

State Performance Plan Indicator 13: Secondary Transition



13

This indicator measures the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services’ needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP Team meeting with the prior consent of the parent or student.

Who are the students included in this indicator?

Students age 15 and above who have an Individualized Education Program (IEP).

What is the data source?

Each year, one sixth of the districts in the state plus the New York City Department of Education are required to collect and submit an “IEP/Transition Self-Review” monitoring protocol on a representative sample of IEPs and document the results on a form prescribed by New York State Education Department (NYSED). The form requires documentation of the percent of students whose IEPs met each of the compliance requirements on the monitoring protocol. School districts are directed to complete and report data on their IEP reviews to NYSED by August 31.

In New York State (NYS), transition services must be included in the individualized education programs (IEP) of students when they turn age 15. Because of this NYS requirement, SPP Indicator 13 data includes students with disabilities age 15 and above who have IEPs, even though Federal law requires transition planning to begin at age 16.

How are results calculated?

Students age 15 or above who have transition appropriately included in their IEPs	÷	All students age 15 or above with IEPs	x 100 =	SPP Indicator 13 Percentage
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What action is NYS taking to improve secondary transition for students with disabilities?

Appropriate transition planning and services that lead to meaningful post-school outcomes, including career and technical education, is a priority area of the Office of Special Education (OSE). NYSED has taken the following actions to ensure that IEPs include required transition components:

- The OSE and the Adult Career and Continuing Education Services-Vocational Rehabilitation (ACCES-VR) Office regularly work together to support the effective provision of transition services and positive post-school outcomes.
- ACCES-VR has created a Transition Unit to improve collaboration with high schools and provide preemployment transition services, including job and career exploration counseling and activities; work-based learning experiences; counseling on postsecondary options; workplace readiness training and instruction in self-advocacy to expose students to career and post-school options and to enable students with disabilities who are eligible, or potentially eligible, for Vocational Rehabilitation services to successfully transition from school to post-school activities.

- The OSE Educational Partnership, including the Technical Assistance Partnership for Transition at Cornell University, provides extensive Statewide training to support school district staff, parents, and students on appropriate IEP development and transition planning. Targeted training and support are also provided to school districts one to two years before the district must complete the SPP Indicator 13 IEP/Transition Self-Review.
- NYSED's State-mandated IEP form was developed to ensure school districts are appropriately documenting transition requirements on students' IEPs.