to her with 95% or better accuracy by December of the current school year.

- **Lisette (independent living)**
  - Given travel-training situations, Lisette will demonstrate sitting quietly and refraining from talking to strangers while using public transportation at least two times across three situations.
  - Given community-based instruction on grocery shopping and a grocery list, Lissette will independently navigate the grocery store, locate items on the grocery list, and purchase items 3 out of 4 times by December 2019.

- **Kevin (education and training)**
  - Given the GoTalk20+ augmentative communication device and weekly community practice, Kevin will independently and accurately use the device to communicate a desire for an item in various community settings, including restaurants and grocery stores.

- **Kevin (employment)**
  - Kevin will participate in yearlong on-campus vocational preparation, including the following experiences, each for a period of three months, with a frequency of a minimum of two sessions each week, and session duration of one hour per session in the following positions a) Clerical job experience in school office b) School Based Laundry Enterprise c) Janitorial work experience throughout school building.

- **Kevin (independent living)**
  - Given picture symbols with Velcro adhesive and a wall mountable daily planner, Kevin will utilize a schedule to plan self-care (e.g., showering and eating), employment,
educational, and recreational activities, five days each week for the duration of the IEP with a maximum of one physical prompt per activity to place the picture symbol on the schedule.

T16-11. There are transition services on the IEP to assist the student in reaching the measurable postsecondary goals.
(34 CFR §300.320(b)(2); Rule 6A-6.03411(1)(nn), F.A.C.)

Review the IEP to determine if a type of instruction, related services, community experience, or development of employment and other post-school adult living objectives are included. If appropriate, determine if acquisition of daily living skills and provision of a functional vocational evaluation are listed in association with meeting the postsecondary goals.

Locate the section of the IEP that includes the student’s postsecondary goals. For each of the postsecondary goal areas, check to see if one or more of the following are addressed in the measurable annual goals or in other components of the IEP in association with meeting the postsecondary goals:
- Instruction
- Related services
- Community experiences
- Development of employment and other post-school adult living objectives
- Acquisition of daily living skills
- Provision of a functional vocational evaluation

Transition services may be addressed through the development of measurable annual goals or short-term objectives or benchmarks, if applicable, special education services, related services, program modifications or supports for school personnel, supplementary aids and services, or statewide and districtwide assessment accommodations or modifications. The examples below could be further developed into measurable annual goals or addressed in other relevant sections of the IEP.

✓ Mark “yes” in the appropriate row if one or more postsecondary goal is evident.
✓ Mark “no” in the appropriate row if no postsecondary goal is evident.
✓ Mark “n/a” in the appropriate row if no postsecondary goal is required for independent living.

The following examples of transition services that will reasonably enable the student to meet his or her postsecondary goal are provided as a guide in the review:
- **Allison (Education and Training)**
  - Schedule a meeting with a representative for the Free Application for Federal Student Aid or FAFSA (guidance counselor and Allison by 1st quarter of senior year)
  - Support filling out the FAFSA (FAFSA representative by 2nd quarter of senior year)
  - Exploration of postsecondary institutions to study Child Development (case manager by 4th quarter of junior year)
  - Assistance applying for college (case manager by 2nd quarter of senior year)
  - Touring two postsecondary institutions and the campus’s disability support services center (Allison and Allison’s parents by 1st quarter of senior year)
  - Schedule a meeting with college disability support services (Allison and
Allison’s family 2nd quarter senior year)

- Instruction on time-management and organization skills (case manager by 4th quarter of junior year)
- Applying for accommodations for the American College Testing test

**Allison (Employment)**

- Job-shadowing experiences in a variety of childhood education programs
- College-shadowing experiences at a minimum of three university campuses, which include touring the campus, meeting with the admissions department, and meeting with personnel in the disability services coordination office
- Driver’s education (driver’s education teacher by second semester)

**Allison (Independent Living)**

- Assistance or support in obtaining part-time employment in a position working with children
- Application for college financial aid, including grants and scholarships
- Referral to Vocational Rehabilitation to determine eligibility for tuition assistance and any other needed services
- Application for college and disability support services, no later than December

**Lisette (instruction supports the postsecondary education, training and independent living goals)**

- Community safety skills instruction, including self-defense at the YMCA
- Travel training instruction
- Math instruction related to money usage
- Literacy instruction related to sight word identification

**Lisette (related service supports the postsecondary independent living goal)**

- Assistive technology services to increase the use of voice output device
- Physical therapy to improve independent ambulation

**Lisette (daily living skills support the postsecondary education, training and independent living goals)**

- Purchase a monthly bus pass
- Apply safety skills in the community, particularly regarding the use of public transportation
- Learn to choose a seat near the bus driver
- Learn to use the pull cord to identify upcoming stop

**Kevin (instruction supports the postsecondary education, training, employment and independent living goals)**

- Participate in the access points to the Next Generation Sunshine State Standards, primarily at the participatory level of complexity
- Participate in self-advocacy training to increase choice-making skills

**Kevin (related services support the postsecondary education, training, employment and independent living goals)**

- Continue speech therapy services for training in use of augmentative communication device
- Consult with speech therapy, occupational therapy for augmentative communication evaluation and selection of appropriate augmentative communication device for school and post-school environments
- Continue occupational therapy consultation for use of assistive technology
- Continue physical therapy to maintain and improve strength and flexibility
- Investigate transfer of therapy services to adult service arena

**Kevin (community experiences support the postsecondary education, training, employment and independent living goals)**

- Investigate visiting recreational agencies/facilities in the community
- Investigate accessible community transportation options
- Participate in monthly age-appropriate, community-based recreational activities with peers (e.g., movies, bowling and school events)
- Participate in art classes at the local center of the arts

  **Kevin (employment services support the postsecondary education, training, employment and independent living goals)**
  - Participate in on-campus clerical job experience in school office and possibly in other school offices
  - Continue participation in the school-based enterprise or small school business
  - Begin referral process to obtain Vocational Rehabilitation for rehabilitation engineering consultation and supported employment
  - Engage in community-based vocational education work experience opportunities in area businesses related to Kevin's interest
  - Continue meeting with job coach in classroom and community settings
  - Investigate meeting with SSI representative to determine possible financial benefits

  **Kevin (post-school adult living skills services support the postsecondary independent living goal)**
  - Investigate supported living options
  - Conduct in-home accessibility evaluation to determine issues and assistive technology needs

  **Kevin (daily living skills support the postsecondary education, training, employment and independent living goals)**
  - Assess daily living skills to determine if assistive devices can increase independence level in the home, community, and at school

  **Kevin (functional vocational evaluation supports postsecondary education, training and employment goals)**
  - Conduct situational assessment during on-campus and off-campus work

**T16-12. The transition services include courses of study needed to assist the student to reach the postsecondary goals.**

(34 CFR §300.320(b)(2))

The courses of study describe the student’s instructional program and experiences. Examples include the following:
- Participation in advanced-placement courses
- Participation in courses that provide community-based experiences to help the student acquire adult living and employment skills

Review the IEP to determine whether the student’s courses of study align with the student’s identified postsecondary goals.

- Mark “yes” if the student’s courses of study align with the student’s identified postsecondary goals.
- Mark “no” if the student’s courses of study do not align with the student’s identified postsecondary goals or if there is no course of study identified.
- Mark “n/a” in the appropriate row if no postsecondary goal is required for independent living.

**T16-13. The district obtained consent from the parent, or from the student whose rights have transferred, prior to inviting to the IEP team meeting a representative of an**
agency likely to provide or pay for transition services.
(34 CFR §300.321(b)(3); Rule 6A-6.03028(3)(c)9., F.A.C.)
If an agency representative was invited, review the folder for evidence that the parent or adult student provided consent. A separate consent must be obtained from the parents or a child who has reached the age of majority for each IEP team meeting. Consent must be obtained before a representative of any participating agency that is likely to be responsible for providing or paying for transition services can be invited to the meeting.

Notice cannot be provided to agency representatives prior to the district’s receipt of parent consent or consent from the student whose rights have transferred. Consent may be documented on the notice of the IEP team meeting, as long as the notice was not sent to the agency representative prior to receipt of the consent, or on another form prior to receipt of the consent.

✓ Mark “yes” if either of the following is true:
  • Consent is evident.
  • The parent initiated the invitation.
✓ Mark “no” if both of the following are true:
  • Timely consent is not evident.
  • The agency representative was invited.
✓ Mark “n/a” if an agency representative was not invited to the meeting.

T16-14. If transition services are likely to be provided or paid for by another agency, a representative of the agency was invited to participate in the IEP team meeting.
(34 CFR §300.321(b)(3); Rule 6A-6.03028(3)(b)5., F.A.C.)

For each of the postsecondary goal areas, review the IEP to determine if there are transition services included that will likely be provided or paid for during the current year by any agency other than the school district.

If agency participation is expected, review the notice of the meeting and the participants section of the IEP or other documentation to determine if an agency representative was invited.

✓ Mark “yes” if an agency representative is included on the notice of the meeting or if an agency representative attended the meeting.
✓ Mark “no” if there is no evidence that the district attempted to invite the agency representative.
✓ Mark “n/a” if either of the following is true:
  • No agency is likely to provide or pay for transition services for one or more of the postsecondary goals during the current year.
  • The district sought consent from the parent to invite an agency representative but consent was not given.

It is important that the IEP team begin discussing possible agency involvement early. In some cases, agencies may need to be invited to an IEP team meeting when the student is 16 or younger. In other cases, it may be determined that, although communication with the agency or between the family and the agency is required, it is not necessary to invite an agency representative to participate in an IEP team meeting.
until closer to the time the student exits. Districts are encouraged to work with their interagency councils to determine when agencies need to be invited for students who do not have immediate needs from agencies but will need services post-school.

**T16-15. The IEP includes appropriate measurable postsecondary goals that are annually reviewed 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.**

(34 CFR §§300.320(b) and (c) and 300.321(b); Rule 6A-6.03028(3)(b), (c) and (h), F.A.C.)

- Mark “yes” if standards T16-2 and T16-9 through T16-15 are all answered “yes” or “n/a.”
- Mark “no” if one or more of standards T16-2 and T16-9 through T16-15 are all answered “no.”

**T16-16. During the IEP transition planning process, the IEP team and the parent collaborated to determine an intent to pursue a standard diploma with a Scholar or Merit designation or a certificate of completion, as applicable.**

(s. 1003.5716, F.S.; Rule 6A-6.03028(3)(h)8.a., F.A.C.)

- Mark “yes” if there is evidence to indicate collaboration regarding intent to pursue a standard diploma with a designation or a certificate of completion.
- Mark “no” if there is no evidence to indicate collaboration regarding intent to pursue a standard diploma with a designation or a certificate of completion.

**T16-17. Any change in the postsecondary and career goals is approved by the parent (or as applicable, the adult student).**

(s. 1003.5716, F.S.)

- Mark “yes” if the IEP indicates approval by the parent or adult student of the change in the postsecondary and career goals.
- Mark “no” if there is no evidence of approval by the parent or adult student if postsecondary and career goals have been changed.
- Mark “n/a” if the parent failed to respond to the district’s request to approve.

**T16-18. A summary of performance (SOP) was provided to the student before the student graduated with a standard diploma or before the student exceeded the age to qualify for a free appropriate public education (FAPE). The student participated in the process of completing the SOP, and the SOP contains a summary of the student’s academic achievement and functional performance. The SOP also contains recommendations on how to assist the student in achieving the student’s postsecondary goals, including the use of accommodations, especially those the student felt were most beneficial.**

(34 CFR §300.305(e)(3); Rule 6A-6.0331(8)(f), F.A.C.)
✓ Mark "yes" if all of the following is true:
  • An SOP was provided to the student before the student graduated with a standard diploma or before the student exceeded the age to qualify for FAPE.
  • The student participated in the process of completing the SOP.
  • The SOP contains a summary of the student's academic achievement and functional performance.
  • The SOP contains recommendations on how to assist the student in postsecondary goals.
✓ Mark "no" if the answer to one or more of the four bullets is “no.”
✓ Mark “n/a” if either of the following is true:
  • The student did not graduate.
  • The student did not graduate with a standard diploma.