FAQs from 2019 Transition IEP Regional Trainings

Employability Standards

Q. *Will the employability standards be available in IIEP?*

A. The Indiana Department of Education has not yet made a final decision. If they do decide to go forward, the Indiana IEP Resource Center will meet with PCG to discuss formatting the standards for IIEP and to determine the potential release dates for the change.

Transition Assessments

Q. *Do we leave in previous transition assessments and summaries—year to year?*

A. That is a district decision. Indicator 13 indicates that an annual assessment should be given for employment, education/training, and if needed, independent living. Question 3 on Indicator 13 states, "Is there evidence that the measurable postsecondary goals were based upon an age-appropriate transition assessment?" At minimum, there must be documentation of age-appropriate, annual assessments that inform the postsecondary goals. Remember, if an independent living goal is determined not to be necessary, the name of the assessment, the date it was given, and the summary of findings must be documented in the cite evidence box. If you need to find information from a previous assessment, it is included in the document library of a student record within the IIEP system.

Q. *Regarding giving information in the transition assessment – shouldn't the narrative always include what the student is doing? Not just giving info?*

A. The narrative should include the strengths, preferences, interests, and needs of the student in the areas of employment, education and training, and independent living (if needed). Quality IEPs include lots of information about students. The most important consideration is that the information gathered through assessment is useful for transition planning.

Finding Time

Q. *How do you find time to complete transition assessments for students who you don't often see on your caseload?*

A. Although we cannot give direction and guidance for time management or workloads for teachers, we suggest looking at Authentic Assessments to capture what is already happening in the school building/during the school day to assist with information for

students who are involved in general education. Visit our Transition Assessment Matrix at https://instrc.indiana.edu/transition-resources/transition-matrix.html. Many schools are also using emails and Google Docs or forms to collect assessment information from students they don't see often.

State Testing Requirements

Q. *Please review state testing requirements for this year's freshmen. Will they participate in all three tests (Biology, Language Arts, and Math)?*

A. State testing is not part of our realm of expertise for Indicator 13. Please refer to https://www.doe.in.gov/assessment/high-school-assessment, from the IDOE's Office of Assessment.

Transition Portfolios

Q. *Is the Transition Portfolio a state mandate for ALL students or only for all students with IEPs?*

A. All students with IEPs, who receive special services, and who will graduate in the class of 2023 and beyond, must have a Transition Portfolio.

Q. *Is the portfolio tool on the Unique curriculum an option for students receiving a Certificate of Completion?*

A. IDOE has approved the portfolio tools. The current approved platforms are as follows:

- Indiana Career Explorer
- Indiana Career Information System
- Naviance
- Xello

Find more information at https://www.doe.in.gov/wf-stem/college-and-career-navigation for the specific platforms. The site also includes information for those districts/schools corporations/cooperatives interested in applying for an alternative college and career planning system.

Pre-Employment Transition Services (Pre-ETS)

Q. *How can I incorporate Pre-ETS services into the IEP?*

A. We suggest including it as a service and activity. "Pre-ETS," would not be the description, but in the narrative. We have in-depth descriptions in our resource, the **"Transition IEP Rubric,"** located at the following link on our website:

https://instrc.indiana.edu/pdf/resources/TIEPRubric2018-19.pdf. Description: Practice work skills. Narrative: With support from her Pre-Employment Transition Services (Pre-ETS) job coach, Kayla will practice the work ethic, responsibility, and social skills she learned in her career orientation class, during her work experiences in the community.

Remember, if you share an intention to use Pre-ETS services, then you must invite a representative. If they cannot make it, they should provide some helpful materials to discuss in their absence.

Example of a Good Annual Goal

Q. *What is a good goal for staying on task/work completion?*

A. Although goals should be individualized and connected to the student's postsecondary goal statements, we can give you some starting pointers to writing a good goal statement. First, your goal statements need to address one skill at a time. "On task" and "work completion" are two separate skill areas. Our other suggestion is to use this format for goal writing:

Given [conditions, accommodations, SDI], [student name] will [do what], [to what extent] & [over what period of time] or [by when] as evaluated by _____.

Paths to Graduation

Q. *Will there be more information forthcoming on diploma options, graduation pathways, the Certificate of Completion, and the use of Transition Portfolios?*

A. Yes. The following links will give you that information: Graduations Pathways, Certificate of Completion and Transition Portfolios.

Progress Monitoring on Transition Activities

Q. *Should there be a statement in progress monitoring about progress on the transition activity (from provisions?)*

A. This is a district decision. Indicator 13 does not check and/or monitor previous services and activities from year to year.

Indicator 13 Transition Monitoring Cycle

Q. *What does the Indicator 13 Transition Monitoring Cycle look like? When do I receive free training/technical assistance versus when I have to pay a fee for service?*

A. The chart on the following page explains the Transition Monitoring Cycle.

YEAR 1: Self Monitoring	Year 2: Proactive Monitoring	Year 3: Federal Monitoring
Fee for service	*FREE Technical Assistance for the Year*	*Fee for service*
IDOE provides free assistance in every year of the monitoring cycle		
Develop and use a self-monitoring system	**December-January** STNs requested & randomized; consensus building	**May** Consensus building
Google Form Access: https://docs.google.com/forms/d/11uF4j2W_QB5llXtItHSlxhQi2e90WnIITyBvHYPI4hg/copy	**January-March** IEPs reviewed for compliance	**June-August** IEPs reviewed for compliance
Peer Review	**April** Proactive reports submitted to LEAs/districts	**September/October** Quick Fixes (if available only)
Internal IEP Review	**May-June of Following Year** *(13 months)* Free INSTRC technical assistance or coaching	**November-November of Following Year** *(12 months)* IDOE sends out Indicator 13 reports with RDA matrices IDOE tiered technical assistance
Indicator 13 checklist	*Continued assistance through the year*	**February** IDOE submits final state compliance data to the Office of Special Education Programs (OSEP)

Selection Process for Monitored IEPs

Q. *Can you clarify when you get to select which IEPs are monitored?*

A. The Indiana Department of Education performs a random sample to select IEPs from each district. The amount for each district is dependent upon enrollment numbers from the December 1 count each year. The fewest number to be monitored is three, and the maximum amount is 10 for any one district.

Notification on IEP Compliance Status and Quick Fixes

Q. *How do we receive notification that we are out of compliance or need to complete a quick fix?*

A. In the Federal monitoring phase, there is an opportunity for a "quick fix." If a quick fix is required, Judith Gross, the Director of the Center on Community Living and Careers, will send an email to the director of Special Education, who will contact the teacher to fix the minimal mistake. If there is not an opportunity for a quick fix, the Department of Education will send out all reports in November.

In the Proactive monitoring phase, there are no quick fixes. The reports will come from INSTRC via email. During that proactive period, following non-compliant reports, you may request free group training or individual coaching to review the challenges identified on the non-compliant IEPs.

Reports Without Quick Fixes

Q. *To clarify, if our district does not have any "quick fixes," we will not get a report?*

A. Your district WILL get a report. A district that is in the federal monitoring rotation will get a report even if there are no quick fixes. Each district will receive their Indicator 13 report in November with the Results Driven Accountability (RDA) report.

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