

Indicator 13 Checklist in the Transition Requirements Checklist© IDEA 2004

Revised July, 2009

Student Invitation

- 1. Is there evidence that the student was invited to the IEP team meeting?**
§300.321 (b)(1) IEP Team NSTTAC I-13

Essential elements:

- Every student who's IEP will be in effect when the student turns 16 years of age, or younger if determined appropriate by the IEP team, must be invited to their IEP meeting.
- Documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP team meeting.

Method:

- Review of IEP or file to determine documentation of student invitation.
- Review of student records to determine whether there is a record or copy of a student invitation or telephone log that shows invitation of the student (student invitation or phone log).
- Clear documentation that student was invited (stranger test).

Special Note:

- Parent Notice – If looking at the Parent Notice to determine documentation of student invitation, the student's name must be identified as an addressee on the Parent Notice (e.g. "Dear Mr. & Mrs. Smith and Julie"). If the student's name is listed as a party to whom the notice is addressed then check "Yes". If the student's name is NOT listed as a party to whom the notice is addressed (e.g. "Dear Mr. & Mrs. Smith") or it is blank then check "No". Note: the law requires the school to identify and inform the parents, on the parent notice, that the school will be inviting the student to the IEP meeting. Listing the student as a member who will be invited and telling the parents that the student will be invited to the IEP meeting is NOT an invitation to the student.

Agency Invitation and Participation

- 5. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?** *§300.321 (b)(3) IEP Team (NSTTAC I-13)*

Essential elements:

- Any other agency that is likely to be responsible for providing or paying for any transition services must be invited to attend the IEP meeting. The invitation of any other agency must occur with the consent of the parents, or a student who has reached the age of majority.

Method:

- Review IEP meeting participants to determine if representatives from other agencies were present at the meeting.
- Review parent IEP meeting notice. The meeting notice should identify any other agency invited to send a representative.
- Interview IEP team member(s) to verify procedures for inviting other agencies to attend IEP meetings. Request records that verify invitation.

Special Note:

- Answer question 5. **ONLY for the current IEP year.**
- IDEA 2004 added the caveat “with the consent of the parent or a student who has reached the age of majority” to the requirement for invitation of a participating agency likely to be responsible for providing or paying for transition services. A “No” answer could mean either “the school did not invite and outside agency” or “the parents or student who reached the age of majority did not consent”. **It is strongly recommended that, if answering “No”, reviewers include a “comment” indicating whether the “No” means “the school did not invite”, OR the “parents/student did not consent”.**
- “N/A” means it is too early to determine if any outside agency needs to be involved.
- Entities that are a part of the education system (ISD, CESA, Regions, etc.) and the services they provide are NOT considered an other agency.
- Other agencies must be agencies, services, supports or programs that the school will hand this student off to upon completion or aging out of the formal education system. These can include but are not limited to: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, etc.

13. **Is there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living? (Check all that apply).**

A. training/education

B. employment

D. where appropriate, independent living skill

§300.320 (b)(1) Definition of individualized education program

Essential elements:

- The IEP contains a measurable postsecondary goal or goals for the student **in education/training, employment and where appropriate, independent living skills.**
- The goal can be counted or measured
- The goal will occur *after* the student graduates/terminates from school.
- Based upon the information available about the student, the postsecondary goal(s) seem appropriate for this student.

Special Note: *The IEP must include a measurable postsecondary goal in both education/training and employment. Independent living skills is optional and should be included where appropriate. However, in place of separate measurable postsecondary goals for either education/training or employment, there could be ONE measurable postsecondary goal that includes both education/training and employment.*

Examples (from NSTTAC and O'Leary):

Measurable - Education or Training

Upon completion of high school, John will enroll in the general Associates Degree program at Ocean County Community College in August of 2009.

Not measurable - Education or Training

Upon completion of high school, John would like to go on to obtain some type of further education. (Phrases such as "Would like to", "plans to", and "wants to" are not measurable)

Measurable - Combination Education/Training and Employment

Jason will get his undergraduate degree in history and education, to become a high school social studies teacher. (Combination – education or training and employment)

Not Measurable - Combination Education/Training and Employment

Jason plans to get his undergraduate degree in history and education, to become a high school social studies teacher. (Combination – education or training and employment). ("Plans to" cannot be measured and could be on-going)

Measurable - Employment

Upon graduation, Riley will work full time as a general laborer for a construction company.

Not Measurable - Employment

Riley will complete his work experience program and is planning on working in construction. (Work experience is part of the high school program and is not a postsecondary goal. "Planning on" is not measurable).

Measurable - Independent Living

Upon completion of high school, Paul will live in a group home.

Not Measurable - Independent Living

Paul will learn to use public transportation, dress himself, and make his own lunch. (This does not state that these will occur after school. The overarching expectation or postsecondary goal for learning these skills is not stated).

Essential elements:

- The measurable postsecondary goal(s) can be counted or measured.
- The measurable postsecondary goal(s) will occur after the student exits from school.
- **“Yes” means that there is a measurable postsecondary goal in the given area and that it can be measured.**
- **“No” means there is a postsecondary goal in the area but it cannot be measured.**
- **“N/G” means there is no postsecondary goal (whether measurable or not) in that area.**
- **“N/A” applies only to independent living skills where a measurable postsecondary goal may or may not be appropriate or applicable.**
- The measurable postsecondary goal(s) of the student should be stated in such a way that one could measure (one year following school exit) the extent to which the student has been able to achieve what they set out to do and the extent to which the education system did a good job of preparing students for the next step in life.

Method:

- Locate the measurable postsecondary goals in the IEP and indicate a “Yes”, “No”, “N/G” or “N/A” beside each measurable postsecondary goal.
- **“Yes” means:**
 - **there is a measurable postsecondary goal in the given area;**
 - **the postsecondary goal can be measured;**
- **“No” means there is a postsecondary goal in the area but it cannot be measured.**
- **“N/G” means there is no postsecondary goal (whether measurable or not) in that area.**
- **“N/A” applies only to independent living skills where a measurable postsecondary goal may not be appropriate or applicable.**
- If “yes” or “no” is checked for any area then go to Question 14.
- If N/A is checked for all area then go to Question 20)
- If there is ONE measurable postsecondary goal that addresses education/training AND employment and the goal is measurable then check for “Yes” for both areas.
- If “Yes” or “No” for education/training, employment and independent living skills then go to 14.

- If “NG” for BOTH education/training and employment and “N/A for independent living skills then go to 20.

Examples:

- Education/Training = 4 year college or university, technical college, 2 year college, military, specific vocational or career field, independent living skill training, vocational training program, apprenticeship, OJT, Job Corps, etc.
- Employment = paid (competitive, supported, sheltered), unpaid, non employment, etc.
- Independent living skills = adult living, daily living, independent living, financial, transportation, etc.

14. Is (are) the postsecondary goal(s) updated annually?

Essential elements:

- The measurable postsecondary goals are addressed and updated in the current IEP.
- If the measurable postsecondary goal(s) was (were) not updated with the current IEP then check “No”.

15. Is (are) there annual IEP goal(s) related to the student’s transition services needs?

Essential elements:

Find the annual goals, or, for students working toward alternative achievement standards, or States in which short-term objectives are included in the IEP, short-term objectives on the IEP.

- For each of the postsecondary goal areas checked “Yes” in question #13, if there is an annual goal or short-term objective included in the IEP related to the student’s transition services needs, check “Yes”.
- For each of the postsecondary goal areas circled “Yes” in question #13, if there is **no** annual goal or short-term objective included in the IEP related to the student’s transition services needs, check “No”.
- If a postsecondary goal area was addressed, but was not measurable, and an annual goal is included in the IEP related to the student’s transition services needs, check “Yes”.
- If a postsecondary goal area was addressed in #1, but was not measurable, and there is **no** annual goal included the IEP related to the student’s transition services needs, check “No”.

16. Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessment? §300.320 (b)(1) Definition of individualized education program

Essential elements:

- Measurable postsecondary goals are based upon age appropriate transition assessments.
- If a postsecondary goal area was addressed in item #13, but was not measurable and if there is age appropriate transition assessment information, from one or more sources, provided regarding the student's needs, taking into account strengths, preferences, and interests regarding this postsecondary goal, check "**Yes**".
- If a postsecondary goal area was addressed in item #13, but was not measurable and if there is **not** age appropriate transition assessment information provided on the student's needs, taking into account strengths, preferences, and interests regarding this postsecondary goal, check "**No**".

Method:

- Review the IEP for supporting information and locate summaries of any transition assessments.
- Review the measurable postsecondary goals. For each measurable postsecondary goal there should be evidence of at least one age appropriate transition assessment was used that provided information on the student's needs, taking into account their strengths, preferences and interests.
- Based upon your own judgment, determine if the transition assessments were age appropriate and were used in helping the IEP team (student, teachers, evaluators, support staff etc.) in developing the student's measurable postsecondary goals.

17. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)? §300.320 (b)(2)

Definition of individualized education program

Essential elements:

- For each measurable postsecondary goal area there should be some type of instruction, related service, community experience, employment and other post-school adult living objective, daily living skill and/or functional vocational evaluation listed in association with meeting the measurable postsecondary goal.
- If a postsecondary goal area was addressed in item #13, but was not measurable and there is a type of transition services listed in association with meeting that postsecondary goal, check "**Yes**".
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is **no** type of transition service listed in association with meeting that postsecondary goal, check "**No**".
- The transition services and activities (actions/steps) described under all of these areas is a coordinated plan for the transition from school to post-school adult life.

Method:

- Review the measurable postsecondary goals. For each measurable postsecondary goal there should be some type of transition service (instruction, related service, community experience, employment, other post-school adult living objective, daily living skill and/or functional vocational evaluation) listed in association with meeting the measurable postsecondary goal.
- If there are transition service activities in any of the areas (instruction, related service, community experience, employment, other post-school adult living objective, daily living skill and/or functional vocational evaluation) listed in association with meeting the measurable postsecondary goal then check "Yes".

Special Note:

Check all that apply:

- Reviewers are asked to identify in which areas the transition services are developed in the IEP.
- All transition service areas must be considered but it is not required or appropriate to include activities in each area.
- If the area was included in the IEP mark "Yes".
- If you believe that any of the areas of instruction, related services, community experiences, employment and other post-school adult living objectives was not considered or not addressed but should have been considered or addressed then mark "No".
- There will be situations where an individual area (instruction, community experiences, related services, employment, etc.) may not be necessary or appropriate in helping the student achieve their measurable postsecondary goals. If you believe the area has been considered but not necessary or not appropriate mark "N/A".

21. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?

§300.320 (b)(2) Definition of individualized education program

Essential elements:

- Locate the course of study (instructional program of study) or list of courses of study in the student's IEP.
- The courses of study a multi-year description of coursework from the student's current to anticipated exit year that is designed to help achieve the student's desired post-school goal(s)? If yes then check "Yes" and go to next bullet. If no, check "No".
- Do the courses of study align with the student's identified postsecondary goal(s)? If yes, check "Yes". If no, check "No".

Method:

- Review IEP for documentation of the courses of study.
- Review the courses of study to ensure that the courses of study:
 - ✓ Reflects an educational program and plan that specifies all courses and educational experiences from the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP team.
 - ✓ Reflects the planning of courses of study that relate to the student achieving their desired measurable postsecondary goals and helps them make a successful transition to post-school adult life.
 - ✓ Multiple years of classes and educational experiences are specified, not just one year.

Special Note:

- Question 21 – the students “courses of study” needs to reflect the student’s needs, strengths, preferences and interests in order to check “Yes”.
- If there is a checkbox only or it does not specify the specific courses for each year then check “No”.

22. Overall, does the IEP meet the requirements of Indicator 13?

SPP – Indicator 13

Special Note:

This is the Indicator 13 question that is used for reporting purposes. Indicator 13 has to do with the reporting of the percent of youth 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...etc*”, **In order to clearly answer “Yes” to question 22 one must have answered “yes” to questions 1, 13a and 13b and answered “Yes” to questions: 14, 15, 16, 17 and 21. Question 5 could have either a “Yes” or “N/A”.**

Essential elements:

In order to answer “Yes” to question 22 one must have answered ‘yes’ to questions 1, 13a and 13b AND answered “Yes” to ALL of the following questions: 14, 15, 16, 17 and 21. Question 5 could have either a ‘yes’ or ‘n/a’. If one answered “No” to any one of the previous questions (except for the section ‘check all that apply’ in question 17 and ‘n/a’ for question 5) then Question 22 will automatically be marked “No”.

Question 22 is automatically checked depending on answers to the previous questions and cannot be altered or changed directly.