

All States in the U.S. have a special education indicator performance plan. The following questions based on Indicator 13 are benchmarks for most states regarding secondary transition within the IEP.

Benchmarks towards success

Empowered for tomorrow

Is there evidence that assessments are given and/or updated each year?

PAES has capacity to obtain on-going workplace soft skills data each year as students participate in work related opportunities.

Was all assessment data interpreted and utilized in the development of the present levels, postsecondary goals and transition services and activities?

PAES data is easily interpreted and can be utilized in the development of present education levels, post-secondary goals, and transition planning and activities.

Is there baseline data in the present levels to support the development of the measurable annual goals?

PAES begins with gathering baseline data on all students. This baseline data along with the most recent PAES Summary of Performance Assessment results support the development of annual and post secondary IEP goals.

Is there a post-secondary goal for Education/Training, Employment, and/or statement that the area was addressed by the IEP team?

Students who participate in the PAES Lab develop skills in a simulated work environment. PAES Assessments of student performance are foundational to development of post-secondary education/training and employment goals.

Were age-appropriate assessments (formal or informal assessments of interests, preferences, aptitudes, achievement) conducted in order to develop postsecondary goals?

Paes provides age appropriate informal assessments of workplace interests and preferences. The PAES assessment of employment aptitude and achievement have a research-based peer reviewed validity. Assessments results serve to inform the IEP team as they develop postsecondary goals.

We can never really know what students can do until we give them a chance to try.

IDEA REGULATIONS PART B SUBPART D SEC. 300.320 (B)

(B) Transition, services. Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include:
(1) Appropriate measurable postsecondary goals based upon age appropriate, independent living skills; and (2) The transition services (including courses of study) needed to assist the child in reaching those goals.