Bridges to Adulthood

Transition Quality Indicators for Students with Disabilities in Ohio's Secondary Schools

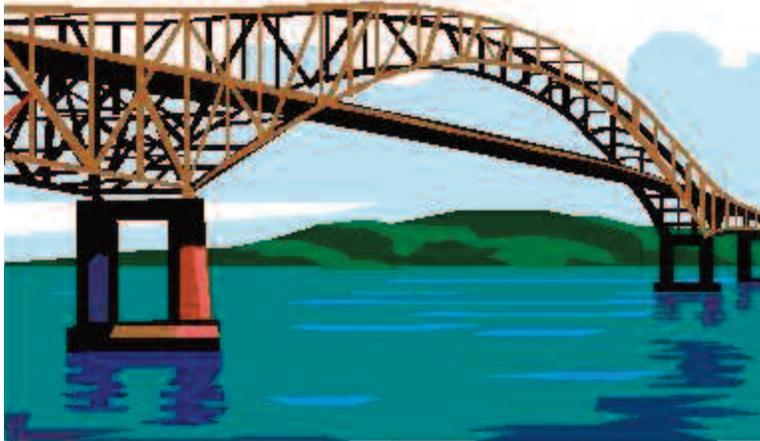**Ohio Department of Education**
Office for Exceptional Children

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Transition Quality Indicators (TQIs)
For Postsecondary Transition
Ohio Department of Education
Office for Exceptional Children

Introduction

This Transition Quality Indicator (TQI) guide was developed by the Ohio Department of Education, Office for Exceptional Children (OEC) and the Ohio State Work Group on Secondary Transition. The project was supported by a State Capacity Building Grant from the U.S. Department of Education, managed by the National Association of State Directors of Special Education (NASDSE). Additional support was provided through a joint project with the Ohio Rehabilitation Services Commission titled "Promoting Rehabilitation and Educational Results Through State, Regional, and Local Collaboration," CFDA Number 84.235U, also funded by the U. S. Department of Education.

The Office for Exceptional Children thanks and acknowledges the valuable help of David Test, Ph.D., at the National Secondary Transition Technical Assistance Center; Matthew Klare, Ph.D., at the National Dropout Prevention Center – Students with Disabilities; and Jane Falls at the National Post-Secondary Outcomes Center. All three of these experts visited Ohio to offer their insights, experience and professional advice as OEC developed these Transition Quality Indicators. We also wish to thank the leaders of Kent State University's Center for Innovation in Transition and Employment – Robert Baer, Ph.D., Rachel McMahan Queen, Ph.D. and Alfred Daviso, Ph.D. – for their input to this document and management of the Ohio Longitudinal Transition Study (OLTS) for Students with Disabilities.

Finally, OEC thanks all the members of the State Work Group on Secondary Transition, whose names are listed on the acknowledgements page of this document. As a result of their years of experience, diverse points of view and perceptive insights, this document will serve as a valuable and useful resource for transition practitioners around the state.

Purpose

These Transition Quality Indicators were developed for several reasons, all related to improving secondary transition quality and services, and to increasing successful post-school engagement rates in the areas of working, learning and living for students with disabilities in Ohio. We know from the OLTS and national results data that there is clear room for improvement in Ohio in the areas of increased graduation rates, reduced dropout rates and improved post-school engagement rates. All of these issues are affected by the quality and scope of secondary transition planning and services beginning at least by age 14 (in Ohio law) or earlier.

The first section of the TQI document contains the National Secondary Transition Technical Assistance Center (NSTTAC) Indicator 13 Checklist (Form B). This document clearly identifies all the areas required by federal law for the secondary transition component of the individualized education program (IEP) for students with disabilities. Districts and agencies may use this checklist, with the associated questions, to assure minimum compliance with federal requirements in secondary transition.

The Transition Quality Indicators, themselves, are grouped in five major sections aligned with the Taxonomy for Transition Programming (Kohler, 1996): Student Focused Planning, Student

Development, Family Involvement, Interagency Collaboration and Program Structure. The TQIs required by Ohio and federal laws and rules are indicated by the word **"Required"** in bold. Those TQIs that are *implied as being very important* through interpretation of the laws and rules, but not required, are highlighted in gray. Transition Quality Indicators that are ***highly encouraged as "best practice"*** are indicated by a bolded **BP**. Transition teams and leaders may use this TQI document to assess, improve and strengthen secondary transition processes and practices for youth with disabilities. In the end, it is successful engagement in post-school outcomes that will make a difference for youth with disabilities in Ohio.

The last section of this document contains the Transition Guidance Quality Check that can be used to assess the scope and quality of individual transition plans.

Purposes of the total work include:

1. To identify Transition Quality Indicators through the State Work Group on Secondary Transition, with assistance from the national technical assistance centers, as a way of collecting and defining minimum requirements and best practices in secondary transition for students with disabilities;

2. To provide a reference for regional training, technical assistance and higher education capacity building, and to support the development and training of interagency teams representing local education agencies (LEAs) and other providers (for example, Rehabilitation Services Commission) for the improvement of secondary transition;

3. To provide a self-assessment and checklist tool that LEAs and other agencies may use to assess the quality and legal compliance of individualized education program (IEP) secondary transition planning, services and outcomes;

4. To provide a process for local interagency team assessment of coordinated planning for individuals with IEPs and individual plans for employment (IPEs), and to promote the identification of successful, evidence-based practices using Transition Quality Indicators;

5. To provide a tool to assess current transition practices in the state and to collect base-line data on those practices for continuous improvement planning purposes; and

6. To develop a process for statewide scale-up and replication of locally developed, evidence-based practices leading to successful secondary transition and post-school engagement for individuals with disabilities.

Comments and suggestions are welcomed as users work through the self-assessment and develop a transition quality-improvement plan for their agency and team. Input can be given by emailing or calling John Magee at the Office for Exceptional Children, john.magee@ode.state.oh.us, (614) 728-1115.

NSTTAC Indicator 13 Checklist: Form B
(Enhanced for Professional Development)

Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the child to meet the postsecondary goals. [20 U. S. C. 1416 (a)(3)(B)]

Questions	Postsecondary Goals		
	Education/ Training	Employment	Independent Living
1. Is there a measurable postsecondary goal or goals in this area?	Y N	Y N	Y N NA
Can the goal(s) be counted? Will the goal(s) occur *after* the student graduates from school? - If *yes* to both, then circle Y - If a postsecondary goal(s) is not stated, circle N			
2. Is (are) there annual IEP goal(s) that reasonably enable the child to meet the postsecondary goal(s)?	Y N	Y N	Y N
Is (are) an annual goal(s) included in the IEP that will help the student make progress towards the stated postsecondary goal(s)? If *yes*, the circle Y			
3. Are there transition services in the IEP that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?	Y N	Y N	Y N
Is a type of *instruction, related service, community experience, development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation* listed in association with meeting the post-secondary goal(s)? If *yes,* then circle Y			
4. For transition services that are likely to be provided or paid for by other agencies with parent (or child once of the age of majority is reached) consent, is there evidence that representatives of the agency(ies) were invited to the IEP meeting?	Y N NA	Y N NA	Y N NA
For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development: *postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation* for this post-secondary goal? Was consent obtained from the parent (or child, for a student of the age of majority)? - If *yes* to both, then circle Y - If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, circle NA - If parent or individual student consent (when appropriate) was not provided, circle NA If *no* invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then circle N			
5. Is there evidence that the measurable postsecondary goals were based on an age-appropriate transition assessment?	Y N	Y N	Y N
Is the use of a transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file? If *yes,* then circle Y			
6. Do the transition services include courses of study that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?	Y N	Y N	Y N
Do the transition services include courses of study that align with the student's postsecondary goal(s)? If *yes*, then circle Y			
Does the IEP meet the requirements of Indicator 13? (Circle one) **Yes** (all Ys or NAs for each postsecondary goal included in the IEP are circled) **No** (one or more Ns circled)			

1. Is there a measurable postsecondary goal or goals in this area?

- Find the transition component of the IEP
- Find the postsecondary goal(s) for this student
- If there are measurable postsecondary goals that address (a) *Education* or *Training*, (b) *Employment*, and as needed (c) *Independent Living*, circle Y in each column   for #1
- If there is a postsecondary goal that addresses *Education* or *Training* after high school, but it is not measurable, circle N in that column   for #1
- If there is not a postsecondary goal that addresses *Education* or *Training*, circle N in that column for #1
- If there is a postsecondary goal that addresses *Employment* after high school, but it is not measurable, circle N in that column for #1
- If there is not a postsecondary goal that addresses *Employment* after high school, circle N
- If there is a postsecondary goal that addresses *Independent Living* after high school, but it is not measurable, circle N in that column for #1
- If there is not a postsecondary goal that addresses *Independent Living* after high school, circle NA for that column for #1 (If NA is circled for *Independent Living* for #1, please do not respond to questions in this column for questions 2 – 6.)
- If there is one measurable postsecondary goal that addresses *Education* or *Training*, *Employment*, and (if applicable) *Independent Living* after high school, circle Y in each column for #1
- If there is one postsecondary goal that addresses *Education* or *Training*, *Employment*, and (if applicable) *Independent Living* after high school, but it is not measurable, circle N for each column for #1

2. Is (are) there annual IEP goal(s) that will reasonably enable the child to meet the postsecondary goal(s)?

- Find the annual goals, or, for students working toward alternative achievement standards, or states in which short-term objectives are included in the IEP, short-term objectives on the IEP
- For each of the postsecondary goal areas circled Y in question #1, if there is an annual goal or short-term objective included in the IEP that will help the student make progress towards the stated postsecondary goal, circle Y in that column for #2
- For each of the postsecondary goal areas circled Y in question #1, if there is **no** annual goal or short-term objective included in the IEP that will help the student make progress towards the stated postsecondary goal, circle N in that column for #2
- If a postsecondary goal area was addressed in #1, but was not measurable, and an annual goal is included in the IEP that will help the student make progress toward the stated postsecondary goal, circle Y in that column for #2
- If a postsecondary goal area was addressed in #1, but was not measurable, and there is **no** annual goal included the IEP that will help the student make progress toward the stated postsecondary goal, circle N in that column for #2
- If an *Independent Living (IL)* postsecondary goal was noted as NA for #1, please do not answer for #2 the *IL* column.

3. Are there transition services in the IEP that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?
- Find where transition services/activities are listed on the IEP
- For each of the postsecondary goal areas circled Y in question #1, if there is (a) instruction, (b) related service(s), (c) community experience(s), (d) development of employment and other post-school adult living objective*,* (e) if appropriate, acquisition of daily living skill(s), or (f) if appropriate, provision of a functional vocational evaluation listed in association with meeting the postsecondary goal, circle Y in that column for #3
- For each of the postsecondary goal areas circled Y in question #1, if there is **no** type of instruction, related service, community experience, development of employment and other

post-school adult living objective*,* acquisition of a daily living skill, or functional vocational evaluation listed in association with meeting the postsecondary goal, circle N in the corresponding column for #3
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is a type of transition services listed in association with meeting that postsecondary goal, circle Y in the corresponding column for #3
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is **no** type of transition service listed in association with meeting that postsecondary goal, circle N in the corresponding column for #3
- If an *Independent Living (IL)* postsecondary goal was noted as NA for #1, please do not answer for #3 in the *(IL)* column.

4. **For transition services that are likely to be provided or paid for by other agencies with parent or child (once of the age of majority is reached) consent, is there evidence that representatives of the agency(ies) were invited to the IEP meeting?**
   - Find where persons responsible and/or agencies are listed on the IEP
   - Are there transition services listed on the IEP that need to be provided or paid for by an outside agency? If yes, continue with next guiding question. If no, circle NA in all columns for #4
   - For each of the postsecondary goal areas circled Y in question #1, if **it is too early** to determine if this student will need outside agency involvement, circle NA in the corresponding column in #4
   - If parent (or child, when a student has reached the age of majority) consent were obtained to invite outside agency(ies), continue with the next guiding question. If no, circle NA in all columns for #4
   - For each of the postsecondary goal areas circled Y in question #1, that requires an outside agency to provide or pay for transition services, is there evidence in the IEP that any of the following were invited to the IEP meeting to discuss transition, *or otherwise involved in the discussion of transition services*: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for this postsecondary goal? If yes, circle Y in the corresponding column for #4.
   - For each of the postsecondary goal areas circled Y in question #1, that requires an outside agency to provide or pay for transition services, **but no** evidence in the IEP that any of the following were invited to the IEP meeting to discuss transition, *or otherwise involved in the discussion of transition services*: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for this postsecondary goal, circle N in the corresponding column for #4
   - If a postsecondary goal area was addressed in item #1, but was not measurable and there is evidence that parent/child consented agency(ies) were invited to the IEP meeting to discuss transition, circle Y for the corresponding column in #4
   - If a postsecondary goal area was addressed in item #1, but was not measurable and there is **no** evidence that parent/child consented agency(ies) were invited to the IEP meeting to discuss transition, circle N for that item
   - If an *Independent Living (IL)* postsecondary goal was noted as NA for #1, please do not answer for #4 in the *(IL)* column.

5. **Is there evidence that the measurable postsecondary goals were based on an age-appropriate transition assessment?**

   - Find where information relates to assessment and the transition component on the IEP (either in the IEP or the student's file)
   - For each of the postsecondary goal areas circled Y in question #1, if there is age-appropriate transition assessment information, from one or more sources, provided on the student's needs, taking into account strengths, preferences, and interests regarding this postsecondary goal, circle Y the corresponding column for item #5

- For each of the postsecondary goal areas circled Y in question #1, if there is **no** age-appropriate transition assessment information provided on the student's needs, taking into account strengths, preferences, and interests regarding this postsecondary goal, circle N in the corresponding column for #5
- If a postsecondary goal area was addressed in item #1, but was not measurable and if there is age-appropriate transition assessment information, from one or more sources, provided on the student's needs, taking into account strengths, preferences, and interests regarding this postsecondary goal, circle Y the corresponding column for item #5
- If a postsecondary goal area was addressed in item #1, but was not measurable and if there is **not** age-appropriate transition assessment information provided on the student's needs, taking into account strengths, preferences, and interests regarding this postsecondary goal, circle N the corresponding column for item #5
- If an *Independent Living (IL)* postsecondary goal was noted as NA for #1, please do not answer for #5 in the *(IL)* column.

6. **Do the transition services include courses of study that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?**

- Locate the courses of study (instructional program of study) or list of courses of study in the student's IEP
- Does the course of study (or courses) listed align with the student's identified postsecondary goal(s)? If yes, circle Y. If no, circle N.
- Are the courses of study a multi-year description of coursework from the student's current to anticipated exit year that is designed to help achieve the student's desired post-school goal(s)? If yes, circle Y. If no, circle N.
- If an *Independent Living (IL)* postsecondary goal was noted as NA for #1, please do not answer for #6 in the *(IL)* column.

7. **Does the IEP meet the requirements of Indicator 13?**

- If all Ys or NAs for each postsecondary goal included in the IEP are circled, then circle **Yes**
- If one or more Ns are circled, then circle **No**

Ohio Transition Quality Indicators
Student-Focused Planning

Required – *must be a part of the transition process under state or federal rules*
BP – *Indicates "best practice" – beyond the minimum requirements*

- Gray highlighting indicates highest priority.
- Place an X in the appropriate boxes to indicate transition effectiveness improvement needs.

National Transition Standard/Quality Indicator	In Place	Partially in Place	Not in Place	High Priority for Planning	Suggested Evidence
Student-Focused Planning					
1. Transition-focused planning begins no later than age 14. **Required**					• Planning begins with a statement of transition service needs and reference to the high school courses of study by age 14. • Future planning statement in the IEP includes immediate post-school plans. • Transition planning is present in the IEP in effect when the child turns 14 (or earlier).
2. Self-determination is facilitated by including the student in the transition planning process. **Required**					• Student is invited to the meeting where transition is discussed. • IEP meetings and IEP planning meetings document student attendance and student participation in decisions related to postsecondary goals. • Student participation in the transition process is evident. • The district provides supports, tools and accommodations to promote student participation and decision making.
3. Planning decisions are driven by student and family input. **BP**					• Documentation of participation (or invitation and refusal to participate) on the planning team by the student and family members. • Student/family transition survey assessment indicates satisfaction with the planning process.
4. Assessment results are used to review instruction and implement appropriate educational plans for each youth. These include age-appropriate transition assessment results in the **Present Levels of Academic Achievement and Functional Performance** (PLAFP) section. **Required**					• Transition services and educational programs in which the student participates reflect the strengths, interests and needs identified in student assessment information. • PLAFP includes synopsis of strengths, interests, needs aligning with IEP goals/objectives, focus of transition plan, post-school goals and content of educational programs. • Summary of **age-appropriate transition assessments** is included in the PLAFP.

National Transition Standard/Quality Indicator	In Place	Partially in Place	Not in Place	High Priority for Planning	Suggested Evidence
Student-Focused Planning					
5. The transition planning process is student-centered. *(Youth are provided the opportunity to participate in all meetings in which decisions may be made concerning their school and post-school plans.)* **BP**					• Documentation of student **age-appropriate transition assessment** information in the planning process. • Documentation of student interests and preferences, including career assessments to identify school and post-school preferences, interests, skills and abilities. • Student involvement in decision making is documented in notes of IEP and other planning meetings and in signature on IEP (and/or signature of parent or guardian).
6. Progress on, and suitability of, transition plan are reviewed at least annually. **Required**					• IEP, including the transition component, is reviewed as needed but at least annually, as documented by IEP meeting dates and signatures.
7. Appropriate, measurable, postsecondary (AMP) education or training goals specified in the IEP. **Required**					• Transition component of the IEP includes postsecondary goal(s) in education and/or training. • Based upon age-appropriate transition assessment and present by age 16 or earlier.
8. AMP employment (occupational) goals are specified. **Required**					• Transition component of the IEP includes occupational, career or employment goal. • Based upon age-appropriate transition assessment and present by age 16 or earlier.
9. AMP independent living and community-related goal(s) specified, where appropriate. **Required**					• Transition component of the IEP includes community/residential goal, where appropriate. • Based upon age-appropriate transition assessment and present by age 16 or earlier.
10. Educational program, IEP goals, services and LRE correspond to specific postsecondary goals in employment, education/training, and, where appropriate, independent living. **Required**					• IEP goals and objectives reflect the development of skills and knowledge that will support achievement of one or more postsecondary transition goals. • Transition component identifies IEP goals that support progress toward specific postsecondary goals. • Transition activities promote progress toward specific postsecondary goals.

National Transition Standard/Quality Indicator	In Place	Partially in Place	Not in Place	High Priority for Planning	Suggested Evidence
Student-Focused Planning					
11. Referral to adult service provider(s) occurs before student's exit from school. **Required**					• Attendance is documented when adult-services providers participate in transition meetings and IEP meetings where transition is discussed. • Referrals/requests to adult service providers are documented. • Copy of release of information agreement.
12. Students are provided IEP involvement training. **BP**					• Documentation of IEP training offered to students and date(s) of student involvement. • Evidence of process for students to develop skills in leading the IEP team meeting.
13. Career counseling services are provided to students. **BP**					• Documentation of career counseling services available through district, including date(s) of student participation. • Students use the Individual Academic and Career Plan (IACP) or other tool for career planning.
14. Schools and community partners offer courses, programs and activities that broaden and deepen youths' knowledge of careers and allow for more informed postsecondary education and career choices. (School staff provides referrals to community programs and resources that meet the individual needs of youth and families and allow them to make informed choices.) **BP**					• Documentation of career-related coursework available to all students in the district. • Documentation of regional programs and activities specific to career choices and postsecondary education opportunities. • Documentation of student participation in the available courses or activities. • Career-related activities and assessments are included in the PLAFP.
15. Community organizations inform all youth about transition and the programs and services available to them. **BP**					• Include and document transition activities that provide opportunities for student to learn about available transition programs and services throughout the community. • Information included in the PLAFP. • Documented attendance of agency representatives at transition planning meetings.
16. Work experiences are relevant and aligned with each youth's career interests, postsecondary education plans, goals, skills, abilities and strengths. **BP**					• Documented examples (included in progress monitoring or other data) of work experiences that reflect student career interests, education plans, and demonstrated skills and abilities are included in the PLAFP or other data sources.

Ohio Transition Quality Indicators
Student Development

Required – *must be a part of the transition process under state or federal rules*
BP – *Indicates "best practice" – beyond the minimum requirements*

- Gray highlighting indicates highest priority.
- Place an X in the appropriate boxes to indicate transition effectiveness improvement needs.

National Transition Standard/Quality Indicator	In Place	Partially in Place	Not in Place	High Priority for Planning	Suggested Evidence
Student Development					
1. Students participate in age-appropriate transition assessments in the school or community that assist in determining strengths, preferences, interests and needs related to career goals and postsecondary education/training plans. **Required**					• Situational assessment documentation or reports identify working and learning needs. • Reference NSTTAC Age Appropriate Transition Assessment document at www.nsttac.org. Reference the IACP online document at www.ocis.org. • Strengths, preferences, interests and needs are included in the PLAFP.
2. Students participate in transition assessment in the school or community that assists in determining daily living skills, strengths, preferences, interests and needs (where appropriate). **Required**					• Assessment outcomes and reports. • Reference ***work-based learning*** site at www.education.ohio.gov. • Evidence of the Ohio Individual Career Plan for the student, and/or IACP. • Strengths, preferences, interests and needs are included in the PLAFP.
3. Provision of services is coordinated with adult agency service providers. **Required**					• Transition component of IEP identifies transition services provided by adult agencies. • Documentation and notes from meetings/conversations with agencies. • Progress-monitoring data from adult-services agencies relayed to district.
4. Students are given the opportunity to participate in in-school, volunteer or integrated community work experiences. **BP**					• Documentation of student participation in school job, job shadows, volunteer work, paid job or unpaid job sites in the community. • Career-based training plans.
5. Students are given the opportunity to participate in career exploration activities. **BP**					• Career assessment reports, classes completed, visits to career-technical school, volunteer jobs, completed interest inventories, IACP records, individual career-planning records.

National Transition Standard/Quality Indicator	In Place	Partially in Place	Not in Place	High Priority for Planning	Suggested Evidence
Student Development					
6. Students, parents and employers are made aware of child labor laws, the Fair Labor Standards Act and rules governing community-based learning activities (e.g., work study, job shadowing). **BP**					• Signed document showing parent and student have read laws, standards and rules. • Postings of laws and rules at job sites. • Student training plan on file. • Copy of work-based training agreement on file. (See work-based learning information at www.education.ohio.gov)
7. Students are provided the opportunity to learn and practice adult daily living skills in a continuum of settings from school to community. **BP**					• Documentation of volunteer or paid positions held. • Documentation of classes, curriculum or specific activities leading to adult living outcomes.
8. Students are made aware of various types of adult living arrangements and day programs, where appropriate. **BP**					• Appropriate goals and related services in the Independent Living sections of the IEP transition component. • Adult-living agency representatives attend IEP meetings. • Print material from community residential, group home and transitional living programs. • Documentation of visits to various adult living environments.
9. Students are provided transportation information or transportation and mobility skills training when needed. **BP**					• PLAFP includes needs for transportation training and services. • Documentation of transportation options available to student. • Documentation of travel-training services, either through school or adult service providers. • Tracking and documentation of skill acquisition.
10. Students are provided social skill development training and application in specific environments when needed. **BP**					• Specific goals and objectives included in IEP. • Documentation of related services and or activities for social skill development addressed across settings. • Tracking and documentation of skill acquisition.
11. The district provides behavioral intervention services when needed. **BP**					• When behavior is a concern, functional behavior assessment (FBA) and behavior intervention plan (BIP) are provided, with associated goals and intervention steps. • Relevant goals are in the IEP. • Student self-documentation of behaviors. • Progress monitoring for behavioral goals.

National Transition Standard/Quality Indicator	In Place	Partially in Place	Not in Place	High Priority for Planning	Suggested Evidence
Student Development					
11. Continued					• Documentation of the implementation of positive behavior supports (PBS) or other interventions, and reporting of the outcomes.
12. Students are provided specific guidance and counseling regarding postsecondary education or training options. **BP**					• Guidance counselors work with all students in consideration of postsecondary education and training options. • PLAFP includes data on postsecondary education and training needs. • IEP goals support postsecondary training and education goals. • Presence of transition services related to postsecondary education and training needs. • List of college preparatory classes included. • Completed interest and aptitude inventories. • Notes from meeting with guidance counselor. • SAT/ACT scores, if appropriate. • Completed summary of performance (SOP). • Career plan goals and proof of skill acquisition. • Information provided about financial assistance.
13. Students have a working knowledge of their strengths and challenges and can articulate the accommodations they will need in various environments and activities. **BP**					• Vision, strengths and needs documented in the IEP. • Documentation of student-led IEPs and student-centered planning. • Documentation of participation in self-advocacy and self-determination training. • Signature on IEP for student the age of majority. • Articulation of strengths, needs and challenges.
14. Students can articulate how personal skill development affects employability (such as attitude, attendance, self discipline and time management). **BP**					• Student participation in and performance on specific employability skills through work experiences, internships, school jobs and other activities. • IEP goals and transition services related to job and employability skills. • Documentation of participation in a job club or other employability-skills curriculum on the individual career plan (ICP) or other sources. • Documentation of participation in career-technical student organizations. • Job coaching logs, work study logs, and training plans from student paid and unpaid internships

National Transition Standard/Quality Indicator	In Place	Partially in Place	Not in Place	High Priority for Planning	Suggested Evidence
Student Development					
14. Continued					and/or jobs. • Documented opportunities for students to develop and demonstrate personal work skills in authentic work environments.
15. Students are provided opportunities to demonstrate interpersonal relationships and other social skills appropriate to the work place. **BP**					• IEP goals and transition services related to interpersonal and other social skills. • Documentation of participation in a job club or other employability-skills curriculum on the ICP, grade card or transcript. • Documented opportunities for students to develop and demonstrate interpersonal and other social skills in authentic environments. • Participation in career-technical student organizations. • Job coaching logs, work study logs and training plans from student paid and unpaid internships and/or jobs. • Self evaluation tools with documentation demonstrating students are able to reflect on their own behavior, and work toward change when necessary. • Student or agency log to document community activities and dates.
16. Counseling is made available to students and their families concerning financial and benefits planning for career choices. **BP**					• Documentation, logs, and print materials to represent family participation. • Handouts or other materials from financial planning and benefits Information sessions.

Ohio Transition Quality Indicators
Interagency Collaboration

Required – *must be a part of the transition process under state or federal rules*
BP – *Indicates "best practice" – beyond the minimum requirements*

- Gray highlighting indicates highest priority.
- Place an X in the appropriate boxes to indicate transition effectiveness improvement needs.

National Transition Standard/Quality Indicator	In Place	Partially in Place	Not in Place	High Priority for Planning	Suggested Evidence
Interagency Collaboration					
1. Representatives of other agencies that are likely to be responsible for providing or paying for transition services are invited to be active participants in the IEP/transition planning process. **Required**					• Parent agreement for participation by outside agencies is documented. • Invitation to agencies documented on the parent invitation (Form PR-02). • Signatures and titles on IEP show attendance at IEP meetings where transition is discussed. • List of career centers and other agencies with contact names. • Established with agencies and organizations that may provide transition services.
2. The district takes other steps to obtain the participation of outside agencies in planning transition services if invited representatives of agencies did not attend IEP meetings. **Required**					• Follow-up IEP meetings documented. • Evidence of invitation to career center or other agencies (Form PR-02). • Evidence of parent notification and agreement. • Signatures of agency contacts with titles. • Documentation of agency commitments and role. • Student application for services. • Documented attempts to contact other agencies. • Documentation of alternate plans when agencies do not attend.
3. District maintains or has access to an updated directory of community agencies that provide transition and other services to students and families. **BP**					• A list of community agencies and a contact person for each agency maintained by the school district. • Community agencies providing transition services are invited to participate in IEP meetings as appropriate, with parent/student approval.

National Transition Standard/Quality Indicator	In Place	Partially in Place	Not in Place	High Priority for Planning	Suggested Evidence
Interagency Collaboration					
4. The district actively partners with the community, service providers and other agencies to enhance the transition process, and/or the district sends representatives to an interagency regional transition team. **BP**					• In addition to formal IEP meetings, the district organizes other activities that bring parents, students and community agencies together, such as transition fairs that allow a variety of organizations to connect with parents and students. • Activities for students and families are recorded in the IEP. • Activities of an interagency transition team are documented. • An IACP or other career planning tool documents these activities.
5. The district, community service providers and other agencies work together to meet the needs of transition-age students. **BP**					• Documentation of agency participation on IEP. • Examples of information and resources offered by the district or other providers. • Activities of an interagency transition team are documented. • Evidence of a coordinated set of transition activities. • Evidence of local interagency agreements with the district.
6. The district informs parents and students about other resources, including agencies such as the Department of Mental Retardation/Developmental Disabilities; Bureau of Vocational Rehabilitation Services; Mental Health Services; and Social Security Administration; as well as post-school service providers and resources such as recreation centers and county libraries. **BP**					• Documentation of attendance at district trainings. • Signed receipts for print materials. • List of contact personnel with phone numbers. • Descriptions of provider support. • Materials are provided in family's native language and are culturally appropriate.

Ohio Transition Quality Indicators
Family and Parent Involvement

Required – *must be a part of the transition process under state or federal rules*
BP – *Indicates "best practice" – beyond the minimum requirements*

- Gray highlighting indicates highest priority.
- Place an X in the appropriate boxes to indicate transition-effectiveness improvement needs.

National Transition Standard/Quality Indicator	In Place	Partially in Place	Not in Place	High Priority for Planning	Suggested Evidence
Parent and Family Involvement					
1. Parents and students receive notice of meeting time and location regarding IEP meetings and who will be attending. **Required**					• Documented on parent invitation (Form PR-02) and retained in confidential student files. • Meeting times are offered that are convenient to all participants.
2. Parents and students receive notice that one purpose of the IEP meeting will be the development of a statement of transition service needs or consideration of services. **Required**					• Documented on parent invitation (Form PR-02) and retained in confidential student files. • Meeting times are offered that are convenient to all participants.
3. Parents and students receive notice that the public agency (school district) is inviting the student to his/her own IEP meeting. **Required**					• Documented on parent invitation (Form PR-02) and retained in confidential student files. • Documentation of consent of parent or student the age of majority.
4. Parents and students receive notice that other agencies will invited (specified by agency, position and title) to the IEP meeting. **Required**					• Documented on parent invitation (Form PR-02) as "other," and retained in confidential student files. • Documentation of consent of parent or student the age of majority.

National Transition Standard/Quality Indicator	In Place	Partially in Place	Not in Place	High Priority for Planning	Suggested Evidence
Parent and Family Involvement					
5. The district provides information and training to parents and/or family members regarding transition planning. **BP**					• Policy statement of availability of information. • Documentation of student/family events. • Signed receipts for materials. • Materials are provided in native language and are culturally appropriate.
6. Parents and other family members receive training and preparation to participate in IEP meetings. **BP**					• Documentation of attendance at district trainings. • Signed receipt for print materials. • Materials are provided in family's native language and are culturally appropriate. • Events such as college, employment and transition fairs, and training sessions for ***all*** students and families where the needs of youth with disabilities are considered.
7. The district seeks and incorporates parents' and other family members' input in the development of the IEP. **BP**					• Future planning section is based upon parent/ family input. • If available, copies of formal and informal assessments documenting family members' input. • There is a process for communicating and gathering family input.
8. The district informs parents and students about all adult service resources, including agencies such as the Department of Mental Retardation/Developmental Disabilities; Bureau of Vocational Rehabilitation Services; Mental Health Services; and Social Security Administration; as well as post-school service providers and resources such as recreation centers and county libraries. **BP**					• Documentation of attendance at district trainings. • Signed receipts for print materials. • List of contact personnel with phone numbers. • Descriptions of provider support. • Events scheduled such as college, employment and transition fairs, and training sessions for ***all*** students and families where the needs of youth with disabilities are considered. • Materials are provided in family's native language and are culturally appropriate.

Ohio Transition Quality Indicators
Program Structure

Required – *must be a part of the transition process under state or federal rules*
BP – *Indicates "best practice" – beyond the minimum requirements*

- Gray highlighting indicates highest priority.
- Place an X in the appropriate boxes to indicate transition effectiveness improvement needs.

National Transition Standard/Quality Indicator **Program Structure:** 1. Program Philosophy 2. Program Evaluation 3. Strategic Planning 4. Program Policy 5. Human Resource Development 6. Resource Allocation	In Place	Partially in Place	Not in Place	High Priority for Planning	Suggested Evidence
1. Program Philosophy					
1.1. All curricula and curricular materials are designed to meet the needs of all learners (universal design), and are culturally relevant. **BP**					• Graded course documents. • Curriculum development philosophy statements. • Samples of grade-level curricula. • Graduation, dropout and transition plan data; state performance plan (SPP) indicators 1, 2, 13, and 14 data; and longitudinal engagement results.
1.2. The district provides equal access to a full range of academic and nonacademic programs that include flexibility and supports to meet student needs. **BP**					• District-wide and school-wide LRE measures show participation in a range of academic and nonacademic programs. • Course of study and curriculum documents. • Special education philosophy and practice. • Programs and supports provided to SWD prepare them for successful post-school engagement. • Graduation, dropout, transition plan and longitudinal results (SPP/APR results).
1.3. Transition is delivered through a coordinated, ongoing process from early childhood to adult life. **BP**					• Documentation of transition assessments and services in IEP and elsewhere. • Integrated career development is evident at every grade level.
2. Program Evaluation					
2.1 The state and LEAs use a continuous-improvement model for systemic improvement that is data-based and includes progress monitoring. **BP**					• Published state transition manual with embedded improvement process. • Clear monitoring and plan, do, study, act elements. • SPP indicator 1, 2, 13 and 14 data.

National Transition Standard/Quality Indicator **Program Structure:** **1. Program Philosophy** **2. Program Evaluation** **3. Strategic Planning** **4. Program Policy** **5. Human Resource Development** **6. Resource Allocation**	In Place	Partially in Place	Not in Place	High Priority for Planning	Suggested Evidence
3. Strategic Planning					
3.1 Community-level strategic planning focuses on local transition issues and services. **BP**					• Districts show documentation of an improvement planning process for transition services. • The process includes local agencies and other stakeholders. • Graduation, dropout, transition plan and longitudinal results (SPP indicator data).
3.2 State-level and regional transition bodies focus on issues that are data-based and addressed within a continuous improvement model. **BP**					• Documentation of state and regional data from districts on the secondary transition process and outcomes. • Documentation of the use of this data for evaluation and improvement. • Identification of and action on regional and state transition issues. • Records and products of the State Work Group on Secondary Transition. • Graduation, dropout, transition plan and longitudinal results (SPP indicator data).
4. Program Policy					
4.1 Adult service systems and secondary education systems both include connected, collaborative transition-related planning and evaluation. **BP**					• Collaboration and partnership agreements between ODE and adult service systems. • Documents and systems in place to serve those partnerships. • District interagency agreements.
4.2 All stakeholders, such as educators, families, community and employers, are offered education and training in planning for positive post-school outcomes. **BP**					• Education and training plan for transition that includes all stakeholders. • Documentation of training being conducted and record of completions with roster of attendees.
4.3 All stakeholders, such as educators, families, community and employers, are active members of school and district leadership teams. **BP**					• Records of district and building leadership team meetings. • Evidence of products, services and improvements made through team efforts.

National Transition Standard/Quality Indicator **Program Structure:** 1. Program Philosophy 2. Program Evaluation 3. Strategic Planning 4. Program Policy 5. Human Resource Development 6. Resource Allocation	In Place	Partially in Place	Not in Place	High Priority for Planning	Suggested Evidence
4.4 Transition planning, programs, structure and processes are clearly articulated and disseminated throughout the state. **BP**					• State Secondary Transition Guidance Manual. • Transition Quality Indicators document. • Evidence that district teams use the products. • ORSC/OEC regional dyads in place.
5. Human Resource Development					
5.1 Transition-related training and technical assistance are coordinated, ongoing and system-wide. **BP**					• State transition curriculum and training manual. • Documentation of training and technical assistance provided to regions, districts and teams. • Teacher and leadership participation in training events.
5.2. Missions, policies and resources support seamless linkages and provide youth with access to coordinated services and accommodations. **BP**					• State Secondary Transition Guidance Manual. • District policies on secondary transition. • Evidence of other agency provision of services. • Evidence of coordination of activities and services.
5.3 The right people are in the right jobs – qualified and certified with established competencies, for example, TTW endorsement. **BP**					• ORSC/OEC regional dyads in place and working. • Indicator 13 and 14 measurements for SWD. • Collection of state-wide data on individuals who provide transition services in districts. • State Education Agency regional service providers are involved to support districts in transition planning and services.
6. Resource Allocation					
6.1 There is sufficient allocation of personnel and resources for coordinated transition planning and services. **BP**					• State transition training plan and implementation. • Assessment of transition services data collected through the TQI process. • Graduation, dropout, transition plan and longitudinal results are collected, analyzed and used for improvement planning.
6.2 Youth, families and community are involved in decision making for resource allocation. **BP**					• Records of district transition team meetings. • Records of regional transition team meetings. • Records of compliance monitoring for transition.
6.4 Important data are effectively shared, with necessary confidentiality. **BP**					• Memoranda of understanding and confidentiality agreements between partners and stakeholders. • IEP evidence of information sharing, as appropriate.

IEP Transition Component Quality Check

This guidance for the postsecondary transition process is intended to assist Ohio teams and practitioners in the formulation and verification of transition goals, objectives and services. Beginning with the post-school outcomes and goals in mind, develop a coordinated, measurable, sequential system of transition services that will assist the student in moving from school-age life to successful post-high school engagement in learning, working and living. Use this guidance list to verify the scope and quality of the transition services. This process should be in place by age 14 for all students with disabilities, or earlier when appropriate. Within each of the four outcome areas, check the activities that have been considered in the development of the student's transition services, goals and objectives. Use the results to assess the thoroughness of the plan.

Postsecondary Education

Does the student's IEP include consideration of:
- Enrollment in college preparatory courses (high school plan)?
- Accommodations to meet general education course requirements?
- Minimization or elimination of curriculum modifications over the high school years?
- Learning strategies that are appropriate to student needs – may include study skills, meta-cognitive strategies, time management and organizational skills?
- Use of the individual academic and career planning tool (or similar system)?
- Participation in college entrance examinations, with appropriate accommodations?
- Preparation for career-technical licensure or certification training which may lead to employment?
- Exploration of college choices to ensure an appropriate match, and appropriate support services available to meet the needs of the student?
- Assistance with applying for financial aid and scholarships, as appropriate?
- Teaching self-advocacy skills so that the student can articulate learning strengths and needs and share information with others?
- Development of postsecondary education/training goals and objectives that include student/family input?
- Social skills development?
- Linking to other agencies and resources, where appropriate?
- Assistive technology training and availability, where appropriate?

Employment

Does the student's IEP include consideration of:
- Enrollment in the highest level of academic coursework to ensure access to the best career opportunities?
- Career-technical education programs that fit the student's needs, strengths, preferences, interests and capabilities?
- Career assessments, career awareness and career exploration?
- Situation-specific, functional employability assessments and training?
- Use of the individual academic and career planning tool (or similar system)?
- Employment-skills training for a variety of employment settings?
- Work-study, or related community-based career training that focuses on postsecondary employment goals?
- Teaching self-advocacy skills so the student can articulate strengths and needs and share information with others?
- Development of employment goals and objectives that include student/family input?
- Social skills development?
- Linking to other agencies and resources, where appropriate?
- Assistive technology training and availability, where appropriate?

Independent Living

Does the student's IEP include consideration of:
 • Participation in curricula or services that address:
      o Personal/legal advocacy?
      o Personal finance management and planning?
      o Household (residential) selection and management?
      o Daily living skills?
      o Family planning/sex education?
      o Nutrition?
      o Consumer skills?
      o Mobility and transportation training and practice?
      o Personal and health insurance?
      o Safety issues?
      o Managing individual health care and medical needs in all environments?
 • Skills training in community-based settings, if appropriate?
 • Support from all school staff who could help develop independent living skills?
 • Practicing self-advocacy skills so the student can articulate learning strengths and needs and share this information with others?
 • Development of independent living goals and objectives that includes student/family input?
 • Social skills development and situational practice?
 • Linkages to state agencies and other community resources, if appropriate?
 • Assistive technology training and availability, where appropriate?
 • Limited power of attorney, when needed?

Community Participation
Does the student's IEP include consideration of: • Participation in extracurricular and co-curricular activities, such as clubs and sports?   • Use of transportation options: independent, public or specialized?   • Need for travel/mobility training?   • Participation in community recreation and leisure activities?   • Community service activities/volunteering?   • Initiating and strengthening appropriate friendships and relationships?   • Voting and citizenship?   • Inclusion in social groups and clubs?   • Application of social skills in community settings, if appropriate?   • Practicing self-advocacy skills so the student can articulate strengths and needs and share this information with others?   • Development of community participation goals and objectives that includes student/family input?   • Social skills development and situational practice?   • Linkages to state agencies and other community resources, if appropriate?   • Assistive technology training and availability, where appropriate?

Acknowledgements