

Indicator 13 Checklist Quick Tips



1. Appropriate Measurable Postsecondary Goals (MPSG):

- Every student must have an **Employment and Education/Training MPSG**. **Independent Living MPSGs** are written “where appropriate” and depend on the strengths/needs of each student. Discuss transition assessments or PLAAFP page concerns at the meeting. If needs are minimal and comparable to peers without disabilities (such as budgeting, understanding taxes & insurance, etc.); there may not be a need for an Independent Living MPSG.

-Must be based on age-appropriate transition assessment and take into account the child’s interests, preferences, and strengths – this should help with the “appropriate”.

-Use “**will work**”, “**will attend**”, “**will live**”, etc. to make Postsecondary Goals **measurable**.

- Postsecondary means **after high school or after aging out**. If it helps you, do start the wording of these goals with “After graduation” or “After aging out”. Remember that students receiving special education services at an agency or through an 18-21 year old program are not “postsecondary” until exited from special education.

-Ok to use “OR” if more than one goal is being pursued in employment, training, etc.

-It is acceptable to start the goal with “I”, the student’s name, or “the student”.

-Should become narrower and more focused each year. Ideally, the senior year postsecondary goals will reflect what actually happens when the student exits.

2. Postsecondary Goals Updated Annually:

-A current IEP with MPSG’s should cover this requirement. As a best practice, the present levels could include a line about why the goals changed or stayed the same as last year (new assessment data, interviews, experiences, etc.).

3. Age-Appropriate Transition Assessments:

-The **FIRST** step in the transition process, initiated before age 16, which is the basis for the Measurable Postsecondary Goals. Transition assessment can utilize formal, informal, or situational tools. It is an ongoing process based on individual student needs.

-Should not only **help students to develop and refine** plans for the future (MPSG’s), but should also **help students to understand** where they are currently functioning (present levels) in relationship to their MPSG’s.

-Strengths, needs, preferences, & interests from these assessments **NEED** to be brought into the Transition Present Levels section. Lack of transition assessment and poorly written transition present levels typically results in weak transition plans.

Reviewing transition assessments annually can be listed as an activity on transition service page - ‘update/review ESTR’ - As long as only updating, will not need consent if listed as an IEP activity.

4. Service/Activity Recommendations:

-For each MPSG written, at least one transition service “which will reasonably enable the student to meet that MPSG” **MUST** be listed. Therefore, all IEPs **MUST** include at least one service/activity for **EMPLOYMENT & one for EDUCATION/ TRAINING**. If you write an MPSG for Independent Living, then you **MUST** include a related transition service/activity.

- One service/activity for each measurable postsecondary goal is the minimum. Do realize that multiple activities for each goal may be needed to facilitate meaningful movement towards the goal. If possible, do not limit yourself to the bare minimum requirement of one activity for each MPSG.

5. Courses of Study:

-Based on the student's measurable postsecondary goals and matching coursework required to attain these goals.

-Courses must be listed from the current year through the time of graduation or until the student **ages out**. For students accessing FAPE/ age-out, use functional course names (community employment, IL - basic cooking, budgeting math, social skills, etc.).

-Think of course of study as a 'map' of what the student will need to take while in high school to facilitate the movement to what they want to do following high school. This 'map' can assist those students whose mpsgs may seem unrealistic. Example - if a student wants to be a doctor, and if all of the required courses (all the math & science needed, etc..) are written into the course of study, the student and/or parents may come to realize that the goal may not be attainable.

-Specify elective classes and don't just write the word 'electives'. Keeping in mind the MPSG's of the student, list electives offered at your school that will help the student to confirm and to reach their future goals.

-If a student's MPSG states that they will attend college, make certain to list (all of) the courses they will need to take in high school to meet admissions and readiness requirements for the college identified.

-Courses listed may be in the student's career interest areas, if your school offers such courses. Example – If a student is going to be a photographer, courses in art, photography, computer, psychology, etc., may be pertinent to this student. This may allow the student to see if they are truly interested in this field.

6. Annual Goals Related to Students Transition Service Needs:

- Generally, most annual goals will be related to the student's transition service needs and attainment of MPSG's.

- Annual goals that link may be related to the student's disability (reading comprehension, math application, written expression, etc) or be specific to a transition need (completing a job application form, self-advocacy with general education teachers, greet individuals while on the work site, etc).

- On page 4A of IEP, for each measurable postsecondary goal that is identified, indicate which annual goal(s) support that MPSG. If a prompt isn't provided on your IEP form, then write in "linked to annual goal # (___)."

7. Student Invitation to IEP Meeting:

-Students must be invited to IEP meetings where transition will be discussed (by age 16). Student attendance at the transition IEP should be expected. In rare situations where students don't attend a transition IEP, documentation of the invitation (prior notice) & efforts to engage the student should be made (PLAAPF page).

8. Adult Agency Involvement:

-If any agency is going to be paying for or providing services during the IEP timeframe, that agency needs to be invited to the IEP meeting.

-Prior to inviting the agency to the IEP meeting, written parent consent must be received from parent (or child once age of majority is reached). Releases may be signed at the current IEP to invite agencies to the next IEP.