NTACT THE COLLABORATIVE | National Technical Assistance Center on Transition

NTACT:C 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 that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, 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)).

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

Postsecondary Goals	Yes	No	Not Applicable
Training	Y	N	
Education	Y	N	
Employment	Y	N	
Independent Living Skills	Y	N	NA

- Can the goal(s) be counted?
- Will the goal(s) occur *after* the student graduates from school?
- Based on the information available about this student, do the postsecondary goals seem appropriate for this student?

If yes to all three guiding questions above, then **circle Y** OR if a postsecondary goal is not stated, **circle N**

2. Are the postsecondary goals updated annually?

Postsecondary Goals	Yes	No	Not Applicable
Training	Y	N	
Education	Y	N	
Employment	Y	N	
Independent Living Skills	Y	N	NA

- Were the postsecondary goals addressed/ updated in conjunction with the development of the current IEP?

If yes, then **circle Y** OR If the postsecondary goals were not updated with the current IEP, **circle N**

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

Postsecondary Goals	Yes	No
Training	Y	N
Education	Y	N
Employment	Y	N
Independent Living Skills	Y	N

- Is the use of transition assessment(s) for the postsecondary goals mentioned in the IEP or evident in the student's file?

If yes, then **circle Y** OR If no, then **circle N**

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

Postsecondary Goals	Yes	No
Training	Y	N
Education	Y	N
Employment	Y	N
Independent Living Skills	Y	N

- 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 skills, and provision of a functional vocational evaluation* listed in association with meeting the post-secondary goal(s)?

If yes, then **circle Y** OR If no, then **circle N**

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

Postsecondary Goals	Yes	No
Training	Y	N
Education	Y	N
Employment	Y	N
Independent Living Skills	Y	N

- Do the transition services include courses of study that align with the student's postsecondary goals?

If yes, then **circle Y** OR If no, then **circle N**

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

Postsecondary Goals	Yes	No
Training	Y	N
Education	Y	N
Employment	Y	N
Independent Living Skills	Y	N

- Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs?

If yes, then **circle Y** OR If no, then **circle N**

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

Postsecondary Goals	Yes	No
Training	Y	N
Education	Y	N
Employment	Y	N
Independent Living Skills	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 yes, then **circle Y** OR If no, then **circle 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?

Postsecondary Goals	Yes	No	Not Applicable
Training	Y	N	
Education	Y	N	
Employment	Y	N	
Independent Living Skills	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: vocational rehabilitation, postsecondary education admissions or disability services, continuing and adult education, adult disability services, behavioral or mental health agency or organization, Medicaid, community rehabilitation provider, independent living or community participation agency or organization for this postsecondary goal?
- Was consent obtained from the parent (or student, for a student the age of majority)?

If yes to both, then **circle Y**

If *no* 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 **circle N**

If parent or individual student consent (when appropriate) was not provided, **circle NA**

Does the IEP meet the requirements of Indicator 13? (Circle One)

Yes (all Ys or NAs for each item [1-8] on the checklist included in the IEP are circled)

or

No (one or more Ns circled)

Instructions for Completing NTACT:C 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, **circle 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), **circle 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, **circle Y** in both columns.
- If there is a misalignment between the student's postsecondary goal(s), based on the information available (e.g., present level of performance, student interests, student preferences), **circle 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, **circle 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, **circle 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, **circle 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, **circle N**
- If there is not a postsecondary goal that addresses *Employment* after high school, **circle 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, **circle N**
- If there is not a postsecondary goal that addresses *Independent Living Skills* after high school, **circle NA** for that column (If NA is circled 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, **circle 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, **circle 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 **circle 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 circled 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, **circle Y** the corresponding column
   - For each of the postsecondary goal areas circled 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, **circle 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, **circle 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, **circle 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), **circle 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), **circle 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, **circle 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, **circle 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. **Are there transition services in the IEP 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, **circle N** in each column
   - Do the courses of study align with the student's identified postsecondary goal(s)? If yes, **circle Y** in the corresponding column(s). If no, **circle 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 circled 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, **circle Y** in the corresponding column(s)
   - For each of the postsecondary goal areas circled 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, **circle 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, **circle 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, **circle 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, **circle Y** in each column OR if no, **circle 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 any transition services, including pre-employment 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, **circle 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, **circle 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, **circle 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, **circle 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.

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 circled, then **circle Yes**
- If one or more Ns are circled, then **circle No**

IDEAs that Work
Office of Special Education Programs
U.S. Department of Education

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