

Revised 2-11-09 for MDOE



Maine Department of Education's

Section 3 In-Depth Indicator Self Assessment
for

Improvement or Corrective Action Planning

IDEA B-13 Secondary Transition with IEP Goals

February 11, 2009

Adapted with permission from: New Jersey Department of Education's Special Education Monitoring Self-Assessment Document (2008); National Alliance on Secondary Education and Transition's Improving Secondary Education and Transition. National Standards and Quality Indicators (2005); and the Center for Change in Transition Services, Seattle University.

Purpose

The purpose of the Self Assessment is to assist SAUs in reviewing and analyzing their current policies, procedures, and practices to determine their effectiveness and identify areas needing strengthening and/or improvement for increased compliance and performance to meet Maine's IDEA Part B State Performance Plan targets. By completing the self-assessment, the SAU will be able to determine areas for improvement and/or corrective action planning.

IDEA Part B Indicator

IDEA B-13 Secondary Transition with IEP Goals: Percentage of youth age 14 or older with an IEP that contains measurable, annual IEP goals and transition services.

Since this is an IDEA compliance indicator, 100% of youth age 14 or older must have IEPs that contains measurable, annual IEP goals and transition services.

Note: Maine Unified Special Education Regulations Birth to Age Twenty (2008) mandates IEPs have appropriate measurable postsecondary goals transition services beginning not later than age 14.

General Instructions to the CIMP Team

1. The team will review the IDEA data provided by Maine Department of Education as well as the SAU/CDS data for each indicator.
2. The team reviews the Components and Features of B13 prior to completing the ratings. These components address:
 1. Student Future Planning and Self Determination;
 2. Family Information/Involvement;
 3. Individualized Educational Programs (IEPs);
 4. Interagency Involvement; and
 5. Preparation for Post-Secondary Education and/or Competitive Employment.
3. The team identifies the title or number and location of any supporting documents. **There is no need for collecting or copying the policies or sending the policies to Maine Department of Education.**
4. Using data and the team's knowledge of policies, services, programs, and initiatives, the CIMP team completes the following self-assessment protocol using a consensus decision-making process. Rate each feature according to the following rating scale:
 - 5 = All of the Time
 - 4 = Most of the Time
 - 3 = Some of the Time
 - 2 = Rarely
 - 1 = Never
5. At the end of each major section, there is a box for total score and an average section score. Please average all the scores for that section and write that score in the row at the end of the section. This will also be the score that will be transferred to a summary sheet at the end of each section for an IDEA Indicator.
6. **Any component or feature rated with a 1, 2, or 3 indicates a need for improvement and/or corrective action.**

The team may identify the prioritized component to be addressed and identify potential areas for improvement and/or corrective action planning.
7. Submit Completed Self Assessment(s) to designated personnel of Maine Department of Education (MDOE).

IDEA Part B Indicator 13

SAU:

Date:

B13 Components and Features	1	2	3	4	5	Information (Policy, Procedure Title or Number & Location) to Support Rating
1. Student Future Planning and Self-Determination						
1.1 The SAU provides students with disabilities with opportunities to learn about their own needs, preferences, interests and desired postsecondary goals.						
1.2 The SAU provides sufficient instruction for students with disabilities to lead or participate as actively as possible in their Individualized Educational Program (IEP) meetings.						
1.3. When the SAU conducts an evaluation of students, age 14, or younger if appropriate, the evaluations include assessment(s) to assist students in determining appropriate postsecondary goals.						
1.4. The SAU provides students with assistance to conduct person-centered planning (Transition Planning: Building a Framework for the Future (TPBFF), DREAMS/SNOW Action Plan).						
1.5. The SAU provides access to students with disabilities to participate in all general education career guidance systems.						
1.6. The SAU ensures that courses of study or coordinated set of activities are developed for students with disabilities, age 14, and based on the students' interests, preferences, and postsecondary goals.						
Total No. of Points for Each Column (rating # multiplied by the number of times the rating is marked) and Total Points (sum of all ratings)						TOTAL Points:
Section Average Score (average of all scores - the total points for all ratings divided by 6)						Average:

1 = Never 2 = Rarely 3 = Some of the Time 4 = Most of the Time 5 = All of the Time

IDEA Part B Indicator 13

SAU:

Date:

B13 Components and Features	1	2	3	4	5	Information (Policy, Procedure Title or Number & Location) to Support Rating
2. Family Information/Involvement						
2.1 The SAU provides parents and other family members with sufficient training and preparation to participate as actively as possible in IEP meetings.						
2.2. The SAU provides sufficient opportunity for parents' and other family members' concerns, preferences and interests regarding the students' educational programs to be incorporated into the development of IEPs.						
2.3 The SAU provides families/parents and students with disabilities with the needed assistance to apply for eligible community resources (BVRS, DBDS, SSA, etc.).						
2.4. The SAU provides families/parents and students with disabilities with information on planning for postsecondary education, training, or career preparation.						
Total No. of Points for Each Column (rating # multiplied by the number of times the rating is marked) and Total Points (sum of all ratings)						TOTAL Points:
Section Average Score (average of all scores - the total points for all ratings divided by 4)						Average:

1= Never 2= Rarely 3= Some of the Time 4= Most of the Time 5= All of the Time

Notes/Comments:

IDEA Part B Indicator 13

SAU:

Date:

B13 Components and Features	1	2	3	4	5	Information (Policy, Procedure Title or Number & Location) to Support Rating
3. Individualized Educational Programs (IEPs)						
3.1 The IEP meetings includes information about the students' interests, preferences, support needs and desired postsecondary goals. This information is shared among all concerned, including teachers, guidance staff, case managers, transition coordinators, etc.						
3.2 The IEP team coordinates transition services with career guidance and academic counseling provided to students with disabilities, beginning at age 14, or younger, if determined appropriate by the IEP teams.						
3.3. IEP meetings are conducted in a manner that ensures that the content of and decisions made for the IEP reflect the thoughts, concerns, opinions and preferences related to the students' educational program of <u>all</u> meeting participants.						
3.4. The SAU ensures that IEP annual goals and short-term objectives are at a consistent academic and functional level in relation to the students' desired postsecondary goals.						
3.5. Students' IEPs identify SAU staff, who has the responsibility to serve as a liaison to postsecondary resources and make referrals to the resources, as appropriate.						
Total No. of Points for Each Column (rating # multiplied by the number of times the rating is marked) and Total Points (sum of all ratings)						TOTAL Points:
Section Average Score (average of all scores - the total points for all ratings divided by 5)						Average:

1 = Never 2 = Rarely 3 = Some of the Time 4 = Most of the Time 5 = All of the Time

Notes/Comments:

IDEA Part B Indicator 13

SAU:

Date:

B13 Components and Features	1	2	3	4	5	Information (Policy, Procedure Title or Number & Location) to Support Rating
4. Interagency Involvement						
4.1 The SAU staff, who serve as a liaison to postsecondary resources, have working relationships with representatives of community services providers or other agencies. The SAU staff are knowledgeable about the function of and referral process for other agencies as well as post-secondary educational organizations.						
4.2. When the following community resource/agency may be needed by students, aged 14 and older, either presently or in the future, the SAU sufficiently informs families and students about the resources:						
a) Department of Behavioral and Disability Services						
b) Mental Health Services						
c) Social Security Administration (SSA)						
d) Bureau of Vocational Rehabilitation Services (BVRS)						
e) College student support services						
f) MTB						
g) Maine Transition Network (MTN) central & regional offices and coordinators						
h) Maine Protection and Advocacy						
i) Commission for the Blind and Visually Impaired						
j) Division of Youth and Family Services						
k) Transportation						
4.3. The SAU provides needed assistance to parents and students when applying for eligibility with needed community resources (such as those listed above).						
Total No. of Points for Each Column (rating # multiplied by the number of times the rating is marked) and Total Points (sum of all ratings)						TOTAL Points:
Section Average Score (average of all scores - the total points for all ratings divided by 13)						Average:

1= Never 2= Rarely 3= Some of the Time 4= Most of the Time 5= All of the Time

IDEA Part B Indicator 13

SAU:

Date:

B13 Components and Features	1	2	3	4	5	Information (Policy, Procedure Title or Number & Location) to Support Rating
5. Preparation for Post-Secondary Education &/or Competitive Employment						
5.1. The SAU provides students with disabilities with access to college preparatory academic courses with appropriate accommodations.						
5.2. No later than age 14, the SAU offers high school students with disabilities opportunities to more actively explore career interests by participating in structured learning experiences (experiential, supervised paid or unpaid educational activities).						
5.3. The SAU provides students with disabilities with access to advanced academic courses, such as Advanced Placement, honors courses, as appropriate.						
5.4. The SAU provides students with disabilities with access to Career and Technical Education (CTE) programs consistent with students' vocational goals.						
5.5. The SAU assists the participation of students with disabilities in college transition activities (e.g. college visits, completing applications, and financial aid forms) as appropriate.						
Total No. of Points for Each Column (rating # multiplied by the number of times the rating is marked) and Total Points (sum of all ratings)						TOTAL Points:
Section Average Score (average of all scores - the total points for all ratings divided by 5)						Average:

1= Never 2= Rarely 3= Some of the Time 4= Most of the Time 5= All of the Time

Notes/Comments:

IDEA Part B Indicator 13

SAU:

Date:

B13 Component	Average Score	Priority	Potential Areas for Improvement or Corrective Action Planning
1. Student Future Planning & Self Determination			
2. Family Information/ Involvement			
3. Individualized Educational Programs (IEPs)			
4. Interagency Involvement			
5. Preparation for Postsecondary Education &/or Competitive Employment			

Team Certification:

I certify that the ratings on the IDEA B13 and B 14 indicators and features, the priorities, and the potential areas for improvement or corrective action planning, represent a consensus of all Team Members.

Name of Chair

Signature

Date

Verification: I verify that the Self-Assessment was developed in compliance with requirements of Maine and Federal statutes and regulations.

Name of Superintendent

Signature

Date