Illinois Center for Transition and Work

I C T W

INCLUSIVE WORK IN ILLINOIS

UNIVERSITY OF **ILLINOIS**
URBANA-CHAMPAIGN

Meet the Presenter

Training Specialist over Region 3 Counties: *Adams, Brown, Cass, Fulton, Hancock, Henderson, Knox, Mason, McDonough, Menard, Mercer, Morgan, Peoria, Pike, Sangamon, Schuyler, Scott, Tazewell, Warren, Woodford*

Previous Positions:
- Principal of a Transition Program & Vocational School
- Administrator for Special Education Work Program
- Vocational Teacher/STEP Coordinator
- STEP Advisory Chair

Current Passions:
- Wife, Mom & Grandma

Jane Collins
ICTW Training Specialist

Indicator 13:

Strengthening Postsecondary Transition to Employment for All Students with Disabilities

Ensuring Effective Transition Planning for Meaningful Work

Jane Collins, ICTW Training Specialist

Illinois Center for Transition and Work

University of Illinois

Objectives

- Indicator 13 Requirements: Understanding the importance of clearly explaining the requirements to educators in the field.
- Writing post-secondary goals
  - What are they?
  - Writing compliant and measurable goals
  - Post-secondary goals formula
- Writing annual transition goals
  - What are they?
  - Breaking down SMART goals and the annual goal formula
  - Triangulation of goals

Overview of Indicator 13

What is Indicator 13

To meet Indicator 13 compliance under the Individuals with Disabilities Education Act (IDEA), a student's IEP must include specific and measurable components related to postsecondary transition.

Transition Planning: IEP Requirements
(per IL School Code and Indicator 13)

- **Measurable post-secondary goals** for employment, post-secondary education/training, and independent living. Updated annually.

- **Post-secondary goals** must be based on age-appropriate transition assessments.

- **Transition Services:** A coordinated set of activities.

- **ID course of study** to facilitate movement toward post-secondary goals.

- Coordinated, **measurable annual IEP goals** that will reasonably enable the student to meet the post-secondary goals.

- **Student involvement**: Evidence that the student is invited to the IEP meeting

- **Coordination/Linkage with Post-Secondary Activities & Services**

Why Indicator 13 Matters

Indicator 13 ensures that schools focus not just on graduation but also on life after graduation. It's about equipping students with disabilities for success as adults.

Why Employment Matters

- Employment enhances independence, self-worth, and community participation.

- It promotes social Inclusion and belonging.

- It's the #1 predictor of post-school career success and the only predictor supported by research.

- Employment is a recognized fundamental right under the Americans with Disabilities Act (ADA)

WRITING POST-SECONDARY GOALS

Post-Secondary Goals: What are they?

Definition: A **post-secondary goal** is "generally understood to refer to those goals that a child hopes to achieve *after leaving secondary school*" (IDEA 2004 Part B Regulations)

A **post-secondary goal** is *not the process* of pursuing or moving toward a desired outcome (NSTTAC)

Writing compliant and measurable post-secondary goals

Based on assessment data, state the student's **desired outcomes for what will occur after leaving high school**.

- *Note: emphasis on outcomes, not the process for getting there.*

Use the word **WILL**, e.g.,

- Student WILL be employed full time…
- Student WILL attend community college…
- Student WILL live on his own…

Post-Secondary Goal Formula

_____ _____ will _____ _____.

After high school
Upon completion of high school

(student's name)

measurable verb

ONE identified outcome
(informed by transition assessments)

work
obtain
apply
practice
complete
build
create
construct
prepare
select
measure
choose

Post-Secondary Goal Guidelines

Post-Secondary Education Outcome:

Upon completion of high school, student will obtain…. [what degree?]

- ***Only appropriate when student is obtaining an associate's degree or higher***
- If student **is not** obtaining an associate's degree or higher, this does not need to be addressed as the IEP t**eam has determined that Postsecondary Education is being met by Postsecondary Training.**

Post-Secondary Training Outcome:

Upon completion of high school, student will obtain…. [what type of training?]

- Think on-the-job training, military training, trade school, vocational training/skills training, certification, licensures, etc.

Post-Secondary Goal Guidelines

Post-Secondary Employment Outcome:

After Graduating high school, student will obtain…. [what type of employment in what career/career field?]

- **Employment** - Students who can go the typical route to gain competitive employment
- **Supported** - Students who may require some support on the job (i.e. a job coach)
- **Customized** - For students who need the most significant supports

What is the difference between customized and supported employment?

Turn to a colleague and discuss

Supported Employment

Supported employment emphasizes placing individuals in competitive jobs within integrated settings while offering ongoing support to help them meet their needs.

The goal is to achieve and maintain competitive employment in an integrated workplace.

Customized Employment

Customized employment emphasizes creating a unique employment relationship between the individual and the employer by tailoring job duties, responsibilities, and other job elements to address the specific needs and strengths of the individual.

The goal is to achieve and maintain competitive employment in an integrated workplace.

Post-Secondary Goal Guidelines

Post-Secondary Independent Living Skills Outcome:
Upon completion of high school, student will.... [what independent living skill?]

Independent Living Skills May Include

- Personal hygiene
- Health care
- Fitness
- Food preparation and nutrition
- Home management and safety
- Dressing and clothing care
- Financial management and wellness

- Self-esteem
- Self-advocacy
- Self-determination
- Community living
- Housing options
- Public safety
- Leisure and recreation
- Transportation.

Example Post-Secondary Goal: Education and Training

Adapted from NTACT

After graduating high school, Lilly will attend an adult continuing education program for individuals with intensive support needs to maintain and improve communication and self-care skills.

Example Post-Secondary Goal: Employment

Adapted from NTACT

After graduating high school, given support from a job coach, Lilly will obtain a part-time competitive integrated employment position in a setting she enjoys (e.g., in a coffee shop, restaurant, or public music venue).

Example Post-Secondary Goal: Independent Living

Adapted from NTACT

After graduating high school, Lilly will use a system of communication so that she can effectively communicate her wants and needs.

After graduation from high school, Lilly will access disability supports to assist with costs of her medical, therapy, educational, and employment needs.

A Note on Post-Secondary Goals

Question: If the post-secondary goals are stated as measurable outcomes that will occur after students have left the LEA (local district), are there liability issues for the LEA when students don't meet those stated outcomes after school?

A Note on Post-Secondary Goals

Answer:

- IDEA 2004 does not require LEAs to be held accountable for achieving post-secondary goals.
- Measurable post-secondary goals are legally required components of transition planning.
- There are numerous mediating factors that can positively or negatively impact an adult's acquisition of goals, for which a school cannot be held accountable.
- Schools ARE responsible for providing the educational programs and services outlined in the IEP.
- Schools are **NOT** responsible if the young adult does not attain the post-secondary goal.

WRITING ANNUAL GOALS

Annual Transition Goals: Defined

Adapted from ISBE

- The IEP annual goal reflects the next logical step for student growth, based on the current level of performance.
- The goal has considered the student's past performance level and intellectual abilities.
- The selected measure accurately reflects the educational objectives.
- Focuses on the acquisition of a meaningful skill
- The goal could be replicated in another setting; it is transferable.
- The benchmarks and objectives are directly related to the overall goal.

Annual Transition Goals

There are two options for how to write the (3) annual transition goals:

- **Overlapping goals:** An academic goal **can** be a transition goal, **IF** it is relevant to the student's post-secondary goal in the transition plan
  - They promote collaboration among staff. They help ensure consistency across environments. They make instruction more realistic and meaningful.

- **Standalone goals:** At times, transition goals will standalone, separate from the student's other academic or functional goals
  - This is usually for any goals that cannot be effectively addressed in academic classes. They are especially crucial where IEP goals often need to concentrate on life skills, vocational readiness, or communication, rather than traditional academics.

SMART IEP Goals

Adapted from ISBE

Specific	Measurable	Achievable	Realistic / Relevant	Time limited
• What do you want to accomplish?	• How will you know when you have accomplished your goals?	• How can the goals be accomplished?	• Are the goals worth the hard work to achieve?	• When will the goals be accomplished?

Annual Goal Formula

Timeframe	Specify time frame for the targeted goal.
Strategies	What supports (accommodations) will you put in place to help the student reach their goal?
Learner	Student's name!
Behavior	What will the student do?
Criteria	How are you measuring student mastery of the goal?
Condition	What tool are you using to measure student progress?

Annual Goal Formula

Timeframe

Strategies

Learner

By the end of the IEP year, using a picture-based task list, Mariah will independently complete three-step work tasks, at least 4 of 5 days out of the week at her community worksite, as measured by teacher data collection.
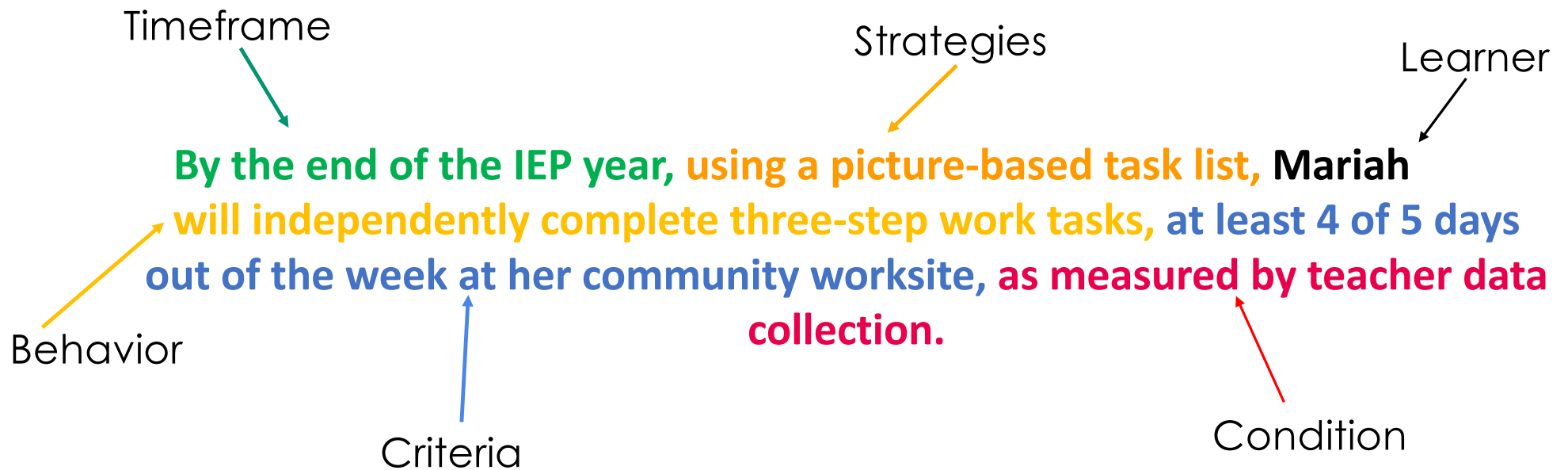
Behavior

Criteria

Condition

Timeframe	**Specify time frame for the targeted goal.**
Strategies	What supports (accommodations) will you put in place to help the student reach their goal?
Learner	Student's name!
Behavior	What will the student do?
Criteria	How are you measuring student mastery of the goal?
Condition	What tool are you using to measure student progress?

Timeframe

- **By the end of the IEP year,**
- **By the end of the IEP benchmark,**

Timeframe	Specify time frame for the targeted goal.
Strategies	**What supports (accommodations) will you put in place to help the student reach their goal?**
Learner	Student's name!
Behavior	What will the student do?
Criteria	How are you measuring student mastery of the goal?
Condition	What tool are you using to measure student progress?

Strategies

How is this student being supported to meet this goal?

- With the use of a graphic organizer
- With the use of verbal prompts
- With the use of a calculator
- With the use of teacher guided notes
- With the use of AAC device
- Given a picture schedule

Timeframe	Specify time frame for the targeted goal.
Strategies	What supports (accommodations) will you put in place to help the student reach their goal?
Learner	**Student's name!**
Behavior	What will the student do?
Criteria	How are you measuring student mastery of the goal?
Condition	What tool are you using to measure student progress?

Learner

The name of the student you're writing this *Individualized* Education Plan for

- Not learner, student, scholar , etc.

Timeframe	Specify time frame for the targeted goal.
Strategies	What supports (accommodations) will you put in place to help the student reach their goal?
Learner	Student's name!
Behavior	**What will the student do?**
Criteria	How are you measuring student mastery of the goal?
Condition	What tool are you using to measure student progress?

Behavior

What is the task you are measuring?

- Follow a two-step procedure
- Identify materials needed to complete an assigned work task
- Research careers within a specific cluster
- Complete a 5-step task

Keep in mind how the goal will be progress monitored. The behavior itself needs to be measurable.

Timeframe	Specify time frame for the targeted goal.
Strategies	What supports (accommodations) will you put in place to help the student reach their goal?
Learner	Student's name!
Behavior	What will the student do?
Criteria	How are you measuring student mastery of the goal?
Condition	What tool are you using to measure student progress?

Criteria

What is considered mastery of the identified goal?

- With __% accuracy.

- In __ out of __ trials

- 4 out of 5 days at their worksite.

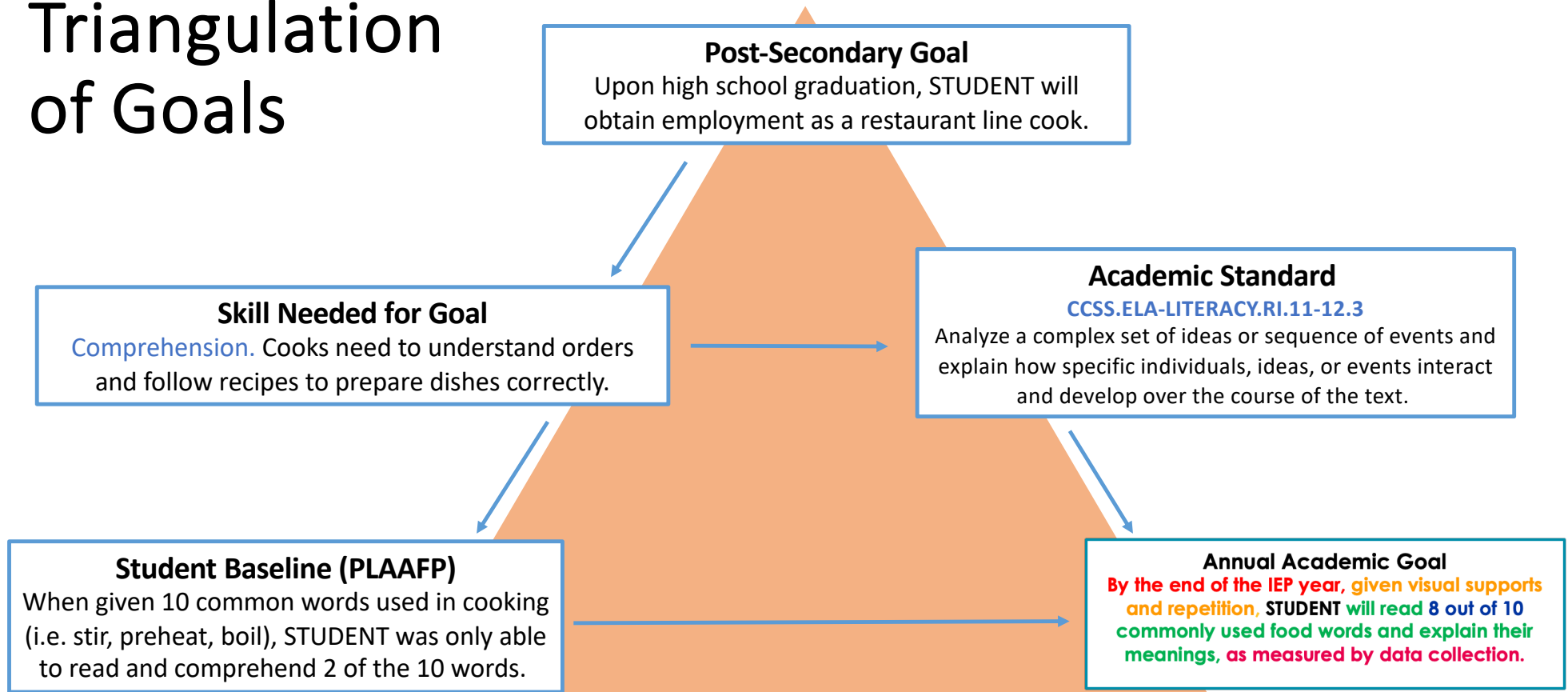|	
Timeframe	Specify time frame for the targeted goal.
Strategies	What supports (accommodations) will you put in place to help the student reach their goal?
Learner	Student's name!
Behavior	What will the student do?
Criteria	How are you measuring student mastery of the goal?
Condition	What tool are you using to measure student progress?

Condition

What tool are you using to measure student progress?

As measured by …

- Observation log
- Teacher-created rubric
- Portfolio collection
- Weekly checklist
- Data Collection

Triangulation of Goals

Post-Secondary Goal
Upon high school graduation, STUDENT will obtain employment as a restaurant line cook.

Skill Needed for Goal
Comprehension. Cooks need to understand orders and follow recipes to prepare dishes correctly.

Academic Standard
CCSS.ELA-LITERACY.RI.11-12.3
Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Student Baseline (PLAAFP)
When given 10 common words used in cooking (i.e. stir, preheat, boil), STUDENT was only able to read and comprehend 2 of the 10 words.

Annual Academic Goal
By the end of the IEP year, given visual supports and repetition, STUDENT will read 8 out of 10 commonly used food words and explain their meanings, as measured by data collection.

Annual Goal Example: Employment

Timeframe
Strategies
Learner
Behavior
Criteria
Condition

By the completion of the IEP year, given a cell phone with pertinent telephone numbers programmed and weekly practice in school and community settings, Lissette will successfully call or text her boss to communicate important messages in 5 out of 5 role-play scenarios in school and community settings, as measured by a teacher-created rubric.

Annual Goal Example: Education/Training

Timeframe
Strategies
Learner
Behavior
Criteria
Condition

Given small group instruction on hand washing in Food Safety class, a task analysis, and self-monitoring sheet, Lissette will demonstrate how to appropriately wash her hands with 100% accuracy (completing all steps) in 5 out of 5 trials by the completion of the current school year, measured by portfolio collection.

Annual Goal Example: Independent Living

Timeframe
Strategies
Learner
Behavior
Criteria
Condition

Given the public bus schedule (adapted with pictures), Lissette will select the correct time and bus stop for 5 scenarios of activities presented to her with 95% or better accuracy by the completion of the current school year, measured by teacher observation log.

WRAPPING THINGS UP

Key Takeaways

- Developing a transition plan always begins with meaningful and age-appropriate transition assessments.

- Both post-secondary and annual transition goals are developed in the areas of employment, education/training, and independent living.

- Post-secondary goals outline the student's desired outcomes for what will occur after leaving high school. Focus on the outcome rather than the process of getting there.

- Measurable annual IEP goals should:
  - Reasonably enable students to meet post-secondary goals.
  - Intentionally align with the coordinated post-secondary goal.
  - Be based on the student's present levels of performance and ability.

Questions or Insights

Resources

- State Performance Plan Indicator Support Guide
    - https://www.isbe.net/Documents/SPP-Indicator-Support-Guide.pdf

- Indicator 13 ISBE Scoring Rubric for Indicator 13
    - https://www.isbe.net/Documents/37-40-spp-ind13-scoring-rubric.pdf

- Indicator 13 checklist
    - https://www.isbe.net/Documents/37-41-spp-ind-13-checklist.pdf

- ISBE SSP Indicator 13: Summary
    - https://www.isbe.net/Documents/indicator13-summary.pdf#search=smart%20goals%20iep

- Indicator 13 IEP Case Studies
    - https://transitionta.org/i13-iep-case-studies/?h=case%20studies

- The importance of Smart Goals
    - https://www.isbe.net/Documents/Importance-SMART-Goals.pdf

- National Technical Assistance Center on Transition
    - https://transitionta.org/

Transportation Solutions:
Strategies for Getting to Work-Based Learning Sites

The School-to-Work Transition Guide
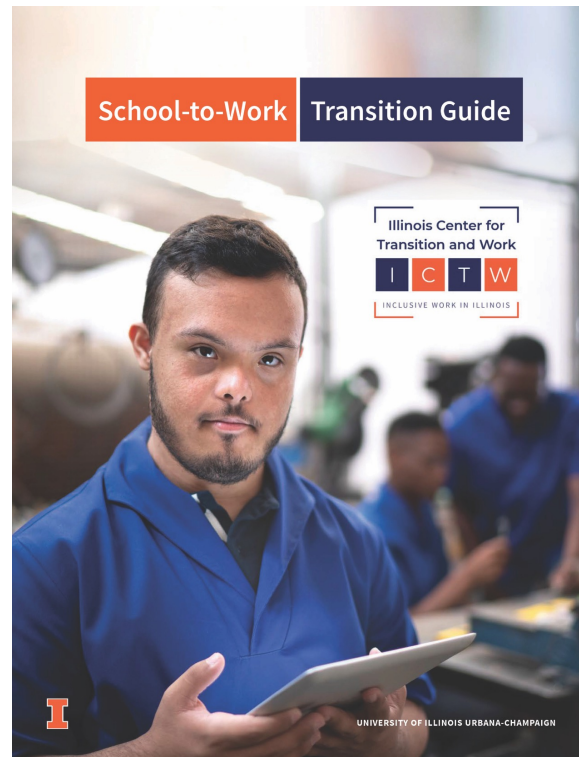
Connect with ICTW!

Scan to find:
- Social media
- Website
- Resources

and more!

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