

Secondary Transition

Special Education Division | Special Education Program Monitoring

Ten Minnesota Commitments to Equity

1. Prioritize equity.
2. Start from within.
3. **Measure what matters.**
4. Go local.
5. Follow the money.
6. Start early.
7. Monitor implementation of standards.
8. Value people.
9. **Improve conditions for learning.**
10. **Give students options.**



Individuals with Disabilities Education Act (IDEA)

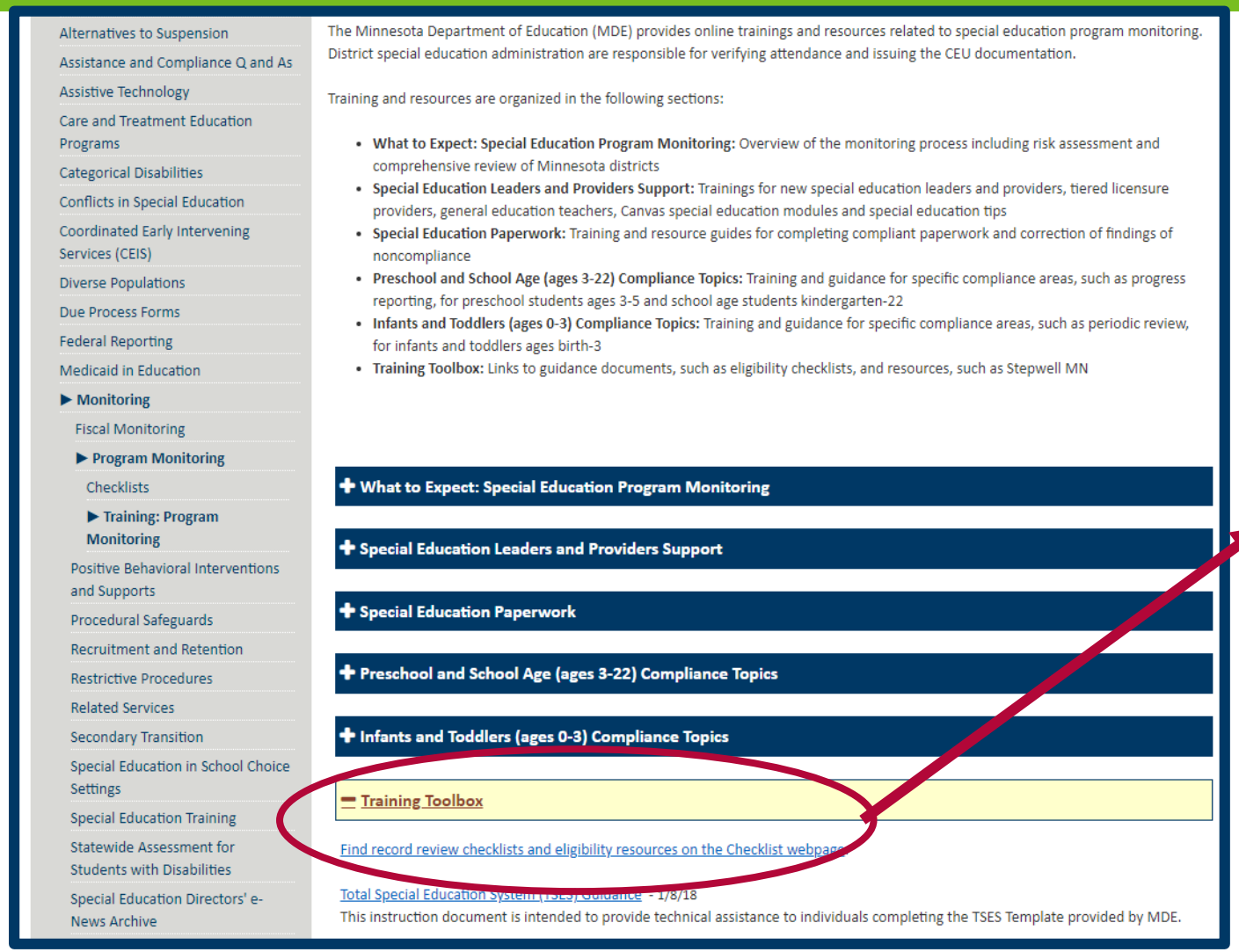
- All students with disabilities receive free and appropriate public education (FAPE)
- Provide special education and related services **designed to meet** students' **unique needs** and **prepare** them for:



Indicator 13 Requirements

1. Postsecondary goals in training/education, employment and independent living (where appropriate)
2. Postsecondary goals, updated annually
3. Postsecondary goals based on age appropriate assessments
4. Transition services
5. Courses of study
6. Annual individualized education program (IEP) goals related to transition
7. Student invited to IEP meeting
8. If appropriate, agency representative(s) invited to IEP meeting with prior consent

Indicator 13 Resources



- Alternatives to Suspension
- Assistance and Compliance Q and As
- Assistive Technology
- Care and Treatment Education Programs
- Categorical Disabilities
- Conflicts in Special Education
- Coordinated Early Intervening Services (CEIS)
- Diverse Populations
- Due Process Forms
- Federal Reporting
- Medicaid in Education
- ▶ **Monitoring**
  - Fiscal Monitoring
  - ▶ **Program Monitoring**
    - Checklists
    - ▶ **Training: Program Monitoring**
  - Positive Behavioral Interventions and Supports
  - Procedural Safeguards
  - Recruitment and Retention
  - Restrictive Procedures
  - Related Services
  - Secondary Transition
  - Special Education in School Choice Settings
  - Special Education Training
  - Statewide Assessment for Students with Disabilities
  - Special Education Directors' e-News Archive

The Minnesota Department of Education (MDE) provides online trainings and resources related to special education program monitoring. District special education administration are responsible for verifying attendance and issuing the CEU documentation.

Training and resources are organized in the following sections:

- **What to Expect: Special Education Program Monitoring:** Overview of the monitoring process including risk assessment and comprehensive review of Minnesota districts
- **Special Education Leaders and Providers Support:** Trainings for new special education leaders and providers, tiered licensure providers, general education teachers, Canvas special education modules and special education tips
- **Special Education Paperwork:** Training and resource guides for completing compliant paperwork and correction of findings of noncompliance
- **Preschool and School Age (ages 3-22) Compliance Topics:** Training and guidance for specific compliance areas, such as progress reporting, for preschool students ages 3-5 and school age students kindergarten-22
- **Infants and Toddlers (ages 0-3) Compliance Topics:** Training and guidance for specific compliance areas, such as periodic review, for infants and toddlers ages birth-3
- **Training Toolbox:** Links to guidance documents, such as eligibility checklists, and resources, such as Stepwell MN

✚ **What to Expect: Special Education Program Monitoring**

✚ **Special Education Leaders and Providers Support**

✚ **Special Education Paperwork**

✚ **Preschool and School Age (ages 3-22) Compliance Topics**

✚ **Infants and Toddlers (ages 0-3) Compliance Topics**

Training Toolbox

Find record review checklists and eligibility resources on the Checklist webpage.

Total Special Education System (TSES) Guidance - 1/8/18

This instruction document is intended to provide technical assistance to individuals completing the TSES Template provided by MDE.

DEPARTMENT OF EDUCATION

Indicator Data Collection (IDC): Record Review Resource

Indicator B-13: Secondary Transition

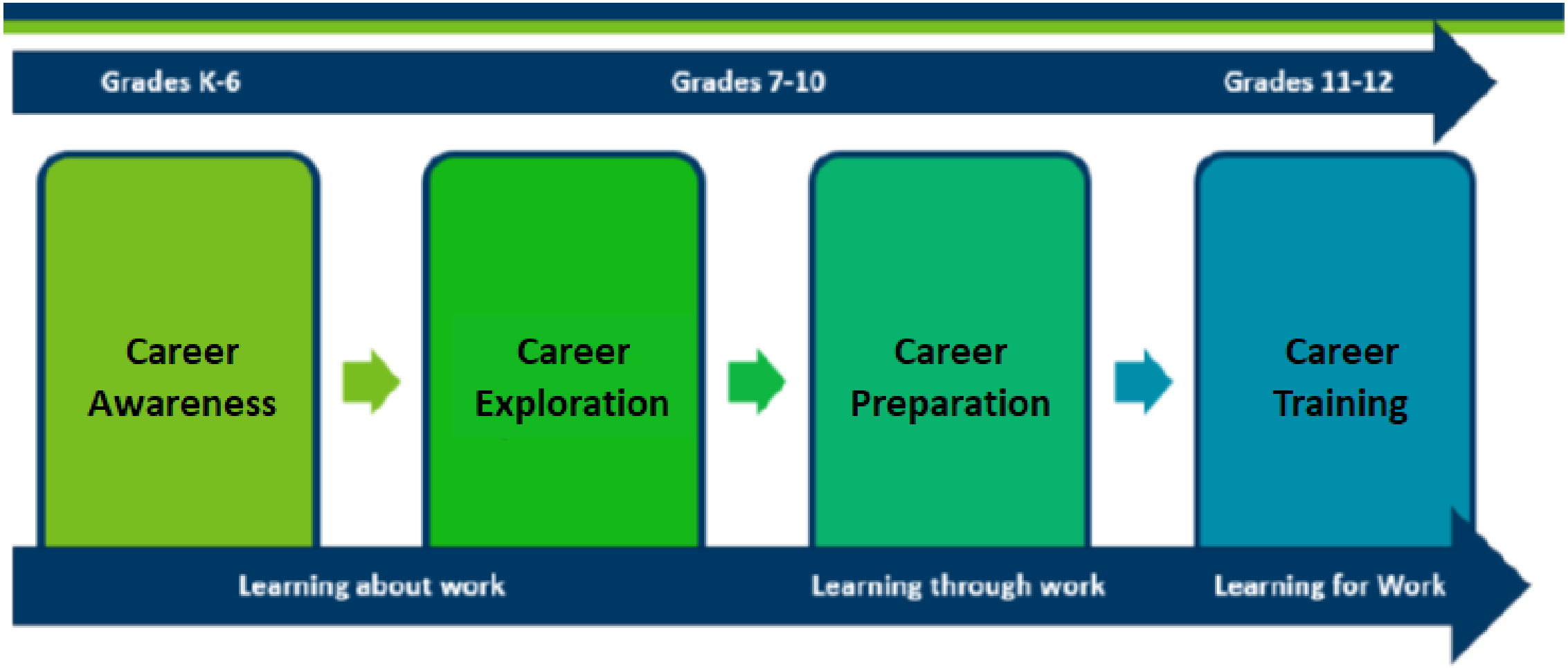
Indicator B-13 measures the percent of students with Individualized Education Programs (IEP) that include appropriate measurable postsecondary goals that are annually updated and based upon age appropriate transition assessments; transition services, including courses of study, that will reasonably enable the student to meet postsecondary goals; and annual IEP goals related to the student's transition 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.

Data for this indicator are taken from the review of Part B records of students in grade 10 and above. During the record review, the most current Evaluation Report (ER), IEP and corresponding due process documentation are reviewed to determine that legal standards are met.

Instructions: Complete the form using the selected student's records.

Indicator B-13 Record Review Questions:

Start Planning Early



Transition Requirements



Who?

Transition Age Student Invited



What?

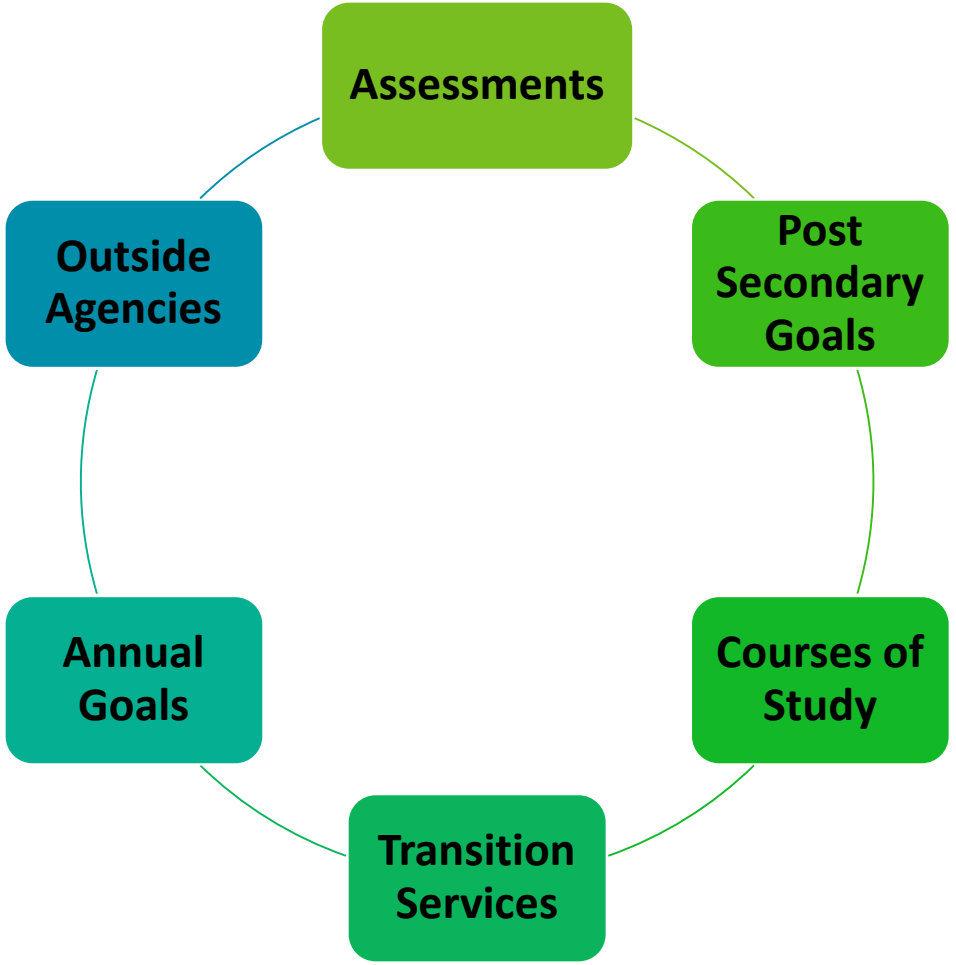
Evaluation



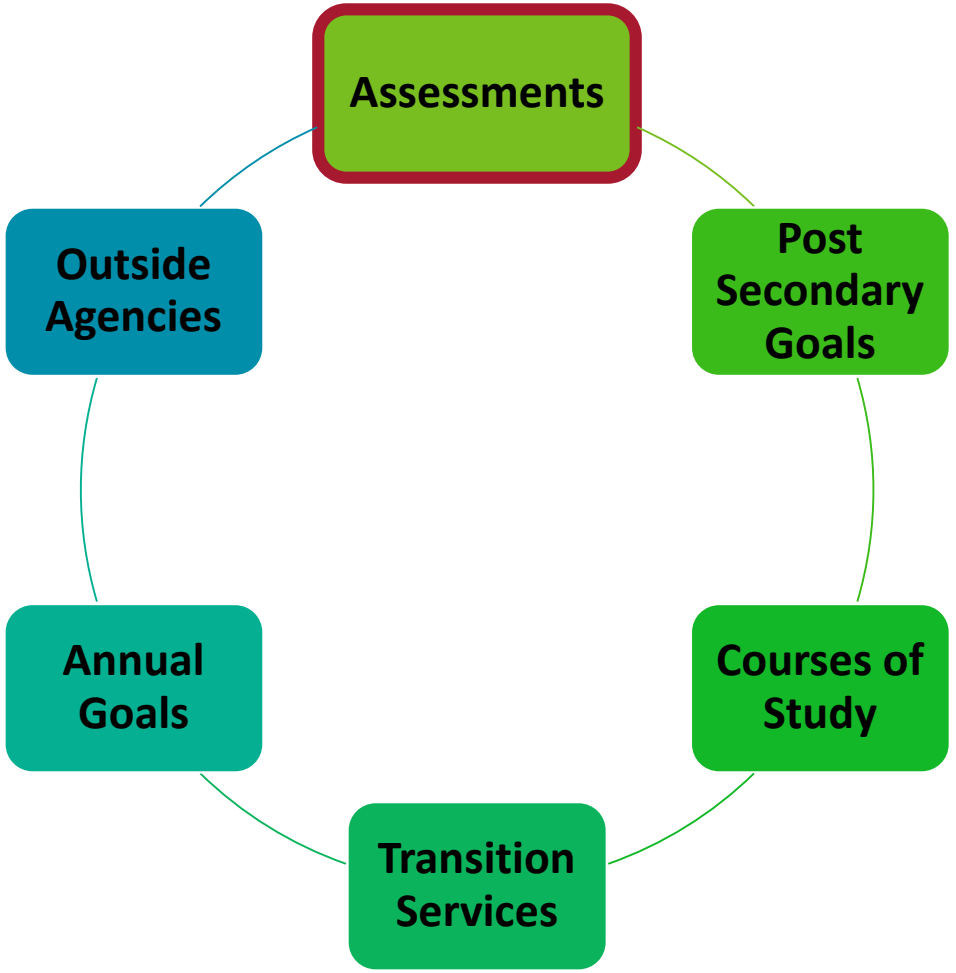
When?

During Grade 9

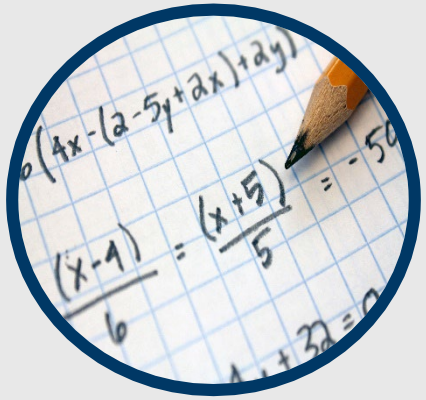
Six Components in Secondary Transition Planning



Assessments



Conduct Age Appropriate Transition Assessments



Strengths



Preferences



Interests



Needs

Assessment Resources

Assessments can be formal or informal:

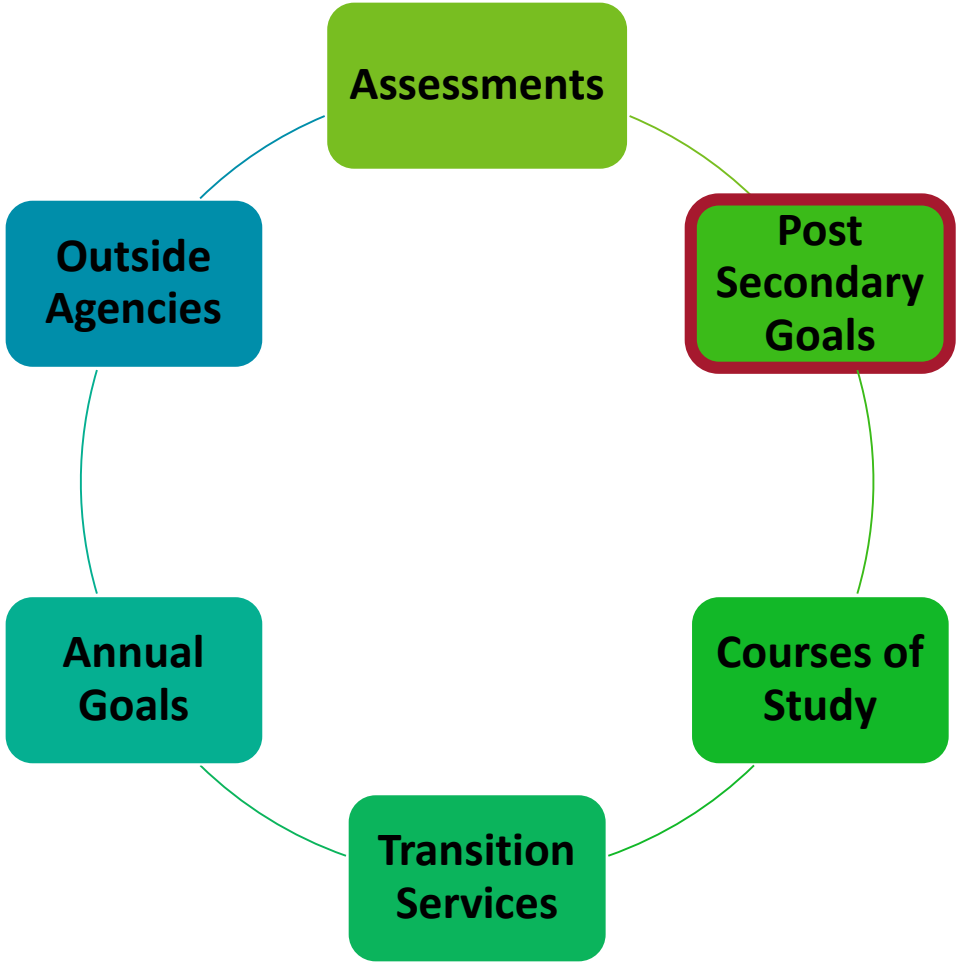
- Must have at least two age-appropriate transition assessments
- Additional assessments may be needed to gather data for secondary transition programming
- Revisit assessments each year

Options:

Resources found at Training: Program Monitoring



Postsecondary Goals



Write Measurable Postsecondary Goals



Education + **Employment** + **Independent Living**

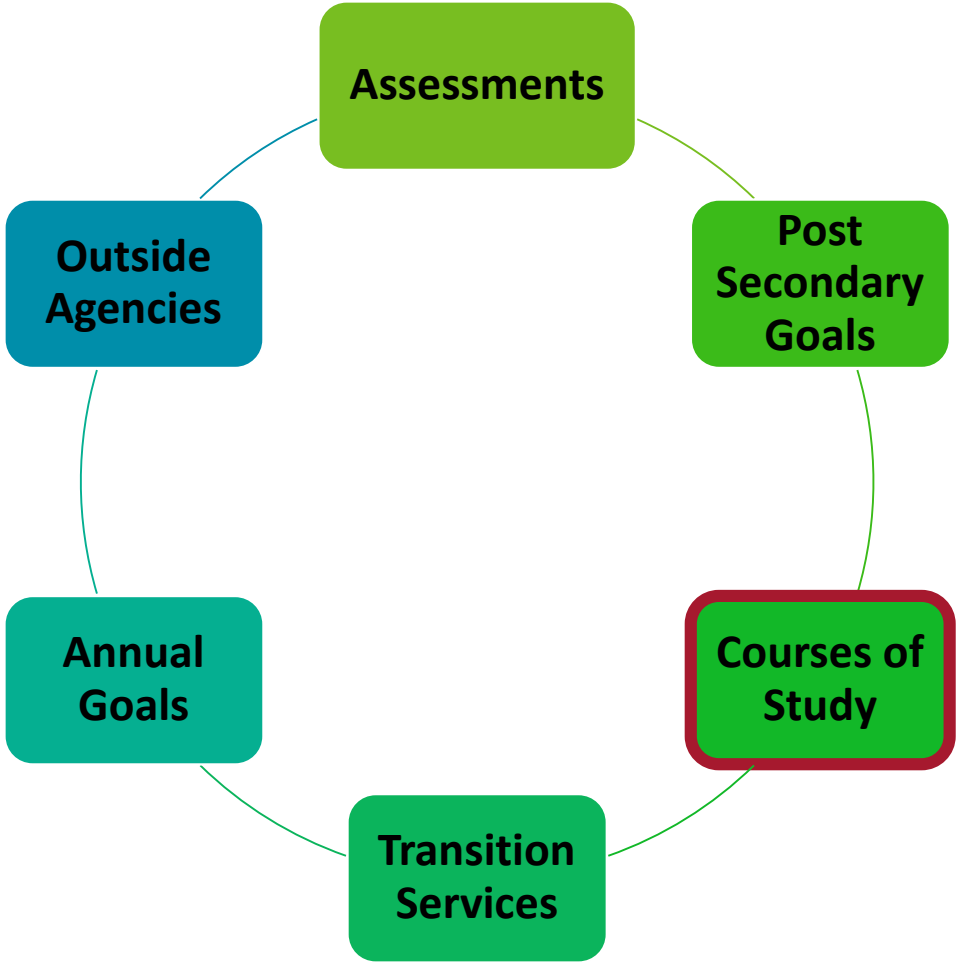
Samples of **Noncompliant** Postsecondary Goals

- Colton hopes to work in auto mechanics or construction.
- Juanita wants to learn by taking classes.
- Monica dreams of being a hip-hop artist and selling her own merchandise.
- Fatima thinks about working on grooming skills.

Samples of **Compliant** Postsecondary Goals

- Upon completion of high school, Colton will attend Hennepin Technical Center (HTC) to pursue a career field of construction trades.
- After graduation, Juanita will enroll at HTC and participate in the Bio-Medical Certificate Program with support from the Disability Service Center.
- After high school, Monica will work part-time, 20 hours a week, in an occupation that focuses on retail sales.
- Upon graduation from high school, Fatima will participate in on-the-job training to become a dog groomer at Pet Smart.

Courses of Study



Develop Courses of Study

Specific classes aligned to postsecondary goals



For the current and following academic year



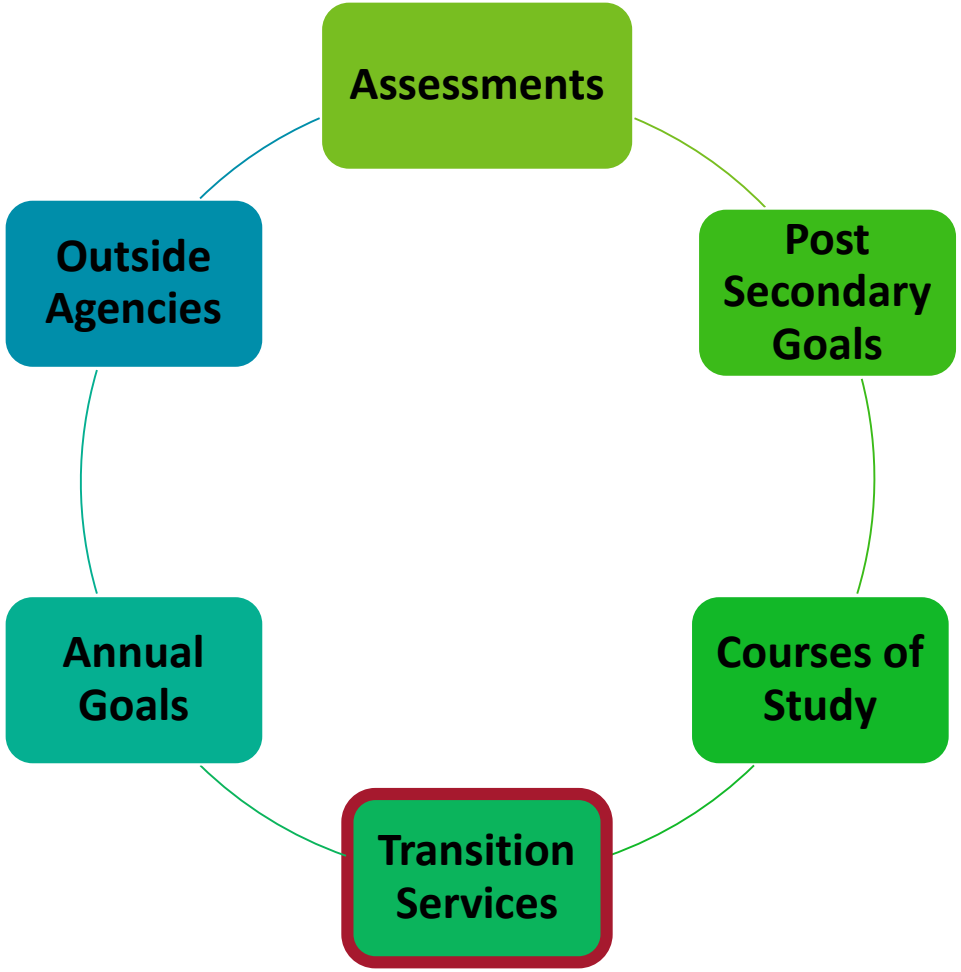
Sample of **Noncompliant** Courses of Study

During Colton's 10th grade year he will take the following classes: Geometry, American History, Business Accounting, Outdoor Experience, Choir, English 10 and Biology.

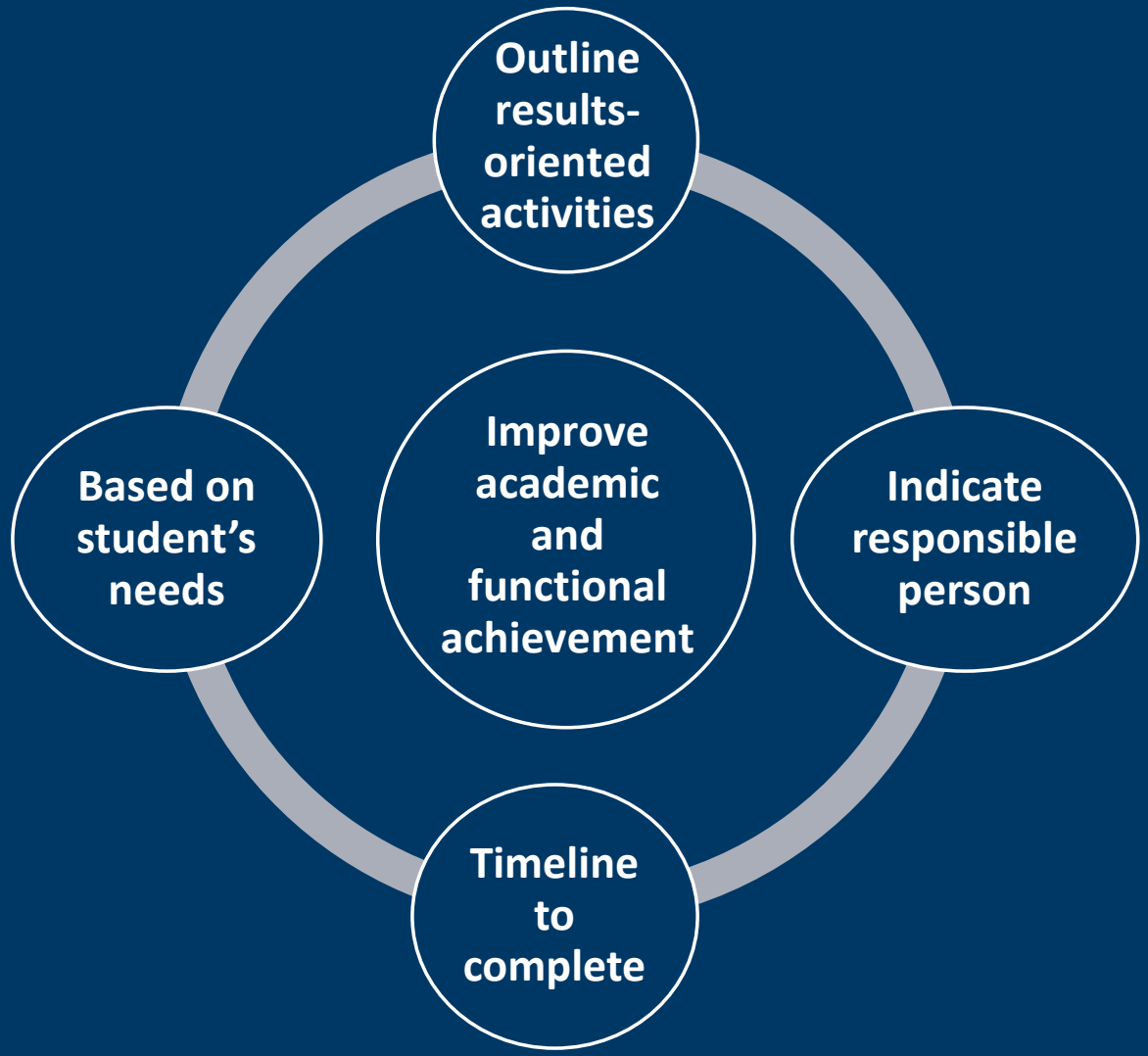
Sample of **Compliant** Courses of Study

School Year	Grade Level	Courses
2023-24	9	Foundations of United States Government, Physical Science 9, Geometry, English 9, Reading Essentials, Introduction to Computer Aided Drafting.
2024-25	10	United States History, Chemistry I, Algebra 1, English 10, Physical Education, Wood Technology I.
2025-26	11	English Language and Composition, Algebra II, Biology I, Global Studies, Carpentry Introduction, Engineering Design and Principals.
2026-27	12	Business English, Math 1200, Physics, Economics, Engineering/Computer-Integrated Manufacturing, Construction Internship

Transition Services



Identify Transition Services: School to Post-School



Transition Services

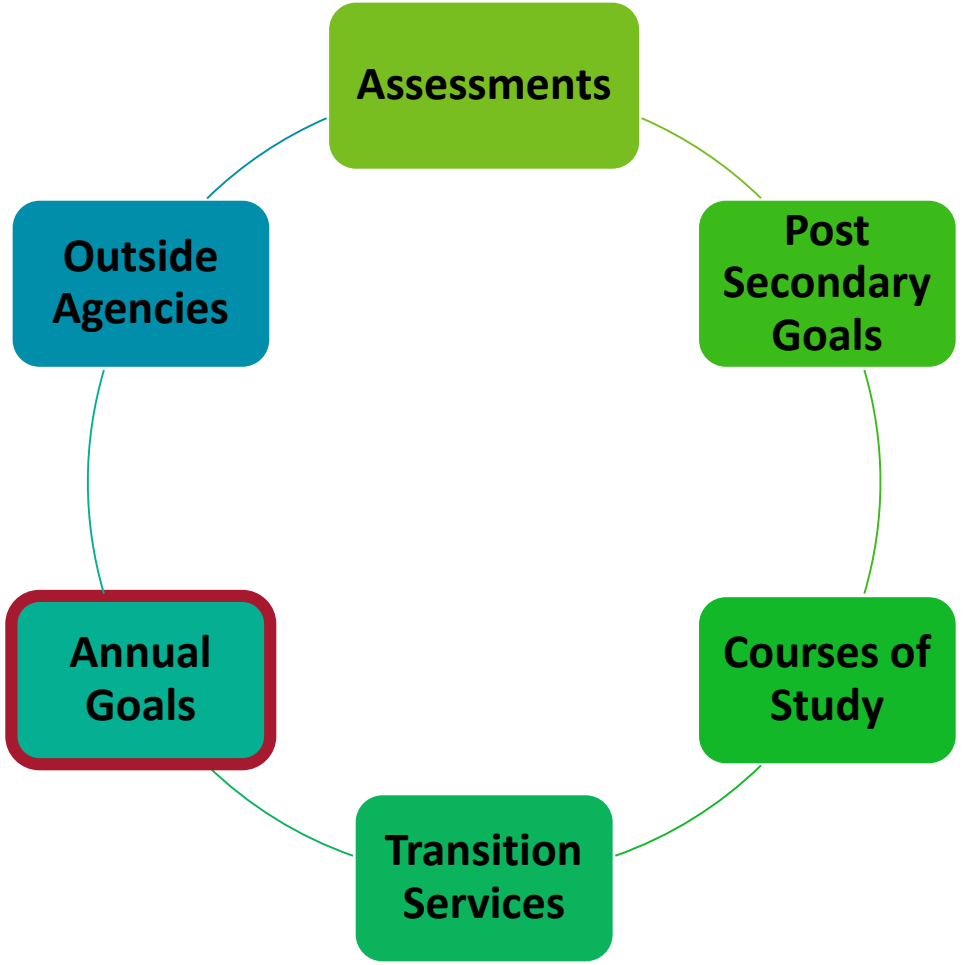
Transition services are based on the individual student's needs, taking into account the student's strengths, preferences and interests and may include:

- Specially designed instruction
- Related services
- Community experiences
- Development of employment and other post school adult-living objectives and, if appropriate, acquisition of daily living skills and a functional vocational evaluation

Sample of **Compliant** Transition Services

Transition Service	Provider
Instruction: Monica will participate in a careers class focused on job training in retail sales	Career and technical education teacher
Community Experience: Monica will complete the referral paperwork for Vocational Rehabilitation services.	Rehabilitation services
Employment: Monica will job shadow at 3 different retail settings	Work experience teacher
Daily Living: Monica will participate in bus travel training	Transition skills teacher

Annual Goals



Write Annual Instructional Goals

Yearly “steps” to achieve postsecondary goals



Updated yearly

At least two objectives for each annual goal

Sample IEP Annual Goal

By May 20XX, Colton will increase identified careers of interest from indicating no career interests to listing at least two careers of interest as measured by the MN Career Interest Survey.



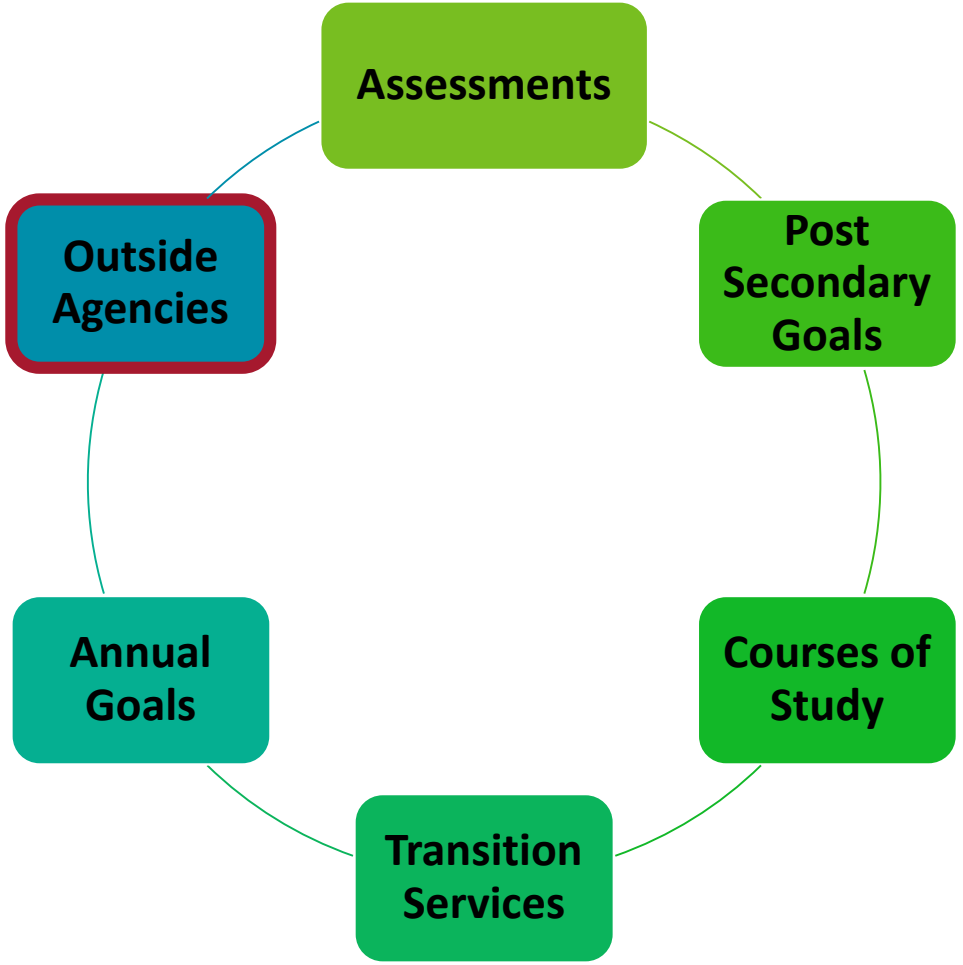
Sample IEP **Objective**

Objectives include:

- Observable student behavior
- Measurable indicators
- Method and procedures to measure progress
- Frequency of progress review

After researching CAREERwise and selecting three career fields of interest, Colton will create a presentation using graphic organizers that includes information on qualifications, salary and skill requirements on two of three career possibilities within the field of construction, as measured by his presentation to the IEP team in May 20XX.

Outside Agencies



Career Planning in High School

Career Awareness (Grade 9)

- Workplace tours
- Job shadowing
- Guest speakers
- Informational interviews

Career Exploration (Grade 10)

- Informational interviews
- Research occupations
- Career and job fairs
- Labor market information






Career Planning in High School (continued)

Career Preparation & Training (Grades 11-12)

- Work-based learning experience
- Internship
- Apprenticeship
- Entrepreneurship



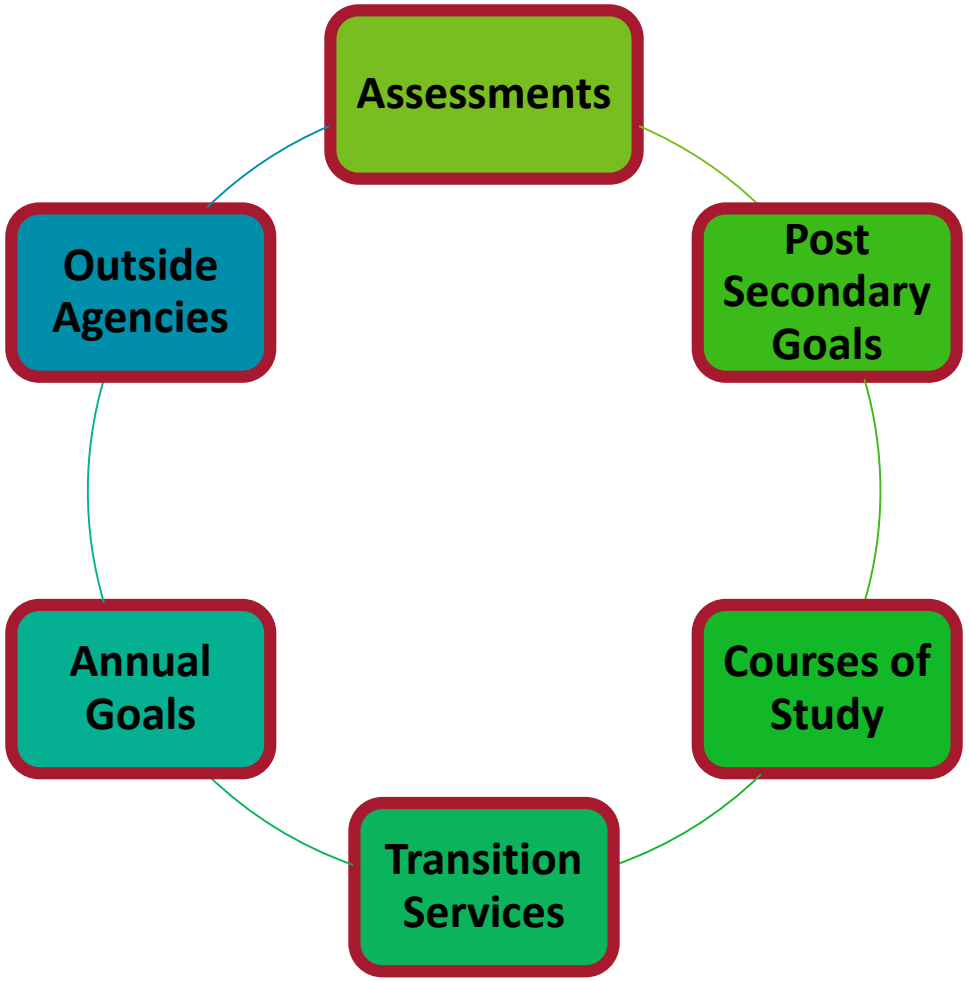
Coordinate Services with Adult Agencies

Prior to Graduation

- Discover career strengths and goals
- Exposure to the world of work
- Develop employability skills
- Connect to outside agencies
- Engage in competitive integrated employment



In Conclusion…



Thank you

Special Education Division

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