FAQs from the 2020

**Indiana Secondary Transition Resource Center**

Indiana Transition IEP Trainings

Note: In past years, these trainings, formerly referred to as “Regional Transition IEP Trainings,” were held in various locations around Indiana and were supplemented by a wrap-up webinar for those teachers and administrators who could not attend in person. Due to the COVID-19 pandemic, the Indiana Secondary Transition Resource Center (INSTRC) moved the trainings online in 2020 and divided them up by topic. We’ve listed links to the recorded webinars here:

* [Federal IEP Monitoring](https://youtu.be/GqRJM0N8va0)
* [Transition IEP Overview](https://youtu.be/XfJWte0YZ_0)
* [Annual Goals](https://youtu.be/MJjtl7mEnhk)
* [Indicator 14 and District IEP Self-Monitoring](https://youtu.be/pUNklzaOnzQ)

| Question | Answer |
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| Do we need to LOGIN at Padlet? | Padlet is available to anyone who has the [Padlet link for the Transition IEP Trainings](https://padlet.com/writz/9n351idx434c).  Please feel free to share it with staff and/or teachers in your building. |
| But once these trainings are over, how do I get to it? | The resources available on Padlet for the 2020 Transition IEP Trainings will be available until they are changed by the INSTRC team. Our plan is to make them available until the end of this school year (June 2021). |
| Can you please review what Rotations 1, 2 & 3 mean for Indicator 13? | Indiana is on a three-year rotation for Indicator 13. **Year One**is the Self-Monitoring year, when school corporations monitor their own IEPs for compliance. This can be completed through the [Indicator 13 checklist](https://www.doe.in.gov/sites/default/files/specialed/2020-21-transition-iep-indicator13-checklist.pdf) or the [Google Form](https://docs.google.com/forms/d/11uF4j2W_QB5llXtItHSIxhQi2e90WnIITyBvHYPI4hg/copy) (Indicator 13 Checklist is embedded). **Year Two** is when the **proactive pull** occurs. It is a mock pull of the federal pull in order to help school corporations identify areas of improvement. Comments and feedback are provided for insight and growth. School corporations are encouraged to use the free professional development and technical assistance offered to them during the year following the proactive period. **Year Three** is the **federal pull** year. Any non-compliance will require the school corporation to work with IDOE in order to make needed corrections to be released from its finding. |
| Where can we find our district/corporation rotation year? | IDOE has the [rotation list](https://docs.google.com/spreadsheets/d/1HOm-x57CKVCfNWky896tw_E1sbbBctAcXZctr_3RCZU/edit#gid=1763387937) available on its website. |
| What is FEAT? | FEAT is an acronym for **Family Employment Awareness Training.** FEAT is a two-part training: **Part 1 - *Building the Dream of Employment*** and **Part 2 - *Identifying and Accessing Employment-Related Resources*.** FEAT trainers reach out to individuals with disabilities, their family members, and the professionals who serve them to increase expectations for competitive employment. FEAT, which is currently funded by AWS foundation, also helps to increase awareness and knowledge of available federal and state employment resources designed to increase and support the competitive employment of individuals with disabilities. More information is available on the [CCLC website](https://www.iidc.indiana.edu/cclc/training-and-events/family-employment-awareness-training.html). |
| Who determines which IEP to pull for federal monitoring? | IEPs selected for the federal pull data are determined through a randomization process. First, the DOE pulls a list of STNs for students who are transition age at the time of the December 1 count. This list is given to INSTRC.  Next, the INSTRC team sorts and totals the STNs by school corporation to determine how many IEPs will be monitored for each school corporation. Monitors are told how many STNs are to be monitored based on the total population of transition-aged youth within a school corporation. Three percent of the total, with a minimum of four and a maximum of 10, are monitored per school corporation.  Finally, a computer-assigned random number is paired with each STN, and the school corporation lists are sorted by that number. Then the correct number of STNs are selected for monitoring each corporation using that randomized order. |
| Do you exclude senior IEPs when you pull? | Students who have senior IEPs are not excluded from the proactive or the federal pulls. |
| We had a couple of move-in IEPs pulled this year for our proactive pull. I thought that only ACRs were reviewed. Is this accurate or are you pulling any IEP associated with the student’s STN (state testing number)? | Any student that is transition age is eligible for a monitoring pull (either federal or proactive). The most recent IEP is the one that is monitored. |
| Could a high school create a template of assessments for each year? | Transition assessments should be individualized for each student. A common assessment used for each grade level may provide information but would not be a quality way to assess an individual student’s strengths, preferences, interests, and needs related to employment, education and training, and independent living skills.  Common transition assessments used at each grade level may be able to be adapted to be individualized and purposeful for individual students. Describe information learned from adapted assessments in the summary of findings from age-appropriate transition assessments and list the adapted assessments in the appropriate area of the IEP.  As students age and identify more focused and specific postsecondary goals, the assessments should become more specific to those goals and related experiences the student may have had. Consider using authentic assessments to assess transition services and activities or other goal-related activities (e.g., taking an elective course related to their employment goal). |
| Can you explain what authentic assessments are and how they’re used? | An authentic transition assessment is simply an assessment that addresses an activity specific to the student. It is a great way to assess a student’s specific transition service/activity and help align the IEP to the student’s postsecondary goals. A teacher could create an authentic assessment asking the student questions about a career they researched, a community trip they participated in, a job they observed, etc. There are authentic assessments on the [INSTRC Transition Assessment Matrix](https://instrc.indiana.edu/transition-resources/transition-matrix.html). |
| Do you have any current resources for picture assessments for those intensive students? | The regional training from 2019 included information about transition assessments for students with high support needs. Information is [available at this link on the Padlet](https://padlet.com/writz/9n351idx434c). (Scroll over to the far right.)  This is the [“Assessing Students with High Support Needs Resource List”](https://instrc.indiana.edu/pdf/resources/hsn-resources-student-assessment.pdf) from the regional training. You’ll find it and other resources for students with high support needs on the INSTRC website, under the Resource Collections tab and the High Support Needs page.  [Project Success](https://projectsuccessindiana.com/) has many resources for students with high support needs including a link to [ConnectABILITY](https://connectability.ca/visuals-engine/) which enables users to create picture choice boards that can be used as transition assessments. |
| If there isn't an independent living goal, do you have to do an independent living transition assessment yearly? | If the case conference committee has determined a student has appropriate independent living skills based on an age-appropriate transition assessment, then the student would not have an independent living goal. Once that is determined, a review should occur annually but that will not necessarily mean a new, age-appropriate transition assessment will need to be given. Hint for compliance: Be sure to document the name of the assessment that you used to make that determination. |
| Regarding independent living: Does that information in the "box" also need to be in the summary or can it just be in the IL Cite Evidence box? | For independent living, best practice is to write the information gathered from the transition assessment and then summarize the discussion of the case conference committee during the meeting within the Cite Evidence box. However, if you copy and paste the information from the Summary of Findings into the Cite Evidence box and include the assessment information and the committee’s discussion, that is compliant. |
| I missed it... what does SPIN stand for? | SPIN stands for Strengths, Preferences, Interests, and Needs. |
| If in the middle of the meeting, “I want to be a football player” becomes “I want to work in a restaurant,” does there need to be a transition assessment given? | If the change happens during the meeting, just documenting in the summary of findings is appropriate. You could say, “During the meeting, the student indicated their preferences and interests had changed from X to Y.” |
| What if the student's goal is unrealistic for them? For example, wants to be a professional soccer player but doesn’t play soccer and doesn’t want to try out for a team. | The student’s postsecondary employment goal will state their desire to be a professional soccer player. Transition services and activities should center around researching whether this is a good fit for the student and what other things the student could do associated with working with or for a professional soccer team. In addition, including transition services and activities that assist the student in exploring their other preferences and interests will also help them have a greater understanding of what their employment goal will look like moving forward. |
| What if it is worded "Student will participate in career coaching such as through Pre-ETS and TOR activities"?  Do we still need to invite Pre-ETS? | When a student is identified as receiving Pre-ETS services, the Pre-ETS provider must be invited to the meeting. This is because you are promising that service hours will be covered by this outside entity, and they need to confirm that they’ll be able to cover the service hours listed even if the TOR or other school personnel may share the time. Should they be unable to attend, we recommend that you include information about how the student is currently doing and what Pre-ETS will look like moving forward. The name of the Pre-ETS provider/staff person should be included in the invitation list on the Notice of Case Conference. |
| We provide a Pre-ETS flyer to our families without inviting a Pre-ETS rep.  That is ok, right? | If the purpose of the flyer is to educate about Pre-ETS, then yes, you can provide the flyer without inviting the Pre-ETS service provider. |
| To clarify, we don't have to list a specific job for a student? We can put "I will obtain a job working with other people" or "I will obtain a job working outside"? I have middle school students and many times middle school students have no idea what they want to do, but are able to tell me their interests. | Students in middle school may have broader postsecondary goals than those who are in high school. Middle school goals may focus on areas of interest, such as “working with animals,” “working with technology.” It’s important to keep the student’s strengths, preferences, and interests in mind. Ask yourself, “How am I incorporating this information into their postsecondary goals?” The more focused on a strength, preference, or interest a goal is, the better quality it is. This will also lead to better quality transition services and activities. |
| So job categories would be fine? If a student wanted to be in media, can we say in that field, not a specific job? | Writing a postsecondary goal focused on a job category (e.g., in the field of computers, working with children) for a younger transition-aged student is fine. As students get closer to graduation or exiting from school, it is important to be able to have the goal become more specific in order for the student to be able to plan how they will begin to accomplish this goal once they are no longer in school. |
| Would using a class like Preparing for Colleges and Careers be a compliant service? | Just using a class like Preparing for Colleges and Careers would not be a compliant service. What *would* be compliant is stating specific activities the student will do within the course that directly connect to their postsecondary goals. |
| Do you have to list specific school personnel such as TOR or can you generalize as “school personnel”? | When completing the By Whom section of the Transition Services and Activities part of the IEP, it is important to be as specific as possible when appropriate. Teacher of Record (TOR), School Counselor, Teacher of Service (TOS), Pre-ETS service provider, School-based Career Coach are examples but not an exhaustive list of those who may be listed in this section. |
| I missed this on the assessment list, but what assessment/s do you use for parent input? | Putting what category (Employment, Education/Training, or Independent Living) in parentheses in the transition assessment is not a requirement; however, the layout of the transition section within IIEP is changing next school year, and putting this year's assessments in with the category will assist you with the transition next school year. |
| So, if a student is interested in computers, can the transition service/activity stated in the IEP just simply be "Student will enroll in a computer class to expand and build their skills with computers"? | The Description box would say, “participate in a computer course.” The Narrative could say that the "Student will enroll in a computer class to expand their skills with computers" as long as the student had a postsecondary goal that was related to working in the field of computers. |
| If SAT/ACT (College Board Assessments) are not tied to IIEP, will our students still receive the accommodations in the IEP, or will we be required to provide documentation directly to the College Board for approval? | At this time, the Office of School Assessment is still working to determine the details of what the SAT administration will look like for students. In order to guarantee students have accommodations, it is recommended that the College Board still approve accommodations prior to the administration of the Pre-SAT or SAT. ACT has its own approval process which should also be followed. |
| Is the TTS and Calculator for ALL in effect for this school year? | It is effective now for the 2020-2021 school year.  Here is the link to the [DOE’s “Accessibility and Accommodations Guidance.”](https://www.doe.in.gov/sites/default/files/assessment/2020-2021-accessibility-and-accommodations-guidance.pdf) |
| What if the student is 18-22 years and has taken the alternate assessment? There is no choice that is appropriate, and we cannot finalize using old info. | Please contact [Matt Johnson](mailto:matthew.johnson@indstate.edu) or PCG directly if you are still receiving this error. |
| I didn't think grades 3-5 had a calculator option for all sections of ILEARN??? | Matt Johnson from the IEP Resource Center is focusing on the changes for high school since we are talking about transition-aged students. Emma Everson posted on Moodle on Friday 08/21/2020 about changes, which were released that weekend. |
| We are getting an error message stating, “18-22 not able to finalize as accommodation/says resell the state testing option.” | This issue has been resolved as of 08/19/2020. |
| Regarding Indicator 14 information: Is there a "score" or percentage that schools are being held to? | No. Indicator 14 reporting is for informational purposes to support schools in making changes to programming for students with disabilities. |
| Will the IDOE send the post-school survey one year out—hence the contact info is super important. | The Indicator 14 postsecondary outcomes data collection cycle occurs 12 months/one-year after students left school (with a diploma, a certificate, or as a drop-out) with an IEP. |
| If a student’s transition IEP states they will do one thing but they end up doing something totally different, but are employed or are in postsecondary education, does that go against the school corporation? | There is no investigation into whether a student’s employment and education/training is tied to their IEP goals. Indicator 14 just seeks to know if they have experienced education/training or employment within 12 months of leaving school. |
| Can we get a list of the questions asked during the survey? | We put the pdf version of the survey in the Padlet for your review. |
| What kind of exceptions will be considered in the event a student experiences life circumstances that interfere with a plan they were prepared for? e.g., death of a parent, illness for student, or becoming a caregiver. | We have considered whether to add a COVID-related question next year. At the end of the survey, there is a section where respondents can share any additional information that they would like about their employment and education/training experiences. |
| Are we supposed to be documenting anywhere specifically in the IEP that the Indicator 14 “What’s Next?” newsletter was provided, or just document in the general notes? | It is best to document it in the adult services section, which asks what information was provided to the student and parents regarding services following high school. |
| Can a teacher give the survey during the exit conference? Whom do they send it back to? | No, you cannot give the survey at the exit conference because Indicator 14 measures what employment and education/training activities the young adult has been engaged in during the first 12 months since leaving school. Therefore, any data collected before those 12 months have passed cannot be counted in our reporting. |
| Where can I find more information about annual goals? | On the [Padlet on Annual Goals from the IEP Resource Center](https://padlet.com/IEPRC/AnnualGoals). |



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