



New York State Education Department
Office of Special Education
Educational Partnership





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State Performance Plan (SPP) Indicator 13: Secondary Transition

Key Concepts of the Compliance Review

Produced by the Technical Assistance Partnership (TAP) for Transition at Cornell University.

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Disclaimer

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Blueprint for Improved Results for Students with Disabilities



Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



Multi-Tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



Inclusive Activities

Schools provide high-quality inclusive programs and activities.



Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

Meeting Norms

- Take care of your needs (water, food, restroom, etc.)
- Speak your truth—Use “I” statements
- Ask what you need to understand and contribute
- Listen with respect
- Push your growing edge
- Participate and struggle together
- Expect a lack of closure
- Respect each other's needs

Training Objective

Participants will:

- Identify, understand, and apply key components of SPP Indicator 13.

Please Note:

- Districts are required to complete this training the school year **prior** to undergoing their Special Education Quality Assurance (SEQA) SPP 13: Secondary Transition Compliance Review.
- SEQA will conduct the SPP 13: Secondary Transition Compliance Review in the Fall of the school year the district is scheduled for monitoring of SPP 13 (in accordance with the six-year monitoring cycle).
- This training is focused on meeting compliance for SPP 13.
- Additional transition-related trainings offered by your Regional Partnership Center (RPC) are **highly encouraged**.

NYSED Materials



- NYSED Transition Planning and Services for Students with Disabilities (April 2017) Memo
- NYSED Office of Special Education (OSE) SEQA SPP Indicator 13 Compliance Review Protocol

Supplementary Materials



- Optional Indicator 13 Action Plan and Additional Questions
- Transition Assessment Resources
 - Students with Disabilities
 - Students with Intellectual and Developmental Disabilities
- Transition Planning Across the Individualized Education Program (IEP) Chart
- Transition in the IEP Examples

What Is SPP Indicator 13?



Understanding New York State (NYS) Regulations



The Regulations of the Commissioner of Education Part 200 Students with Disabilities addresses the following Indicator 13 requirements:

- Measurable annual goals related to the student's transition needs
- Appropriate measurable postsecondary goals based upon age-appropriate transition assessments
- A statement of the transition services needs of the student that focuses on the student's courses of study
- Needed activities to facilitate the student's movement from school to post-school activities
- Participation of the student in transition planning, and to the extent appropriate and with parental consent or consent of a student 18 years of age or older, the school district invites a representative of any participating agency that is likely to be responsible for providing or paying for transition services

What Are Transition Services?



§200.1(fff)

Transition services means a coordinated set of activities for a student with a disability, designed within a results-oriented process that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities, including, but not limited to, post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities must be based on the student's strengths, preferences, and interests, and shall include needed activities in the following areas:

- 1) instruction;
- 2) related services;
- 3) community experiences;
- 4) the development of employment and other post-school adult living objectives; and
- 5) when appropriate, acquisition of daily living skills and functional vocational evaluation.



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Age-Appropriate Transition Assessment

Measurable Postsecondary Goals

Annual Goals Related to Transition Service Needs

Coordinated Set of Transition Activities

Transition Needs (including Courses of Study)

Student Invitation

Participating Agency Invitation

Transition Assessment

- Is an ongoing process of collecting information on a student's strengths, interests, skills or aptitudes, preferences, and needs related to current demands and future career, educational, personal, and social environments.
- Provides a foundation for defining IEP goals and transition services and guides instructional decision-making.
- Results from initial assessments and should be the starting point for transition planning.
- Helps students with disabilities identify the skills needed to achieve post-school goals.
- Serves as a guide for students to make informed choices and take charge of their transition planning process.

Age-Appropriate Transition Assessment Should Address Three Areas



Education and Training



Employment



Independent Living (if appropriate)



Clarifying Leveled Assessments

- Level 1, Level 2, and Level 3 are terms **no longer used** to describe transition assessments in NYS.
- In NYS, at least one **age-appropriate transition assessment** is required to write appropriate measurable postsecondary goals.

Formal and Informal Assessments

Formal assessments are standardized or normed against a comparison group and include descriptions of the norming process, reliability, validity, and uses.

Informal assessments lack a formal norming process and reliability or validity of information.

Formal May Include:

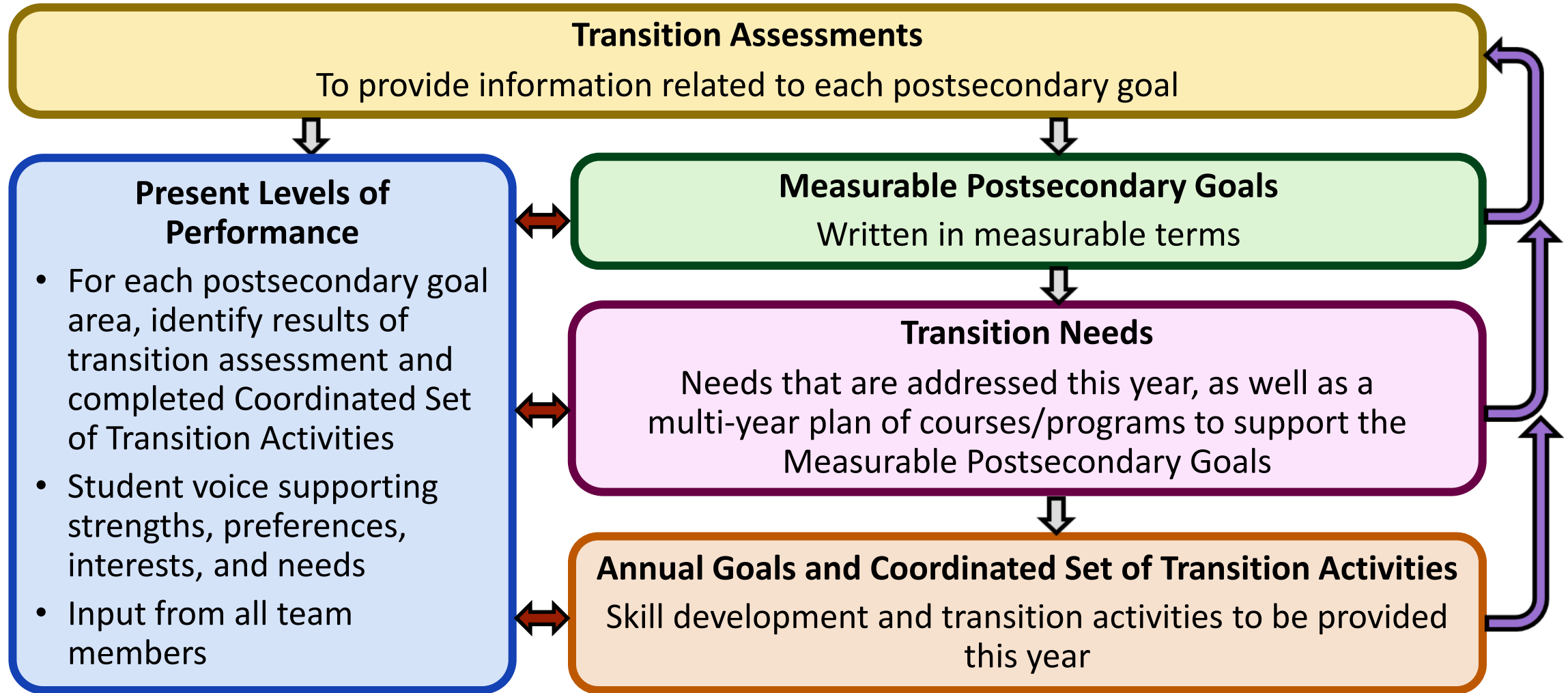
- Adaptive behavior
- Independent living assessments
- Aptitude tests
- Skill assessments
- On-the-job or training evaluations
- Measures of self-determination

Informal May Include:

- Interviews
- Questionnaires
- Anecdotal records
- Curriculum-based assessments
- Preference assessments
- Interest inventories

Transition Planning Across the IEP

Connected Transition Plan in the IEP



Reflection (1 of 7)

Is there evidence in your district's IEPs that the Measurable Postsecondary Goals are based on age-appropriate transition assessment(s)?

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Age-Appropriate Transition Assessment



Measurable Postsecondary Goals

Annual Goals Related to Transition Service Needs

Coordinated Set of Transition Activities

Transition Needs (including Courses of Study)

Student Invitation

Participating Agency Invitation

Future Goals: Measurable Postsecondary Goals



The IEP includes appropriate measurable postsecondary goals *based upon age-appropriate transition assessments* relating to training, education, employment, and, where appropriate, independent living skills.

§200.4(d)(2)(ix)(a)(2)

Transition assessments are required to develop these goals.

Long-term goals for living, working, and learning as an adult.

Measurable Postsecondary Goals Defined

Post means *after*.

Measurable Postsecondary Goals tell us where the student will work, learn, and live *after* high school.

Must be *measurable* and *observable*.

Formula for Writing a Measurable Postsecondary Goal



(After high school)

(After graduation)

(Upon completion of high school)

(the student)

will

(behavior)

(where and how)

Example Measurable Postsecondary Goals for Sean

- **Education/Training**

- After graduating from high school, Sean **will** receive additional education in the Marine Corps.

- **Employment**

- Upon graduation, Sean **will** work full-time as an aircraft mechanic.

- **Independent Living (when appropriate)**

- After graduating high school, Sean **will** live on base.

Example Measurable Postsecondary Goals for Lilly



- **Education/Training**

- After exiting high school, Lilly **will** attend a day habilitation program a few days per week with individuals of similar age and needs, to maintain and improve communication and self-care skills.

- **Employment**

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

- **Independent Living (when appropriate)**

- After high school, Lilly **will** continue to live with her family and use a head switch system of communication to effectively communicate her wants and needs.

Reflection (2 of 7)

Do the Measurable Postsecondary Goals you see in your district's IEPs occur after high school and use the word "will?"

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Age-Appropriate Transition Assessment

Measurable Postsecondary Goals



Annual Goals Related to Transition Service Needs

Coordinated Set of Transition Activities

Transition Needs (including Courses of Study)

Student Invitation

Participating Agency Invitation

Measurable Annual Goals to Reach Postsecondary Goals

There is an annual goal or short-term objective included in the IEP related to the student's transition services/needs.

- One annual goal may link to more than one transition need or postsecondary goal.

Sean's Example Annual Goal to Support Education and Training

Postsecondary Education/ Training Goal

After graduating from high school, Sean will receive additional education in the Marine Corps.

Transition Need

Sean needs to follow all required steps when completing multi-step tasks.

Annual Goal

With the support of a checklist, when given a multi-step question, prompt, or task, Sean will complete the question, prompt, or task with 80% accuracy.

Criteria: 3 out of 4 trials, over 2 weeks

Method: student work samples

Schedule: weekly

Lilly's Example Annual Goal to Support Independent Living

Postsecondary

Independent Living Goal

After high school, Lilly will continue to live with her family and use a head switch system of communication to effectively communicate her wants and needs.

Transition Need

Lilly needs to continue to develop self-determination skills in choice-making.

Annual Goal

Given four options for leisure activities to participate in during the school day, Lilly will identify her likes and dislikes by using her communication device.

Criteria: 3 out of 4 trials, over 4 weeks

Method: recorded observations

Schedule: weekly

Benchmark 1: Lilly will express a like or dislike for one leisure activity by using her communication device.

Benchmark 2: Lilly will express a like or dislike for two leisure activities by using her communication device.

Benchmark 3: Lilly will express a like or dislike for three leisure activities by using her communication device.

Reflection (3 of 7)

Do the IEPs in your district contain annual goal(s) related to the student's transition service needs?

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Age-Appropriate Transition Assessment

Measurable Postsecondary Goals

Annual Goals Related to Transition Service Needs



Coordinated Set of Transition Activities

Transition Needs (including Courses of Study)

Student Invitation

Participating Agency Invitation

Coordinated Set of Activities

- Facilitate the student's movement from school to post-school, and can include:
 - Instruction
 - Related Services
 - Community Experience
 - Development of Employment and Post-School Adult Living Objectives
 - Acquisition of Daily Living Skills (if appropriate)
 - Functional Vocational Evaluation (if appropriate)
- Each transition service identified should be something that will occur during the year the IEP is implemented.

Samples: Coordinated Set of Transition Activities

Education and Training:

- Explore college programs related to a major of interest (ABC school district)
- Meet with a military recruiter from the Army and Air Force to learn about opportunities in each branch (ABC school district)

Employment:

- Explore part-time employment in a position related to desired field of interest (ABC school district)
- Participate in work-based learning at three community-based work sites

Independent Living:

- Create a budget based on the salary of the identified career of interest (ABC school district)
- Tour community recreation programs (XYZ Agency)

Sean's Example Coordinated Set of Transition Activities

Needed Activities	Service/Activity	District/Agency Responsible
Instruction	Specially designed instruction in math computation	ABC District
Related services		
Community experiences	Conduct an informational interview with an individual in a military or aviation occupation	ABC District

Lilly's Example Coordinated Set of Transition Activities

Needed Activities	Service/Activity	District/Agency Responsible
Employment and other post-school adult living objectives	Tour postsecondary day habilitation programs for individuals with intellectual and developmental disabilities	XYZ Agency
Daily living skills (if applicable)	Identify options for participation in recreational activities in the community	ABC District
Functional vocational assessment (if applicable)	Receive weekly situational assessments through task analysis and work performance logs	ABC District

Reflection (4 of 7)

Are the Coordinated Set of Transition Activities included in IEPs in your district aligned to the student's transition needs and postsecondary goals?

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Age-Appropriate Transition Assessment

Measurable Postsecondary Goals

Annual Goals Related to Transition Service Needs

Coordinated Set of Transition Activities



Transition Needs (including Courses of Study)

Student Invitation

Participating Agency Invitation

Courses of Study Aligned with Measurable Postsecondary Goals

Long-term plan of courses and instruction that the student will take while in high school which will support the attainment of their Measurable Postsecondary Goals.

Could include:

- Specific Regents coursework that relates to Measurable Postsecondary Goals
- Sequence of courses in a career or vocational field (Career and Technical Education)
- Electives related to Measurable Postsecondary Goals

Example Courses of Study

Sean's Example Course of Study

Sean will take courses leading to a Regents diploma including an electronics technology elective.

Lilly's Example Course of Study

Lilly will be working on functional skills leading to the Skills and Achievement Commencement Credential which includes participating in a supervised work experience.

Reflection (5 of 7)

Do the Courses of Study in IEPs in your district support the achievement of the postsecondary goals?

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Age-Appropriate Transition Assessment

Measurable Postsecondary Goals

Annual Goals Related to Transition Service Needs

Coordinated Set of Transition Activities

Transition Needs (including Courses of Study)



Student Invitation

Participating Agency Invitation

Evidence of Student Invitation

- A copy of the student invitation signed by the district and dated prior to the Committee on Special Education (CSE) meeting

Or

- Written documentation of a verbal invite to the student

Students are required to be invited in a separate invitation from their parents or guardian.

Student Invitation

- If the purpose of a CSE meeting is to discuss the student's transition from high school to postsecondary, the school district must invite the student.
- For those students beginning no later than the first IEP that will be in effect when the student reaches age 15, the student will be invited to the CSE meeting.

Reflection (6 of 7)

Is there evidence that students in your district were invited to the CSE meeting where transition services were discussed?

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Age-Appropriate Transition Assessment

Measurable Postsecondary Goals

Annual Goals Related to Transition Service Needs

Coordinated Set of Transition Activities

Transition Needs (including Courses of Study)

Student Invitation



Participating Agency Invitation

Agency Invitation

To the extent appropriate and with parental consent or consent of a student 18 years of age or older, the school district invites a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

Reflection (7 of 7)

If appropriate, is there evidence that a representative of any participating agency (that was or is likely to be responsible for providing or paying for transition services) was invited to CSE meetings with the prior consent of the parent or student who has reached the age of majority (age 18)?

Transition Planning Reflected in the IEP

- Age-appropriate Transition Assessments
- Present Levels of Performance
- Strengths, Preferences, and Interests
- Measurable Postsecondary Goals
- Courses of Study and Transition Needs
- Annual Goals
- Coordinated Set of Transition Activities
- Students must be invited to the meeting no later than the first IEP that will be in effect when the student is age 15
- Invite agencies, with parent permission or student permission if 18 years of age and older

Additional Trainings

To move beyond compliance and develop quality transition-focused IEPs, the following trainings are considered foundational:

Transition in the IEP packages which include:

- Overview of Core Components
- Case Study Application
- Transition in the Present Levels of Performance
- Measurable Postsecondary Goals
- Coordinated Set of Transition Activities

Transition Assessment packages which include:

- The Essentials
- Using Transition Assessment Results Throughout the IEP
- Transition Assessments for Students with Intellectual and Developmental Disabilities

Information on trainings offered through your RPC can be found at the [Educational Partnership Events](#) page.

Questions about your upcoming compliance review?



Please contact your SEQA regional associate.

Resources

- [NYSED Educational Partnership](#)
- [NYSED Transition Planning and Services Memo](#)
- [SPP Indicator 13: Secondary Transition](#)
- [Transition from School to Post School for Students with Disabilities](#)

References

New York State Regulations of the Commissioner of Education, Part 200: Students with Disabilities (2016).

Sitlington, P. L., & Payne, E. M. (2004). Information needed by postsecondary education: Can we provide it as part of the transition assessment process?. *Learning Disabilities: A Contemporary Journal*, 2(2), 1–14.

Contact Us

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