

NSTTAC Indicator 13 Checklist: Form B (Enhanced for Professional Development)

Percent of youth with IEPs 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, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, 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. (20 U.S.C. 1416(a)(3)(B))

Questions	Postsecondary Goals			
	Training	Education	Employment	Independent Living skills
1. Is there an appropriate measurable postsecondary goal or goals in this area?	Y N	Y N	Y N	Y N NA
Can the goal(s) be counted? Will the goal(s) occur <i>after</i> the student graduates from school? Based on the information available about this student, does (do) the postsecondary goal(s) seem appropriate for this student? • If <i>yes</i> to all three guiding questions above, then choose Y OR if a postsecondary goal(s) is (are) <i>not</i> stated, choose N				
2. Is (are) the postsecondary goal(s) updated annually?	Y N	Y N	Y N	Y N NA
Was (were) the postsecondary goal(s) addressed/ updated in conjunction with the development of the current IEP? • If <i>yes</i> , then choose Y OR If the postsecondary goal(s) was (were) <i>not</i> updated with the current IEP, choose N				
3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?	Y N	Y N	Y N	Y N
Is the use of transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file? • If <i>yes</i> , then choose Y OR if <i>no</i> , then choose N				
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?	Y N	Y N	Y N	Y N
Is a type of <i>instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation</i> listed in association with meeting the post-secondary goal(s)? • If <i>yes</i> , then choose Y OR if <i>no</i> , then choose N				
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?	Y N	Y N	Y N	Y N
Do the transition services include courses of study that align with the student's postsecondary goal(s)? • If <i>yes</i> , then choose Y OR if <i>no</i> , then choose N				
6. Is (are) there annual IEP goal(s) related to the student's transition services needs?	Y N	Y N	Y N	Y N
Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs? • If <i>yes</i> , then choose Y OR if <i>no</i> , then choose N				
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	Y N	Y N	Y N	Y N
For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting? • If <i>yes</i> , then choose Y OR if <i>no</i> , then choose N				
8. 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?	Y N NA	Y N NA	Y N NA	Y N NA
For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including but not limited to: <i>postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation</i> for this post-secondary goal? Was consent obtained from the parent (or student, for a student the age of majority)? • If <i>yes</i> to both, then choose Y • If <i>no</i> invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then choose N • If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, choose NA • If parent or individual student consent (when appropriate) was <i>not</i> provided, choose NA				
Does the IEP meet the requirements of Indicator 13? (Choose one) YES (all Ys or NAs for each item [1-8] on the checklist included in the IEP are chosen) NA or N (one or more Ns Chosen)				

Instructions for Completing NSTTAC Indicator 13 Checklist

1. Is there an appropriate measurable postsecondary goal or goals in this area?

- Find the postsecondary goal(s) for this student
- If there are appropriate measurable postsecondary goals in the areas of *Training* after high school; *Education* after high school, and *Employment* after high school, and (where appropriate) *Independent Living Skills* after high school **and** if the identified postsecondary goals in *Training*, *Education*, and *Employment*, and (where appropriate) *Independent Living Skills* appear to be appropriate for the student, based on the other information regarding Present Level of Academic and Functional Performance and / or the student's strengths, preferences, and interests, choose Y
- If a student's postsecondary goal in *Training* and *Education* addresses both training for a career and other education after high school (e.g., enrollment in an adult education program focused on both job and independent living skills; enrollment in a college program in preparation for a career in architecture), choose Y in both the *Education* and *Training* columns
- "it may not always be necessary for the student to have separate postsecondary goals for training and education in these instances. Based on the individual needs of the student and the student's plans after leaving high school, it may be reasonable for an IEP Team to interpret the areas of training and education as overlapping in developing postsecondary goals for a student. In these instances, an IEP Team could develop a combined postsecondary goal in the areas related to training and education. Employment is a distinct activity from the areas related to training and education, and each student's IEP must include a separate postsecondary goal in the area of employment. For further information see *Questions and Answers on Secondary Transition*, Revised September 2011, OSEP, Retrieved <http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CQaCorner%2C10%2C>).
- If an IEP team has interpreted training and education as overlapping areas, choose Y in both columns.
- If there is misalignment between the student's postsecondary goal(s), based on the information available (e.g., present level of performance, student interests, student preferences), choose N for the misaligned goal area(s) in the appropriate column(s)
- If there is a postsecondary goal that addresses *Training* but it is not measurable or does not appear to be appropriate for the student, choose N in that column
- If there is a postsecondary goal that addresses *Education* after high school, but it is not measurable or does not appear to be appropriate for the student, choose N in that column
- If there is not a postsecondary goal that addresses *Training* and a separate postsecondary goal that addresses *Education* or an appropriate combination of the two after high school, choose N
- If there is a postsecondary goal that addresses *Employment* after high school, but it is not measurable or does not appear to be appropriate for the student, choose N
- If there is not a postsecondary goal that addresses *Employment* after high school, choose N
- If there is a postsecondary goal that addresses *Independent Living Skills* after high school, but it is not measurable or does not appear to be appropriate for the student, choose N
- If there is not a postsecondary goal that addresses *Independent Living Skills* after high school, choose NA for that column (If NA is chosen for *Independent Living Skills* for #1, please do not respond to questions in this column for questions 2 – 8.)

2. Are the postsecondary goals updated annually?

- If the postsecondary goals for *Training*, *Education*, *Employment*, and where appropriate *Independent Living Skills*, are documented in the student's current IEP, choose Y in each corresponding column
- If the postsecondary goals for *Training*, *Education*, *Employment*, and where appropriate *Independent Living Skills*, are not documented in the student's current IEP, choose N in each corresponding column

- If this is the student's first IEP that addresses secondary transition services because they just turned 16, this is considered an update, so choose Y in each column

3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment?

- Find where information relates to assessment and the transition component on the IEP (either in the IEP or the student's file)
- For each of the postsecondary goal areas choose Y in question #1, evidence that at least one age appropriate transition assessment was used to provide information on the student's needs, strengths, preferences, and interests regarding this postsecondary goal, choose Y the corresponding column
- For each of the postsecondary goal areas choose Y in question #1, if there is **no** evidence that age appropriate transition assessment provided information on the student's needs, taking into account strengths, preferences, and interests regarding this postsecondary goal, choose N in the corresponding column
- If a postsecondary goal area was addressed in item #1, but was not measurable and if there is age appropriate transition assessment information, from one or more sources, provided on the student's needs, taking into account strengths, preferences, and interests regarding this postsecondary goal, choose Y in the corresponding column
- If a postsecondary goal area was addressed in item #1, 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, choose N in the corresponding column
- If an *Independent Living Skill* postsecondary goal was noted as NA for #1, please do not provide an answer in that column.

4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?

- Find where transition services/activities are listed on the IEP
- For each postsecondary goal, if there is a type of instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skill(s), and provision of a functional vocational evaluation listed in association with meeting the postsecondary goal (s), choose Y
- For each of the postsecondary goal, if there is **no** type of instruction, related service, community experience, development of employment and other post-school adult living objective, acquisition of a daily living skill, or functional vocational evaluation listed in association with meeting the postsecondary goal(s), choose N in the corresponding column
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is a type of transition services listed in association with meeting that postsecondary goal, choose Y in the corresponding column 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, choose N in the corresponding column
- If an *Independent Living Skill* postsecondary goal was noted as NA, please do not provide an answer in that column

5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?

- Locate the course of study (instructional program of study) or list of courses of study in the student's IEP
- Are 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, go to next instruction bullet. If no, choose N in each column

- Do the courses of study align with the student's identified postsecondary goal(s)? If yes, choose Y in the corresponding column(s). If no, choose N in the corresponding column(s)
- If an *Independent Living (IL)* postsecondary goal was noted as NA, please do not provide an answer in the (IL) column.

6. Is (are) there annual IEP goal(s) that are related to the student's transition services needs?

- 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 choose Y in question #1, if there is an annual goal or short-term objective included in the IEP related to the student's transition services needs, choose Y in the corresponding column(s)
- For each of the postsecondary goal areas chosen Y in question #1, if there is **no** annual goal or short-term objective included in the IEP related to the student's transition services needs, choose N in the corresponding column(s)
- If a postsecondary goal area was addressed in #1, but was not measurable, and an annual goal is included in the IEP related to the student's transition services needs, choose Y in the corresponding column(s)
- 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, choose N in the corresponding column(s)
- If an *Independent Living Skill* postsecondary goal was noted as NA, please do not provide an answer in that column.

7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?

- Locate the invitation to the IEP conference for the student.
- Was the student invitation signed (by the LEA) and dated prior to the date of the IEP conference? If yes, choose Y in each column OR if no, choose N in each column

8. 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?

- Find where persons responsible and/or agencies are listed on the IEP
- Are there transition services listed on the IEP that are likely to be provided or paid for by an outside agency? If yes, continue with next instruction bullet. If no, choose NA in the corresponding column(s)
- Was parent consent or student consent (once student has reached the age of majority) to invite an outside agency(ies) obtained? If yes, continue with next instruction bullet. If no, choose NA in the corresponding column(s)
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is evidence that parent/student consented agency(ies) were invited to the IEP meeting to discuss transition, choose Y in the corresponding column(s)
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is **no** evidence that parent/student consented agency(ies) were invited to the IEP meeting to discuss transition, choose N in the corresponding column(s)
- If it is too early to determine if this student will need outside agency involvement, choose NA in each column
- If an *Independent Living (IL)* postsecondary goal was noted as NA, please do not provide an answer in the (IL) column.

Does the IEP meet the requirements of Indicator 13?

- If all Ys or NAs for each item (1- 8) for all postsecondary goals identified are chosen, then choose **Yes**
If one or more Ns are chosen, then choose **No**

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SPED 856

Indicator 13 Analysis

Joe is a 16-year-old male student in the 10th grade. Joe is a student with Autism and participates in the regular education setting 100% of the day, with paraprofessional support in science.

Joe's IEP has a strength by being based on formal assessments. Each of the post-secondary goals is based on a specific assessment given during the current IEP year. State and district academic assessment were also included as formal evidence for the student's progress. One question was on the ASVAB. Accommodations were provided on Form E, but there were no results or mentions of it in the Present Level or Form C. Overall, assessments were present throughout the IEP.

Another strength of the IEP is that Joe's family is encouraging him to be more independent and self-determined. This shows that the school is working with the family and allowing them to be active participants and drivers of the IEP as discussed in Module 4's readings. The IEP services have been adjusted based on Joe's progress in the regular education classroom as well as based on his personal goal to be dismissed from special education before he graduates. The fact that Joe is completely in regular education is also a strength of his IEP because it allows him to develop his academic and social skills needed for post-secondary success, as discussed in the Transitions Coalition Best Practices modules.

Nevertheless, the IEP does not meet the requirements of the Indicator 13 Checklist. The student's post-secondary measurable goal of "applying for a part-time job" is more of an activity rather than a learned skill. Applying is something that can also be done while in high school, particularly for a part-time job. The independent living skills goal also cannot be counted. "Continuing to live with parents until 25" does not specify the purpose or intent of this decision. It also does not include any indication of learning independent living skills during this time as suggested by the Module 3 Self-Determination readings. Based on the course of study, the transition services listed for independent living would not be covered, because there is no personal finance course listed after the current IEP year. If these skills were covered in personal finance, the transition services for independent living need to be adjusted. If they were not mastered, the special education teacher needs to indicate how and when these skills will be taught. Similarly, the annual goals listed were compliant in that they were linked to post-secondary goals; however, they were rather general and could have been more specifically related to the listed goals. Therefore, Joe's IEP had a weakness of a lack of specificity in skills mastered for the outcome of the goals.

Another issue was with the invitations prior to the meeting. There was no invitation included specifically to Joe. On the notice of meeting the box that indicated student was checked off, but there should have been a separate one to just Joe and not addressed to his parents. On the notification attempts, it was also clear that all communication had gone only through the parents in terms of being invited to the meeting. It is a strength that he attended but would be counted as non-compliant for lack of student notice and invitation. The other issue was with the outside agency from the Vocational Technical School. There was a representative, Maria Cantos, listed on the invitation and marked as participating at the meeting; however, there was

no signed consent form included in the file prior to the meeting notice. The lack of invitations contributed to this IEP being non-compliant based on Indicator 13 standards.

Overall, this IEP has some issues that need to be corrected to be considered compliant. The strengths are that the student and the family actively participate in the transition planning and IEP process and that formal transition assessments are present and used to make decisions in the process. To become higher quality, Joe's IEP team should look at the resources discussed in Module 3 to let Joe have more ownership of the IEP process. With him leading the process, it would help to make certain areas more detailed and specific. Also, he could build his self-determination skills of creating and acting upon self-initiated goals. Therefore, this IEP could be improved by using the strategies discussed on Transition Coalition and the effective practices listed on the National Technical Assistance Center on Transition website.