



COLORADO
Department of Education

Exceptional Student Services Unit
1560 Broadway, Suite 1100
Denver, CO 80202-5149

INDICATOR 13 FINAL REPORT 2017-2018 SY

Administrative Unit: Elizabeth Elbert C-1
Director of Special Education: Kim Morrison

August 3, 2018

Dear Kim,

This letter is submitted to you reporting the results obtained by the Colorado Department of Education (CDE) Exceptional Student Services Unit through the ESSU Data Management System.

Based on the sample pulled by the CDE, your AU conducted five IEP record reviews and reported data for IEPs written between July 1, 2017 – June 1, 2018. In order to meet federal data requirements identified in Colorado's State Performance Plan for Indicator 13, the following elements must be evident in IEPs of students 16+ years of age:

- Invitation of the student to the IEP;
- Invitation of outside agencies to the IEP with prior written parental consent;
- Measurable postsecondary goals in education/training, career/employment, and when appropriate, adult living skills;
- Measurable postsecondary goals updated annually;
- Measurable annual goals that align with the postsecondary goals/transition services;
- Transition assessments that inform the development of the entire IEP;
- Transition services that are specific and individualized to the student and designed to move the student toward the postsecondary goals; and
- Course of study that is multiyear, specific and individualized, and linked to the postsecondary goals.

YOUR 2017-2018 INDICATOR 13 COMPLIANCE STATUS – 100%
This data will be reflected on the 2019 Compliance Matrix for AU
Determinations.



CDE RESOURCES AVAILABLE

Administrative Units interested in providing internal training can access materials and resources available on the ESSU Secondary Transition Webpage:

<http://www.cde.state.co.us/cdesped/Transition.asp>

These materials have been designed so that AUs can use them independently to build capacity and enhance sustainability in meeting I-13 compliance requirements. Specifically the Indicator 13 Compliance and Quality Tips, Technical Assistance Guidance documents, and the Transition Assessment Module are useful tools for better understanding the requirements of transition IEP documentation.

We are happy to help as you continue your work toward meeting IDEA 2004 transition planning requirements to provide quality transition plans that lead toward successful postsecondary outcomes for students with disabilities. You may submit a request for professional development using the Secondary Transition Request Form found on our website at the link above under Regional Support Model.

If you have any questions about your compliance results, please contact me.

Best regards,

Gloria Howell
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