

Transition Requirements and the IPS Crosswalk

IEP Requirements

1. Measureable Postsecondary Goals (MPGs):

A. Employment: After graduation outcome statement based on an age-appropriate assessment that identifies the student's strengths, interests, and preferences for employment.

B. Postsecondary Educational and/or Training: After graduation outcome statement based on an age-appropriate assessment that identifies the student's strengths, interests, and preferences for postsecondary education and/or training.

C. Independent Living: After graduation outcome statement based on an age-appropriate assessment that identifies the student's strengths, interests, and preferences for independent living.

IPS Components

Career Goals: identifying career plans, options, interests, and skills; exploring entry level opportunities; and evaluating educational requirements.

Postsecondary Education Goals: include progress toward meeting admission requirement, completing application forms, and creating financial assistance plans.

No corresponding item from IPS

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IEP Requirements

2. Annually Updated MPGs: evidence that the MPGs are updated annually (i.e. signature on IEP, phone log, or other evidence)

3. MPGs are based upon age-appropriate transition assessments: evidence of assessment information used to identify strengths, preferences, and interests, as well as evidence of how the assessment information leads to the MPGs that were written

4. Transition Services/activities: is a coordinated set of activities that address needs in the areas of: *Instruction, community Experiences, Related Services, Employment, Post-School Adult Living, and, if appropriate, Daily Living Skills & Functional Vocational Assessments* that are designed to enable the student to meet MPGs

IPS Components

IPS is required to be reviewed and revised at least once annually.

If results are documented on how the student results from career interest inventories, the information can be used as a transition assessment for writing MPGs.

Extracurricular Activities: participation in clubs, organizations, athletics, fine arts, community service, recreational activities, volunteer activities, work-related activities, leadership opportunities, and other activities

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IEP Requirements

5. Courses of Study: focus on improving the academic and functional achievement of the student to facilitate movement from school to post-school and are designed to assist the student to meet the MPGs

6. Annual IEP Goals: that are aligned to support the MPGs

7. Student Invitation: to an IEP meeting when transition services will be discussed

8. Outside Agency: that may provide or pay for services can be invited, with prior consent of the parent or student at the age of majority

IPS Components

Plan of Study: identifying and planning the coursework necessary to achieve the high school graduation requirements and pursue postsecondary education and career options; analyzing assessment results to determine progress and identify needs for intervention and advisement; and documenting academic achievement

No corresponding item from IPS

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