



# Using Transition Assessments to Write Measurable Postsecondary Goals

This training was developed by Project 10: Transition Education Network, an Individuals with Disabilities Education Act (IDEA) funded state project through the Florida Department of Education (FDOE), Bureau of Exceptional Education and Student Services (BEESS).

# Objectives

After this presentation, participants will be able to:

- ❑ Describe the importance and types of transition assessment.
- ❑ Use information/data gathered from transition assessments for transition planning and in writing measurable annual and postsecondary goals.
- ❑ Explain how transition assessment informs transition individual educational plans (TIEPs), including the alignment of meaningful goals based on transition assessments.

# Positive Student Outcomes for All



All Florida students deserve to graduate high school with knowledge and skills they need to succeed in college, careers and life. The purpose of quality transition planning is to provide students with disabilities the support they need to attain the goal of successfully progressing from high school to college, careers and life.

# Secondary Transition Legislation Associated with the Development and Documentation of MPGs

At Age 12 or During 7<sup>th</sup> Grade, Whichever Occurs First

Legislative Underpinning	Transition Planning Impact
<p>The student is invited to the IEP meeting and one purpose of the meeting is to identify transition services (<u>34 C.F.R. § 300.320</u>; <u>Section 1003.5716, F.S.</u>)</p>	<p>The student voice is crucial to the transition planning process. Transition services are the coordinated set of activities that will help facilitate the movement towards a student's postsecondary goals.</p>
<p>Administer the transition assessment (<u>34 C.F.R. § 300.321</u>; <u>34 C.F.R. § 300.320(b)</u>; <u>Rule 6A-6.03028(3)(c)8, F.A.C.</u>)</p>	<p>Assessments serve as the data collection tool for a student's strengths, interests, preferences, and needs. It drives the discussion of education/training, employment/career, and independent living needs (if appropriate). It also helps the IEP team to identify transition service needs.</p>
<p>Discussion of measurable postsecondary goals based on transition assessment results (<u>s. 1003.5716, F.S.</u>)</p>	<p>Initial conversations to facilitate future student planning. The discussion of the MPGs are based off of the transition assessment and drive future planning. Clear links between the student's transition assessment and how those results (strengths, interests, and preferences) can drive future education/training, career/employment, and independent living (if appropriate) for students.</p>
<p>Discussion of the graduation pathways, including Scholar and Industry Scholar designations. (<u>Rule 6A-6.03028(3)(h)8, F.A.C.</u>; <u>s. 1003.4285, F.S.</u>)</p>	<p>Shows the link between the student's postsecondary goals and which graduation pathway(s) will assist the student in progressing towards MPGs</p>

## Legislative Underpinning

How is the student is being prepared to graduate with a standard diploma, including a Scholar or Industry Scholar designation?

(s. 1003.5716.FS)

Sharing the Provision of Information

(s. 1003.5716.FS)

The need for instruction in self-determination and self-advocacy for active participation in the IEP meeting.

(s. 1003.5716.FS)

## Transition Planning Impact

This description may include identified transition services the student may need/benefit from to prepare for the standard high school diploma and MPGs.

The provision of information should be tailored to each student's needs and include information on the school-based transition programs, CTE, and collegiate programs that will assist students in progressing towards their MPGs. Additionally, the student should be linked with agencies that will assist them towards their MPGs while still in school and during postschool life.

Self-determination and self-advocacy (SD/SA) skills can be assessed through a transition assessment and transition services can be identified and written in to the IEP based off the needs of the student to gain skills needed to progress towards active participation in the IEP meeting and postsecondary life.

# Secondary Transition Legislation Associated with the Development and Documentation of MPGs

At Age 14 or the IEP in Effect on the First Day of High School, Whichever Occurs First

Legislative Underpinning	Transition Planning Impact
<p>The student will be invited to attend the IEP meeting and the purposes of the meeting will include: (1) identify transition services and (2) consider measurable post secondary goals.</p> <p><u>(34 C.F.R. § 300.320; s. 1003.5716, F.S.)</u></p>	<p>Student invitation will increased student participation over time. Transition services will continue to be identified to assist students in progressing towards MPGs, and MPGs will now be written into the IEP.</p>
<p>Administer a transition assessment</p> <p><u>(34 C.F.R. § 300.321; 34 C.F.R. § 300.320(b); Rule 6A-6.03028(3)(c)8, F.A.C.)</u></p>	<p>Transition assessments will continue to be administered annually and serve as the data source to develop MPGs in the areas of education and/or training, employment and career, and independent living (as appropriate).</p>



## Legislative Underpinning

Develop measurable postsecondary goals based on age-appropriate transition assessment in the areas of education, training, employment, including career goals and independent living (where appropriate). (34 C.F.R. § 300.320(b))

Determine the student's pathway to the standard high school diploma and the diploma designation, if applicable.

(s. 1003.4282(10)(a), F.S.; s. 1003.5716(2), F.S.)

Develop a statement describing how the student is being prepared to graduate with a standard high school diploma, including any diploma designation.

(s. 1003.5716, F.S.)

## Transition Planning Impact

Transition assessment data is used to write MPGs in the areas of education and/or training, short-term employment and long-term career, and independent living, if appropriate.

The pathway to the standard high school diploma should align with the preparation a student needs to progress towards their MPGs.

What supports and services does the student require to stay in school and on track to graduate? The team may address specially designed instruction, related services, transition services, current courses, and statewide assessment results.

Legislative Underpinning	Transition Planning Impact
<p>Develop the student’s course of study.  <u>(Rule 6A-6.03028, F.A.C.)</u></p>	<p>The course of study should support the student’s preparation towards graduation requirements and postsecondary goals.</p>
<p>Develop transition services and write in to the IEP to address education and/or training, employment and career, and independent living, if appropriate.  <u>(Rule 6A-6.03028(3)(b)(5), F.A.C.; s. 1003.5716, F.S.)</u></p>	<p>What services and/or activities does the student need to participate in to progress towards their postsecondary goals in each area?</p>
<p>Consideration of Pre-Employment Transition Services (Pre-ETS).</p>	<p>How can Pre-ETS services including job-exploration counseling, work readiness training, self-advocacy training and peer mentoring, postsecondary education counseling, and work-based learning experiences prepare a student to progress towards their MPGs?</p>

# Steps in Quality Transition Planning



Transition Assessment

Postsecondary Goals

Annual Goals, Instruction, Services

(National Technical Assistance Center on Transition [NTACT], n.d.)



# Age-Appropriate Transition Assessments

# Definition of Transition Assessment

“...an ongoing process of collecting information on the youth’s needs, preferences, and interests as they relate to measurable postsecondary goals and the annual goals that will help facilitate attainments of postsecondary goals”  
(Neubert and Leconte, 2013, p. 74)



# Age-Appropriate Transition Assessment

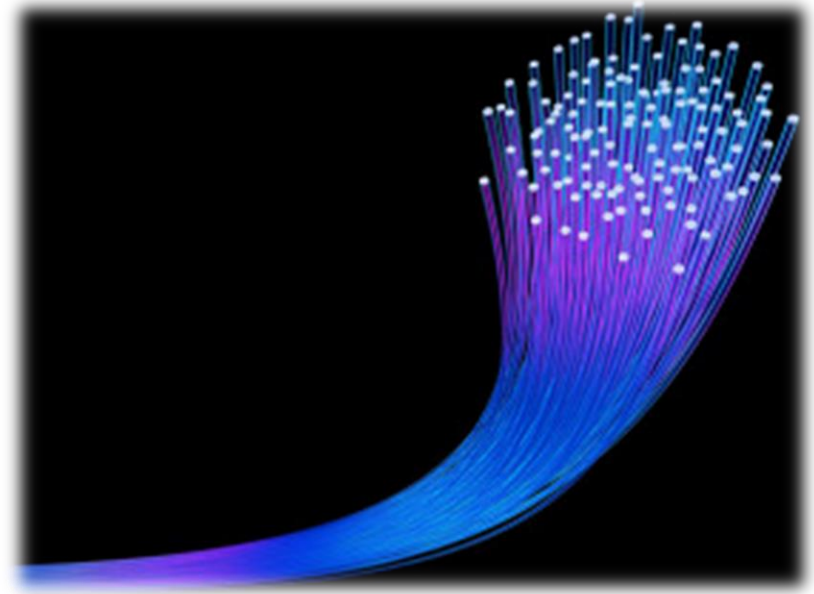
- ❑ Age-appropriate means activities, assessments, content, environments, instruction and/or materials that reflect a student's chronological age.
- ❑ Age-appropriate assessments may necessitate adaptations to their administration for some students so that meaningful data are obtained.
- ❑ Transition assessment should include Universal Design for Learning (UDL) principles.



(NTACT, 2016)

# Purpose of Conducting Transition Assessments

“Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the Individualized Education Program (IEP)” (Sitlington, Neubert, and Leconte, 1997, p. 70-71).





# Data Captured through Transition Assessment



- ❑ Academic and functional performance
- ❑ Strengths, preferences, interests and needs (SPIN):
  - Training
  - Education
  - Employment and Career
  - Independent living
  - Self-Determination



Formal	Informal
<ul style="list-style-type: none"><li>• College Entrance Test</li><li>• PSAT, SAT, ACT, CPT</li><li>• Transition Planning Inventory</li><li>• Brigance</li><li>• Life Centered Education (LCE)</li><li>• Statewide Standardized Assessments (e.g., FSA, FSAA, EOC)</li></ul>	<ul style="list-style-type: none"><li>• Curriculum-Based/Teacher-Made Tests</li><li>• Interest Inventories</li><li>• Self-Determination</li><li>• Situational</li><li>• Questionnaires/Surveys/Interviews/Observations</li><li>• Checklists</li></ul>

Transition assessments may be paper and pencil tests, structured student and family interviews, community, or work-based assessments (situational) and curriculum-based assessments.

# Types of Transition Assessments

# Transition Areas to Assess

## Academics

- ☐ Statewide Progress Monitoring
- ☐ Achievement Tests
- ☐ Individual Progress Monitoring

## Career Interests and Exploration

- ☐ General and Specific Aptitude Tests
- ☐ Interest Inventories
- ☐ Career Maturity or Employability Tests
- ☐ Transition Planning Inventories
- ☐ Conversations with student

## Self-Determination and Self-Advocacy

- ☐ Self-Determination Assessments
- ☐ Interviews or Questionnaires
- ☐ Structured Observations

## Daily Living

- ☐ Adaptive Behavior/Daily Living Skills Assessments
- ☐ Temperament Inventories/Instruments
- ☐ Situational Analysis

# Key Points



- ❑ Begin transition assessments as early as possible, including elementary school (kindergarten)
- ❑ Develop Assessment Timeline
- ❑ Incorporate universal design to ensure student has access to assessments that are age appropriate
- ❑ Career and Education Planning course is required in middle grades
- ❑ Share results with families

# Important Points



Sitlington, Neubert and Leconte (1997) make the following recommendations for transition assessment:

- ❑ Assess in environments that resemble real education, training, employment or community environments
- ❑ Use methods that are appropriate for the learning characteristics of the individual, including cultural and linguistic differences
- ❑ Ensure that assessment information is current, valid or verified and relevant to transition

# Also Consider



- ❑ Produce outcomes that contribute to ongoing development, planning and implementation of “next steps”
- ❑ Synthesize and interpret data to students with disabilities, their families and the transition team
- ❑ Document data in a format that can be used to facilitate transition planning
- ❑ Incorporate assistive technology or accommodations as needed

(Sitlington, Neubert, & Leconte, 1997)



***What are the transition assessments currently being used by you, or your school/district?***

# Documenting Transition Assessment Results

- ❑ Name the assessment instrument or describe the procedure
  - Date administered
  - Results and findings
- ❑ Describe the student's strengths, preferences, and interests.
- ❑ Include results in relevant sections of the student's IEP; i.e., For a 12-year-old or during 7th grade; this could be documented in the present levels statement, preparation to graduate statement, or other locations in the IEP.



# Measurable Postsecondary Goals





# Measurable Postsecondary Goals

- ❑ Education
  - Adult education, college, technical college, university
- ❑ Training
  - Short-term employment training, career and technical program or on-the-job training
- ❑ Employment
  - Immediate employment after high school
- ❑ Career
  - Long-term career outcome
- ❑ Independent living, if appropriate
  - Personal care, community participation, and leisure
  - Self-advocacy and self-determination



# Describing the Measurable Postsecondary Goal

- ❑ Addresses All Required Areas
- ❑ Understandable and Clear
  - Describes the expected outcome the student will accomplish
  - Includes details, such as where it will occur
- ❑ Objective and Observable
  - Timeframe is specific
  - Same result, no matter who measures it
- ❑ Relevant
  - Based on student's strengths, preferences, and interests

# Measurable Postsecondary Goals: Three Parts

## Target date or timeline

- ☐ By January 2024.
- ☐ Within six months of leaving the K-12 system.

## Behavior and outcome: (Name) will ...

- ☐ Work in a part-time job at a day care.
- ☐ Complete requirements for a career certificate in construction from a technical college.

## Conditions, if any

- ☐ Using personal assistive technology



# Measurable Postsecondary Goals: Examples

- Education/Training: Within four years of exiting the K-12 public school system and accepting his standard diploma, Jude will earn his Bachelor of Science in Architectural Studies.
- Employment: Within five months of receiving his Bachelor of Science in Architectural Studies, Jude will be employed at an Architectural firm as a technical assistant.
- Career: Within five years of obtaining employment as an entry-level Technical Architect, Jude will have transitioned to the role of Design Architect and meet his career goals.

# Documenting Progress

How is a student's progress toward the measurable postsecondary goals documented?

Response: There is no requirement for reporting progress on measurable postsecondary goals. If the student is making adequate yearly progress toward attaining their measurable annual goals and other transition services within the IEP, then the student should be making progress toward attaining his or her measurable postsecondary goals.

If there is a change in course of study or shift in interest then a new goal is required.

# Questions and Thank You!

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Thank you for your  
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